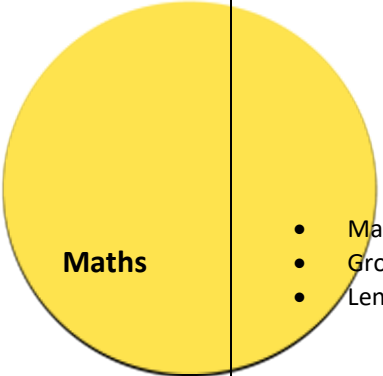


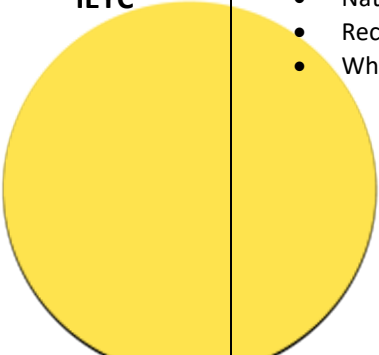



Straits International School Rawang






Curriculum Overview - Reception

Reception 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>	<p>Retelling stories with the introduced vocabulary.</p> <ul style="list-style-type: none"> • Making up stories with themselves or other familiar people as the main character. • Encourage children to record stories through picture drawing/mark making. • Using recently introduced vocabulary during discussions about stories and during role-play. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exceptional words. • Editing of story maps and orally telling new stories • Writing some tricky words such as I, me, my, like, to, the. • Write recognisable letters, most of which are correctly formed. • Writing and labelling CVC words. • Guided writing based around developing short sentences in a meaningful context. 	<p>K - Children will understand that stories have a beginning, middle, and end, and can identify key characters, settings, and events in a story using introduced vocabulary.</p> <p>U: Children will comprehend how to use pictures, drawings, and story maps to represent and sequence events, enhancing their ability to retell and create stories independently.</p> <p>S: Children will demonstrate their ability to write simple phrases, sentences, and CVC words, including tricky words, with recognisable letters and correct letter formation, supporting the development of early writing skills.</p>	<ul style="list-style-type: none"> • Children independently retell and create stories using recently introduced vocabulary in discussions, role-play, and guided storytelling, showing deep comprehension and expressive language. • Children confidently make up stories involving themselves or familiar people, using drawings, storyboards, and story maps to sequence events, demonstrating understanding of narrative structure (beginning, middle, end). • Children write simple phrases, sentences, and CVC words, including tricky words (I, me, my, like, to, the), using recognisable, correctly formed letters with growing confidence in applying phonics knowledge. • Children record stories through picture drawing, mark making, and labelling key elements (characters, settings) using initial sounds, reflecting both creativity and early literacy skills. • Children actively engage in editing story maps and orally telling new stories, practicing "hold and write a sentence" activities with correct letter formation and first-letter sound recognition, building foundational writing fluency.

	<ul style="list-style-type: none"> • Create a storyboard. • Practising correct letter formation. • 'Hold and write a sentence' - first letter sound p/word. 		
How will this be assessed?		Phonics assessment, Work samples, Observation, Classroom discussion	
 <p>Maths</p>	<ul style="list-style-type: none"> • Mass & Capacity • Growing 6,7,8, • Length, height & Time 	<p>K- Understand the basic concepts of mass (heavy/light) and capacity (full/empty).</p> <p>-Know vocabulary related to length (long/short), height (tall/short), and time (morning, afternoon, evening).</p> <p>-Understand that time can be measured and sequenced (e.g., first, next, last).</p> <p>S- Compare and sort objects based on mass and capacity using everyday language.</p> <p>-Measure and compare lengths and heights using non-standard units (e.g., blocks, hands).</p> <p>-Sequence events of the day and use timers or clocks to explore the passage of time.</p> <p>U- Students will consolidate and demonstrate their understanding through end-of-block assessments that involve problem-solving and explaining their reasoning for measurements and counting activities.</p>	<ul style="list-style-type: none"> • Students confidently compare and sort objects by mass and capacity using appropriate vocabulary (heavy/light, full/empty) and measure lengths and heights using non-standard units with precision. • Students accurately sequence daily events using time-related vocabulary (morning, afternoon, evening) and use timers or clocks to demonstrate an understanding of time passage. • Students explain their reasoning effectively in assessments, justifying their measurement choices and number operations with confidence and accuracy.
How will this be assessed?		End of block checkpoint, Practical activities, Work samples, Individual observation	

	   <p>Unit: The world around us</p> <ul style="list-style-type: none"> • Exploring nature • Nature's keepers • Recycle it! • Where I live? 	<p>K- They will identify different natural elements, such as plants, animals, and weather patterns, in their local environment.</p> <p>-They will recognize the importance of taking care of nature and the consequences of harming it.</p> <p>S-They will observe and describe the features of plants, animals, and other natural objects around them.</p> <p>-They will sort and classify recyclable materials based on their type (e.g., paper, plastic, metal).</p> <p>U-They will understand how their actions can positively or negatively impact the environment.</p> <p>-They will understand that recycling helps protect nature.</p>	<ul style="list-style-type: none"> • Students can accurately identify and name various natural elements in their local environment, describing their characteristics in detail. • Students actively demonstrate responsible environmental behaviour, such as reducing waste, recycling correctly, and caring for plants and animals. • Students confidently classify recyclable materials with accuracy and explain why recycling is important for protecting nature. • Students articulate how human actions impact the environment, providing examples of both positive and negative effects.
<p>How will this be assessed?</p>		<p>Students Reflections and tasks by end of the unit, Work samples, Individual observation</p>	
<p>Bahasa Melayu</p>	<p>Unit: Hari (Days)</p> <ul style="list-style-type: none"> - Vowels / sound & diphthongs 	<p>K- Children will know basic Bahasa Melayu vocabulary related to hari (days of the week). Children will recognize vowels (a,e,i,o,u) and common diphthongs ('ng', 'ny', 'ai', 'au)</p> <p>S – Children will be able to identify and pronounce the sounds of vowels and diphthongs</p> <p>Children will practise listening and repeating simple words related to hari</p>	<ul style="list-style-type: none"> • Able to name days of the week in Bahasa Melayu • Identify days from the word 'semalam' and 'besok' • Understand that days follow a sequence and routine • Recognize and pronounces vowel sounds accurately • Recognise and pronounce diphthongs correctly • Matches pictures to correct words with minimal assistance or independently

		<p>U - Children will understand that each letter has a sound and sounds can be blended into words</p> <p>Children will understand that vocabulary about hari is used in daily routines (today, tomorrow)</p> 	<ul style="list-style-type: none"> • Responds to oral prompts using single words or short phrases • Understand that specific letters represent sounds in Bahasa Melayu
<p>How will this be assessed?</p>		<p>In class work, Quizzes, Individual observation</p>	
<p>Mandarin</p> 	<p>Basic daily conversation</p> <p>Day and date</p> <p>Time</p> 	<p>Students will learn the basics of dates, days of the week, and time in this unit, enabling them to state dates and times in everyday life.</p>	<ul style="list-style-type: none"> • Students can accurately say and write dates, days, and times in Mandarin without hesitation. • They use correct word order, tones, and grammar when discussing time-related topics. • Students recognize cultural differences in expressing dates and time, such as the Chinese calendar system or the order of year, month, and day in Mandarin.
<p>How will this be assessed?</p>		<p>Q and A session, worksheet and group discussion</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. 	<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>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.</p>	
<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 building an understanding of sounds, rhythms, and musical elements while exploring creative expression through voice, instruments, and movement.</p>	<ul style="list-style-type: none"> • Knowledge: Understanding rhythm, dynamics, and pitch through various activities. • Understanding: Differentiating between loud/soft, fast/slow, and high/low sounds in music. • Skills: Playing instruments, moving in time to music, and following more complex rhythmic patterns. 	<p>Students will participate confidently, demonstrating improved rhythmic accuracy, creativity in movement, and an ability to use their voices and instruments expressively. They will collaborate effectively in group activities.</p>
<p>How will this be assessed?</p>		<p>Practical observation</p>	