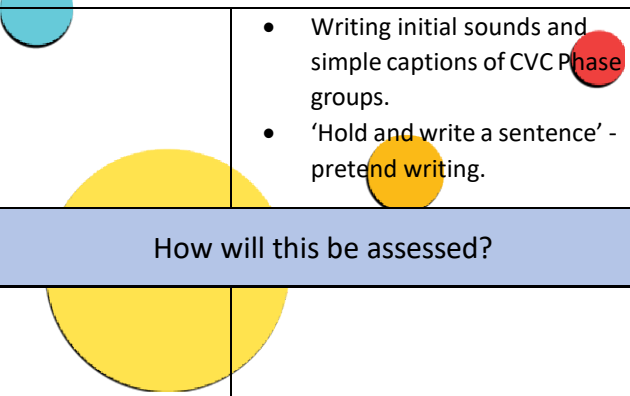
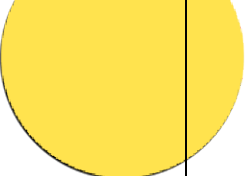


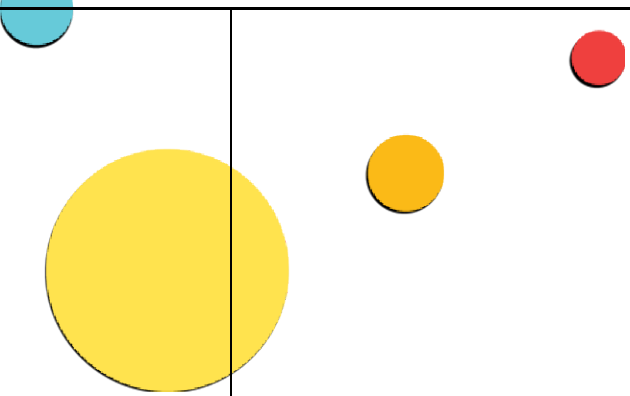
Straits International School, Rawang
Curriculum Overview - Reception
Autumn Term 1.2 2025/2026

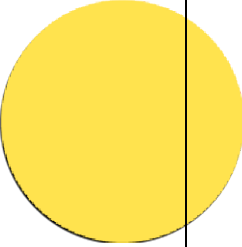



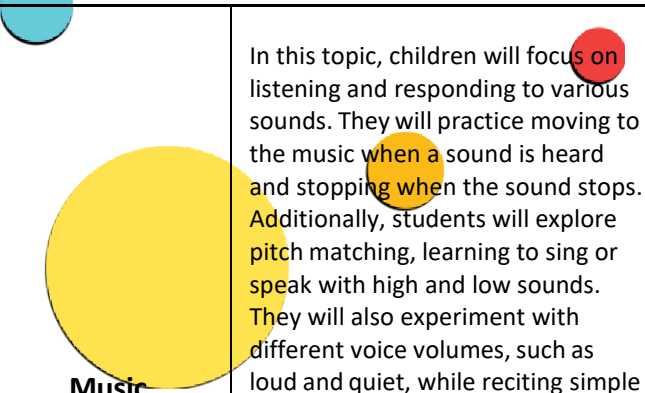
Autumn - Term 1.2	What will we learn?	What KUS will we gain?	What will excellence look like?
<p>English</p>	<p>Beginning to retell stories.</p> <ul style="list-style-type: none"> Retell stories related to events through acting/role play. Retelling stories using images / apps. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Enjoys an increasing range of books. Story Maps. Actions to retell the story. Read a few common exception words matched to Phase 2. Writing messages. Writing Names and Labels. Labelling using initial sounds or CVC. Story scribing. Practising correct letter formation. 	<p>Knowledge (K): Understand the structure and language of stories, including characters, settings, and events.</p> <p>Understanding (U): Comprehend the relationship between letters and sounds, including recognizing initial sounds and how marks (writing) convey meaning.</p> <p>Skills (S): Develop fine motor skills through mark making, writing names, and correct letter formation using a tripod grip.</p>	<ul style="list-style-type: none"> Ability to confidently engage in extended conversations about a variety of stories. Accurately use initial sounds to label drawings and characters independently. Correct and consistent use of a tripod grip for writing and mark-making. Clear, recognizable letter formation with increasing fluency. Ability to retell stories using both words and illustrations, showing comprehension. Active participation in rhymes, showing a strong understanding of repeated refrains. Enthusiastic and independent use of vocabulary learned from stories in context.

	<ul style="list-style-type: none"> • Writing initial sounds and simple captions of CVC Phase groups. • 'Hold and write a sentence' - pretend writing. 		
<p>How will this be assessed?</p>		<p>Phonics assessment, Work samples, Individual observation</p>	
<p>Maths</p>	<ul style="list-style-type: none"> • 1,2,3,4,5 • Shapes with 4 sides • Alive in 5 • Mass and capacity • Growing 6,7,8 	<p>K- Students recognize and name common shapes: circle, triangle, square, rectangle.</p> <p>- Students understand the properties of shapes (e.g., triangles have 3 sides, squares have 4 equal sides).</p> <p>- Students identify everyday objects that match these shapes.</p> <p>- Students learn numbers 1–5, focusing on 4 and 5 — to subitise, represent, and find 1 more/1 less.</p> <p>U- Students understand that shapes can be sorted and described by their properties.</p> <p>- Students understand that numbers represent quantities and can be made in different ways.</p> <p>- Students connect their understanding of numbers and shapes to real-life situations.</p> <p>S- Students sort and classify shapes.</p> <p>- Students represent numbers in different ways (using objects, drawings, or numerals).</p> <p>- Students create and identify shapes using hands-on materials.</p> <p>- Students apply counting and shape recognition skills during daily routines, games, and activities.</p>	<ul style="list-style-type: none"> • Students confidently recognize, name, and describe a variety of 2D shapes (circle, triangle, square, rectangle) and explain their properties using correct vocabulary (sides, corners). • Students independently identify shapes in their environment and use them to create new patterns or pictures. • Students fluently subitise and represent numbers 1–5 in multiple ways (objects, fingers, drawings, ten frames). • Students show strong number sense, quickly identifying one more or one less than a given number without support. • Students accurately compose and decompose numbers within 5 and can explain their thinking (e.g., “3 and 2 make 5”). • Students demonstrate curiosity and confidence during hands-on tasks, showing independence in sorting, counting, and reasoning about shapes and numbers.

How will this be assessed?		End of block checkpoint, Practical activities, Work samples, Individual observation	
 <p>IEYC</p>	<p>Unit: This is Me</p> <ul style="list-style-type: none"> • How are we the same? How are we different? • My home • My family and Me • Looking after myself and others 	<ul style="list-style-type: none"> • Knowledge: Children will know that people have different physical characteristics and personal preferences. • Understanding: Children will understand that despite differences, everyone has unique qualities to be valued. • Skill: Children will develop the ability to recognize and celebrate similarities and differences in others. 	<ul style="list-style-type: none"> • Children confidently discussing and celebrating diversity. • Children articulating differences and similarities between homes and families. • Independent recognition of personal hygiene and well-being. • Empathy shown through caring for others and thoughtful interactions. • Clear understanding of family roles and community support.
How will this be assessed?		Students Reflections and tasks by end of the unit, Work samples, Individual observation	
Bahasa Melayu	<p>Ambition (Cita-cita)</p> <ul style="list-style-type: none"> • To learn about different types of occupations (guru, doktor, polis, bomba) 	<p>Interactive Learning Activities:</p> <ul style="list-style-type: none"> • Students engage in activities like labeling and identifying various occupations (teacher, doctor, police, firefighter) using picture cards and word labels. <p>Classroom Discussions and Role-playing:</p> <ul style="list-style-type: none"> • Discussions about future ambitions where students share their dream jobs and explain why they want to pursue them. Q&A sessions are conducted to 	<ul style="list-style-type: none"> • Confident Use of Job Words: Students can name and describe jobs like teacher, doctor, police, and firefighter easily and correctly. • Active Role-Playing: Students act out different jobs with enthusiasm, showing they know what each job involves. • Creative Ideas: Students share creative ideas about their future jobs through drawings or short talks, showing they understand the career paths.

		<p>encourage students to explain more about these occupations.</p> <p>Digital Learning Tools:</p> <ul style="list-style-type: none"> • Using educational apps or platforms featuring interactive games, such as matching occupations with descriptions or quizzes related to jobs, helps students understand and recall different occupations. • Short videos or animations explaining the roles of various occupations, like doctors or firefighters, to provide better visualization and understanding. 	
<p>How will this be assessed?</p>		<ul style="list-style-type: none"> • Interactive Learning: Use picture cards and games to identify and match jobs. • Class Discussions: Discuss future jobs and ask questions about different occupations. • Role-Playing: Act out different jobs and explain the roles to classmates. • Digital Tools: Use educational apps with job-related games and videos. 	
<p>Mandarin</p>	<p><u>About me</u></p>	<p>Through the unit of study about "myself," students will be able to introduce their name, age, and where they live to others. This will help them confidently introduce themselves to others. At the same time, students will also learn about their personal preferences and the related vocabulary.</p>	<p>In this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize vocabulary and grammar related to "About Me." 2. Communicate with others smoothly and confidently through their learning. 3. Write the new vocabulary from this unit. 4. Tell others about their preferences.

How will this be assessed?		Question and answer session, worksheet.	
 <p>Physical Education</p>	 <p>Agility, Balance, Coordination (ABC's)</p>	<ul style="list-style-type: none"> • K - Students will learn the basic concepts of agility, balance, and coordination. They will understand that agility involves quick changes in direction, balance is about staying steady during movement or stillness, and coordination is the ability to use different parts of the body together smoothly. • U - Students will grasp why agility, balance, and coordination are important in physical activities and everyday movements. They will understand how these abilities help them move more efficiently and safely, and how improving these skills allows them to perform various actions with better control. • S - Students will develop and demonstrate practical abilities in agility, balance, and coordination through a variety of activities. They will practice moving quickly and changing direction with control, holding steady positions and balancing while moving and using their hands and feet together smoothly to complete tasks. 	<ul style="list-style-type: none"> • Students can change direction quickly and smoothly, reacting swiftly to different cues or obstacles. They can move in a variety of ways like running, hopping, or skipping while staying balanced and controlled. • Students can maintain steady control both in motion and while holding still positions. They balance confidently during activities like walking along a line or holding a pose, showing strong core stability. • Students demonstrate excellent coordination by smoothly using their arms, legs, and hands together during activities like catching, throwing, or dribbling. They perform these actions with precise timing and minimal errors. • Overall, students display enthusiasm, confidence, and focus during activities, actively engaging and improving through practice. Their ability to adapt and respond to physical challenges quickly and with good form showcases a deeper understanding of agility, balance, and coordination.
How will this be assessed?		Continual assessment of skills, Q and A, and observation.	

 <p>Music</p>	<p>In this topic, children will focus on listening and responding to various sounds. They will practice moving to the music when a sound is heard and stopping when the sound stops. Additionally, students will explore pitch matching, learning to sing or speak with high and low sounds. They will also experiment with different voice volumes, such as loud and quiet, while reciting simple poems or songs.</p>	<ul style="list-style-type: none"> • Knowledge: Students will learn basic musical concepts like pitch (high vs. low) and dynamics (loud vs. quiet). They will also learn to associate movement with sound. • Understanding: They will understand how to follow cues based on sound, reacting appropriately by stopping, moving, or playing instruments. They will gain an understanding of how pitch and volume can change the mood of a piece. • Skills: Students will develop listening skills, improve their ability to match pitches, and refine their motor coordination. They will also practice expressive reading or singing by adjusting their voice for different dynamics and pitch. 	<ul style="list-style-type: none"> • Excellence will be demonstrated by students who actively listen and accurately respond to sound cues, showing clear control over when to move, stop, or play instruments. They will exhibit strong pitch-matching abilities and use their voices expressively, adjusting both volume and pitch while reciting poems or singing. Students achieving excellence will also show focus and engagement during group activities.
<p>How will this be assessed?</p>		<p>Practical observation</p>	