



Straits International School Rawang

Curriculum Overview - Nursery

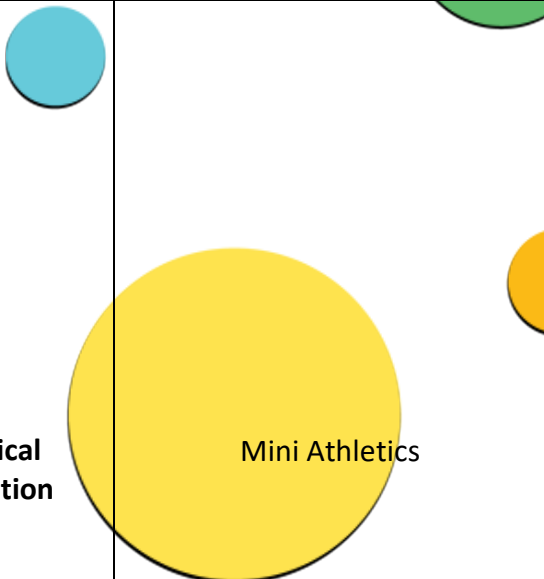
Nursery Spring Term 2.1 2025/2026

Spring Term 2.1	What will we learn?	What KUS will we gain?	What will excellence look like?
<p>English</p>	<ul style="list-style-type: none"> • Joining in with nursery rhymes • Engage in extended conversations about stories, learning new vocabulary. • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Use longer sentences of four to six words. • Make comments about what they have heard and ask questions to clarify their understanding. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Develop their phonological awareness, so that they 	<p>K - Children will gain knowledge of nursery rhymes, story structures, and key vocabulary. They will also learn the parts of a book, including how to read from left to right, top to bottom, and understand page sequencing. Additionally, they will develop phonological knowledge, such as identifying rhymes, counting syllables, and recognizing words with the same initial sounds.</p> <p>U - Children will develop an understanding of how words and sounds relate through rhymes and phonological patterns. They will understand the meaning behind stories by answering 'why' questions and will learn to engage in conversations by asking and answering questions to clarify understanding.</p> <p>S - Children will develop practical skills to join in with nursery rhymes, listen to and recall details from longer stories, and use a wider range of vocabulary. They will learn to construct longer sentences, participate in discussions by sharing their ideas, and ask questions. Additionally, they will build phonological skills, such as spotting rhymes, clapping syllables, and recognizing initial sounds.</p>	<ul style="list-style-type: none"> • Children confidently join in with nursery rhymes, suggesting their own rhymes and rhythms. • They engage actively in group and one-on-one discussions, sharing ideas and asking meaningful questions. • Children use an expanded range of vocabulary in conversations and storytelling, including new words they have learned. • They construct clear and coherent sentences of 4 to 6 words or more. • They answer 'why' questions with thoughtful explanations, showing understanding of the story's content. • Children actively comment on what they have heard, ask clarifying questions, and offer their own ideas during discussions. • They listen to others and build on conversations effectively

	<p>can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <ul style="list-style-type: none"> We read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 		
<p>– How will this be assessed?</p>		<p>Phonics assessment, Work samples, Individual observation</p>	
<p>Maths</p>	<ul style="list-style-type: none"> Subitising 2 Counting 3 Shape, space and measure 3 Pattern 3 	<p>K - Children will gain knowledge of subitising by recognizing small quantities without counting, understanding number names and their sequence through counting, and identifying shapes, sizes, and spatial relationships. They will also learn about patterns, including how to identify, create, and extend simple repeating sequences.</p> <p>U - Children will understand that numbers represent specific quantities, and subitising helps identify small amounts quickly. They will grasp that counting follows a logical sequence and the last number counted represents the total. They will also develop an understanding of spatial relationships, measurements like size and weight, and the logical order of patterns that can be repeated and predicted.</p> <p>S - Children will develop the skill to subitise small groups of objects, count accurately with one-to-one correspondence, and recognize and describe</p>	<ul style="list-style-type: none"> Children confidently recognize small quantities (e.g., up to 3 or more objects) without counting. They quickly identify the number of items in a group and explain how they know (e.g., “I see 2 dots”). Children count objects accurately with one-to-one correspondence, up to and beyond 3. They confidently recite numbers in sequence and understand that the final number counted represents the total amount. Children identify and describe shapes and use positional language They compare objects by size, length, and weight. Children confidently identify, extend, and create simple repeating patterns.

		<p>shapes, sizes, and positions. They will also build the ability to identify, replicate, extend, and create patterns using objects, colours, and sounds in practical activities.</p>	
<p>How will this be assessed?</p>		<p>End of block checkpoint, Practical activities, Work samples, Individual observation</p>	
<p>IEYC</p>	<ul style="list-style-type: none"> • Splash it! • Mix it! • Grow it! • Build it! 	<p>K - Children will learn about water properties (Splash it!), how materials change when combined (Mix it!), what plants need to grow (Grow it!), and the basics of shapes, structures, and stability (Build it!).</p> <p>U - Children will understand cause-and-effect relationships, such as how water splashes or materials mix, how plants grow under specific conditions, and how shapes and materials can create stable structures.</p> <p>S - Children will develop skills in experimenting with water, mixing materials, planting and caring for seeds, and designing and building structures using various materials</p>	<ul style="list-style-type: none"> • Children confidently explore water, observing and describing how it moves, splashes, and interacts with different materials. • Children successfully mix materials and explain the changes they observe, such as new colours, textures, or consistency. • Children demonstrate care for plants by watering, observing, and documenting their growth. • They confidently explain what plants need to grow (e.g. water, sunlight, and soil) and identify changes in the plant lifecycle. • Children design and construct stable structures using different materials, showing creativity and problem-solving skills.
<p>How will this be assessed?</p>		<p>Work samples, Individual observation</p>	

<p>Bahasa Melayu</p>	<p>Unit: Animals</p> <ul style="list-style-type: none"> - Name of animals - Habitat 	<ul style="list-style-type: none"> • K- Children will know the names of the common animals in Bahasa Melayu (kucing, anjing, burung etc) and will recognize the habitats of animals (laut, hutan, rumah) • S- Children will be able to say and repeat animal names clearly and able. • U- Children will understand that animals live in different habitats. • Children will show understanding by pointing, naming, matching animals, habitats during activities 	<ul style="list-style-type: none"> • Accurately name and identify range of animals in Bahasa Melayu without prompts with the correct pronunciation. • Identify habitats of animals correctly (ikan lives in the sea, ocean). • Children able to match animals in their habitats using pictures and toys. • Children engage actively in activities such as singing animals songs, role play or matching games • Children demonstrates clear understanding of habitats, explaining or showing where animals live.
<p>How will this be assessed?</p>		<p>In class work, Quizzes, Individual observation</p>	
<p>Mandarin</p>	<p>Numbers 1-10 (数字1-10): Learn to say, recognize, and write numbers in Mandarin.</p>	<ul style="list-style-type: none"> • Knowledge: Understand the pronunciation and meaning of numbers 1-10 in Mandarin. • Understanding: Recognize numbers in sequence and their use in counting. • Skills: Pronounce numbers correctly, trace simple characters, and count objects. 	<ul style="list-style-type: none"> • Confidently count from 1 to 10 in Mandarin with correct tones. • Recognize and write numbers 1-10 neatly. • Apply numbers in simple counting activities or songs.

<p>How will this be assessed?</p>	<p>Assessment will be through observation of counting, recognition during activities, and accuracy in tracing or writing numbers.</p>	
<p>Physical Education</p>	 <p>Mini Athletics</p>	<ul style="list-style-type: none"> • K - Students learn the basics of how to prepare themselves for physical activity, such as warming up, staying hydrated and being mindful of safety. They also gain knowledge of how their eyes and hands/feet work together in athletic movements, and how different movements are required in activities like running, jumping, and throwing. • U - Students begin to understand that proper technique leads to better outcomes in athletic tasks. They develop an awareness of how eye-hand/foot coordination enhances their ability to control movements, such as throwing correctly or landing a jump safely. • S - Students will develop key skills in running, jumping, and throwing. They will learn to demonstrate good running form. For jumping, students will practice a two-foot take-off and landing with a good balance. In throwing, they will refine an overarm push action technique. <ul style="list-style-type: none"> • Students exhibit excellent running form, with a smooth and effective arm movement. They can run with speed while maintaining balance and control throughout. • Students perform two-footed take-offs and landings with precision, while maintaining stability. Their landing is soft, balanced, and controlled, showcasing strong coordination of the whole body. • Students display excellent overarm push throws with power and technique. Across all activities, students show exceptional body awareness and control, smoothly transitioning between movements with balance and coordination, quickly adapting to different tasks while keeping proper form.
<p>How will this be assessed?</p>	<p>Continual assessment of skills and level of understanding via Q and A and observation.</p>	

<p>Music</p>	<p>We are exploring sounds, developing listening skills, and learning to use our voices and movements creatively through music and rhythm.</p>	<ul style="list-style-type: none">• Knowledge: Awareness of sounds, rhythms, and musical elements like dynamics and pitch.• Understanding: Recognizing different sounds, using voice pitch, and distinguishing between loud and soft sounds.• Skills: Singing, body percussion, creating simple rhythms, and moving to a beat.	<p>Students confidently respond to and create sounds, move rhythmically, and participate enthusiastically in group music activities. They will show an understanding of dynamics, rhythm, and pitch through active listening and participation.</p>
<p>How will this be assessed?</p>		<p>Practical observation</p>	