

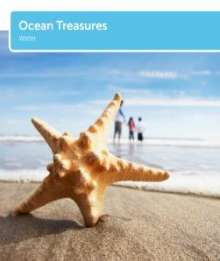

Straits International School Rawang

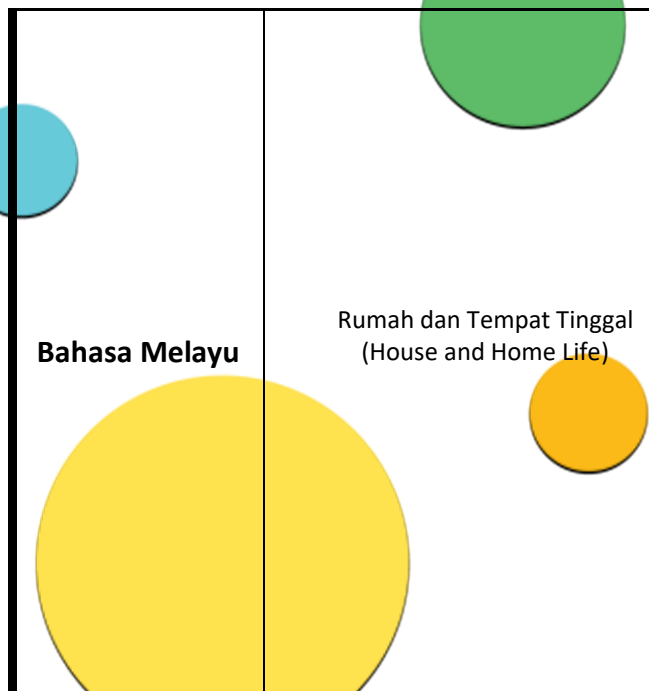

Curriculum Overview - Reception

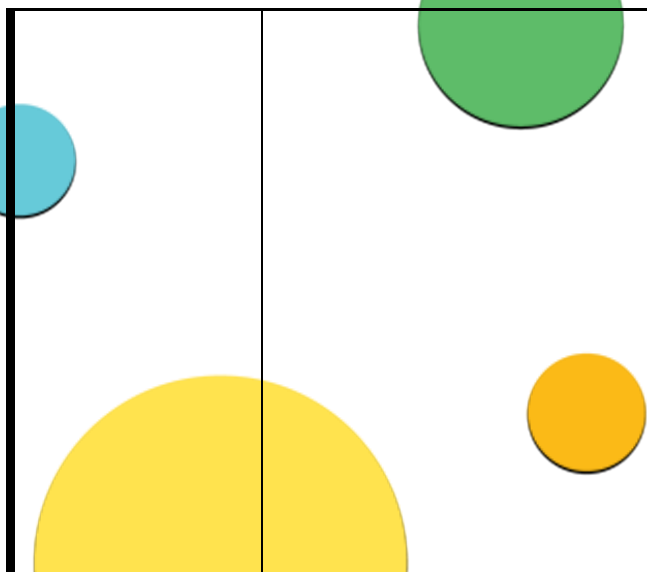
Reception Spring Term 2.2 2025/2026

Spring Term 2.2	What will we learn?	What KUS will we gain?	What will excellence look like?
<p>English</p>	<p>Building fluency and understanding.</p> <ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency, and their understanding and enjoyment. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • They develop their own narratives and explanations by connecting ideas or events. • Information leaflets - transport Rhyming words. <p>Begin to write simple sentences.</p> <ul style="list-style-type: none"> • 'Hold and write a sentence'. • Creating own story maps, writing captions and labels and writing simple sentences • Write recognisable letters, most of which are correctly formed. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Knowledge: Recognizing and identifying initial sounds in words to build phonemic awareness. • Understanding: Developing fluency and comprehension by re-reading books, using vocabulary influenced by books, and creating narratives by connecting ideas or events. • Skills: Writing simple sentences with correct letter formation, finger spaces, and punctuation, including labels, captions, and story maps. 	<ul style="list-style-type: none"> • Confident and Fluent Readers – Students re-read books independently, demonstrating improved fluency, comprehension, and enjoyment of stories. • Rich Vocabulary and Expression – Students use story-influenced vocabulary and structured speech to share ideas, retell events, and create narratives. • Developing Independent Writing Skills – Students write simple, clear sentences with recognisable and correctly formed letters, using phonics knowledge. • Applying Writing Conventions – Students include finger spaces, full stops, and labels/captions in their writing, ensuring readability by others. • Creative Storytelling and Mapping – Students create and use story maps, write captions, and form their own narratives, connecting ideas logically.

	<ul style="list-style-type: none"> • Writing short sentences to accompany story maps. • Labels and captions. • Begin to use finger spaces and full stops. • Write a sentence. • Ensuring correct letter formation. 		
<p>How will this be assessed?</p>		<p>Phonics assessment, Work samples, Observation and Classroom discussion</p>	
<p>Maths</p>	<ul style="list-style-type: none"> • Building 9 and 10 • Explore 3D shapes 	<p>Knowledge:</p> <ul style="list-style-type: none"> -Understanding numbers 9 and 10, their composition, and relationships with smaller numbers. -Identifying and naming common 3D shapes, recognizing their properties and real-life examples. <p>Skills:</p> <ul style="list-style-type: none"> -Counting, subitizing, and composing numbers up to 10 confidently. -Manipulating and building with 3D shapes, exploring how they fit together and rotate. <p>Understanding:</p> <ul style="list-style-type: none"> -Developing number sense by understanding how numbers can be broken down and combined. -Recognizing that 3D shapes have different faces, edges, and vertices and how they relate to objects in the environment. 	<ul style="list-style-type: none"> • Confident Mathematical Thinking – Children will develop a strong number sense, recognizing and using numbers meaningfully in different contexts, comparing quantities, and making connections between numerical concepts. • Practical Exploration and Problem-Solving – Children will engage in hands-on activities, using real-world objects and scenarios to manipulate shapes, fostering curiosity and independent thinking. • Mathematical Language and Communication – Children will confidently use mathematical vocabulary to describe quantity, explaining their reasoning and observations with increasing clarity. • Application in Everyday Life – Children will recognize and apply their mathematical understanding in daily routines, play, and discussions, demonstrating their ability to transfer knowledge beyond structured learning activities.

How will this be assessed?	End of block checkpoint, Practical activities, Work samples, Individual	
<p>IEYC</p> 	<h3>The Ocean treasures</h3> <p>Learning Experiences</p> <p>Learning Block 1:</p> <ul style="list-style-type: none"> - By the sea <p>Learning Block 2:</p> <ul style="list-style-type: none"> - Fishy friends <p>Learning Block 3:</p> <ul style="list-style-type: none"> - Diving Deeper <p>Learning Block 4:</p> <ul style="list-style-type: none"> - Motion the Ocean 	 <ul style="list-style-type: none"> • Knowledge: Children will learn about the different features of the beach and ocean, including sea creatures, shells, waves, and underwater life. • Skills: Children will develop creativity and fine motor skills through hands-on activities like making patterns in sand, creating ocean-themed art, and performing movements inspired by sea creatures. • Understanding: Children will gain an appreciation for marine life and the importance of taking care of the ocean and its creatures. <ul style="list-style-type: none"> • Immersive, Hands-on Exploration – Providing sensory-rich experiences like feeling different textures of sand and shells, engaging in water play, and using real beach materials to create art and patterns. • Storytelling and Dramatic Play – Using engaging stories such as The Rainbow Fish and A House for Hermit Crab to spark curiosity and empathy while incorporating role-play and puppet shows to bring the ocean adventures to life. • Cross-Curricular Learning – Integrating literacy, numeracy, and science seamlessly through activities like measuring shells, learning about sea creatures’ habitats, and exploring light and dark with creative experiments. • Movement and Creativity – Encouraging expressive movement by imitating waves, fish, and marine animals through dance, drama, and music-based activities, enhancing physical development and coordination. • Child-Led Inquiry and Problem-Solving – Encouraging students to ask questions, investigate ocean life, and take ownership of their learning through interactive play, open-ended challenges (e.g., designing a home for a hermit crab), and collaborative storytelling.
How will this be assessed?	Students Reflections and tasks by end of the unit, Work samples, Individual observation	

 <p>Bahasa Melayu</p>	<p>Rumah dan Tempat Tinggal (House and Home Life)</p> 	<p>Knowledge: Students will develop their vocabulary related to the home environment, including the exterior parts of a house such as <i>bumbung</i>, <i>pintu</i>, <i>tingkap</i>, and <i>pagar</i>, as well as the different rooms inside the house like <i>ruang tamu</i>, <i>bilik tidur</i>, and <i>dapur</i>.</p> <p>Understanding: Students will understand how to use the penjodoh bilangan “buah” correctly to describe the quantity of rooms, for example, <i>dua buah bilik tidur</i> and <i>sebuah dapur</i>.</p> <p>Skills: Through speaking, listening, simple reading, and guided activities, students will build confidence in describing a house using simple and meaningful Bahasa Melayu sentences.</p>	<ul style="list-style-type: none"> • Able to name and identify exterior parts of a house (e.g. <i>bumbung</i>, <i>pintu</i>, <i>tingkap</i>, <i>pagar</i>) without prompts. • Able to recognize different rooms in the house (e.g. <i>ruang tamu</i>, <i>bilik tidur</i>, <i>dapur</i>). • Correctly use the penjodoh bilangan “buah” in sentences (e.g. <i>tiga buah bilik</i>, <i>sebuah dapur</i>) independently. • Speak in simple, clear Bahasa Melayu sentences to describe their house. (<i>Rumah saya ada.... sebuah ruang tamu</i>, <i>tiga buah bilik tidur..</i>) • Apply vocabulary creatively in drawings, or simple written work.
<p>How will this be assessed?</p>		<p>Students will be assessed through worksheets, quizzes, class discussions, and practical tasks where students label and identify parts of the house, name rooms, use “buah” correctly, and describe their house in simple Bahasa Melayu sentences.</p>	
<p>Mandarin</p>	<p>Food and Time</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Learn the Mandarin names for common foods (e.g., 牛奶, 糖果, 面包, 汉堡). • Recognize the basic vocabulary for expressing date and time (e.g., 今天, 明天, 上午, 下午). <p>Understanding</p>	<ul style="list-style-type: none"> • Accurate Pronunciation: Students pronounce food and time-related words clearly and correctly. • Complete Sentences: Students confidently use full sentences to talk about food preferences (e.g., “我喜欢牛奶.”). • Fluent Expression: Students speak smoothly without pauses when talking about dates and times (e.g., “今天是星期五, 上午我吃面包.”). • Active Participation: Students eagerly participate in activities, such as role-playing or answering questions.

		<ul style="list-style-type: none"> • Understand how to use food-related words in simple sentences (e.g., 我喜欢面包, 我不喜欢糖果). • Understand how to talk about daily routines using time expressions (e.g., 我上午喝牛奶). <p>Skills</p> <ul style="list-style-type: none"> • Pronounce food and time-related words accurately in Mandarin. • Use simple phrases to express preferences (e.g., 我喜欢..., 我不喜欢...). • Tell the day or time in basic Mandarin sentences (e.g., 今天是星期一). 	<ul style="list-style-type: none"> • Creative Use: Students create their own simple sentences combining food and time (e.g., "我晚上吃汉堡。"). • Confident Understanding: Students respond correctly to questions about food and time without hesitation.
<p>How will this be assessed?</p>		<p>Q&A, speaking</p>	
<p>Physical Education</p>	<p>Multi Skills – Preparation for Sports Day</p>	<ul style="list-style-type: none"> • K - Understanding simple movement patterns such as tossing, catching, kicking and striking. Learning how to handle balls and paddles safely and effectively. Knowing the importance of listening, following rules and participating in activities safely. Recognising how to move their hands, feet and body to control objects with confidence. • U - Understanding how eyes and hands/feet work together to control objects. Knowing that teamwork, patience and taking turns make activities fun and safe. Understanding 	<ul style="list-style-type: none"> • Students listen attentively, follows instructions immediately and engages in activities with enthusiasm. They show confidence and willingness to try new challenges. • Students toss object with controlled movement and catch an object consistently using both hands while tracking it with their eyes. Students control a ball confidently using their feet and kick it smoothly with proper posture and direction. Students hold and swing a short-handled paddle correctly, making clean contact with an object. • Students demonstrate patience, takes turns and encourages others. They follow safety rules and respects equipment while playing fairly.

		<p>that repeating movements improves accuracy and control.</p> <ul style="list-style-type: none"> • S - Engage in activities with focus, listen to directions and try their best. Perform a basic toss and catch using both hands, tracking the object with their eyes. Kick a ball with control and move it using their feet while maintaining balance. Use a short-handled paddle to strike a light object with basic coordination. 	
How will this be assessed?		Continual assessment of skills and level of understanding via teacher's observation and Q & A	
<p>Music</p>	<p>We are expanding our understanding of rhythm, pitch, and dynamics through vocal exercises, movement, and instrument play.</p>	<ul style="list-style-type: none"> • Knowledge: Understanding rhythmic sequences and exploring different musical textures. • Understanding: Identifying tempo and dynamic changes in music. • Skills: Playing simple rhythmic patterns on percussion instruments, responding to musical cues, and combining voice and movement expressively. 	<p>Students will confidently recognize and replicate rhythms, create simple musical sequences, and actively participate in expressive musical performances.</p>
How will this be assessed?		Individual observation (Practical)	