

# Straits International School Rawang

## Curriculum Overview - Reception

### Reception Summer Term 3.1 2025/2026

Summer Term 3.1	What will we learn?	What KUS will we gain?	What will excellence look like?
<p>English</p>	<p>Explaining the stories, they have listened to or read themselves.</p> <ul style="list-style-type: none"> <li>Retell a story with actions and/or picture prompts as part of a group.</li> <li>Use story language when acting out a narrative.</li> <li>Rhyming words.</li> <li>Can explain the main events of a story.</li> <li>May include labels, sentences, or captions.</li> <li>Can point to the front cover, back cover, spine, illustration, illustrator, author, and title.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Students will gain an understanding of the key components of stories, including the front and back covers, spine, title, and illustrations.</li> <li>They will recognize the roles of the illustrator and the author in bringing stories to life. Through listening to and reading stories, they will become familiar with the structure of narratives and understand the sequence of events.</li> <li>They will also learn about rhyming words and how these words sound the same at the end, helping to enhance their awareness of patterns in language.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will develop the ability to retell stories with the help of actions or picture prompts, fostering their storytelling abilities. They will use story language to act out narratives, demonstrating their growing understanding of how language can bring a story to life. As they engage in role-play, they will begin to write for a purpose, using</li> </ul>	<ul style="list-style-type: none"> <li><b>Story Understanding:</b> Students will understand the structure of stories by recognizing elements like the front and back covers, spine, title, and illustrations.</li> <li><b>Narrative Structure:</b> Through listening to and reading stories, students will become familiar with the sequence of events in narratives, understanding how stories unfold from beginning to middle to end.</li> <li><b>Rhyming and Language Patterns:</b> Students will explore rhyming words, recognizing how they sound the same at the end. This awareness of language patterns will support their phonetic and language development.</li> <li><b>Storytelling and Writing:</b> Students will retell stories using actions, props, or pictures, demonstrating their ability to bring stories to life. They will also practice writing simple sentences, beginning to form capital letters correctly and using phonetic spelling to communicate ideas.</li> <li><b>Literacy Development:</b> Through their mark-making and writing, students will begin to understand that written words represent spoken language. They will identify sounds in words and use letters or groups of letters to represent those sounds.</li> </ul>



**Writing simple sentences.**

- 'Hold and write a sentence'.
- Writing for a purpose in role play using phonetically plausible attempts at words.
- Write recognisable letters, most of which are correctly formed.
- Rhyming words.
- Write 2 sentences.
- Beginning to use full stops, capital letters and finger spaces.
- Practising correct letter formation of capitals ensuring correct letter formation.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Re-read what they have written to check that it makes sense.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

phonetically plausible attempts at spelling words.

- Students will also practice writing simple sentences, with the aim of holding and writing sentences independently.
- They will write recognizable letters, many of which will be correctly formed, and will focus on practicing the correct formation of capital letters.
- Additionally, they will begin to identify sounds in words and represent those sounds with letters or groups of letters.

**Understanding:**

- Students will show an understanding of the main events in a story, explaining them in their own words. As they retell stories, they will be able to use actions, props, or pictures to recall and communicate about these events.
- They will understand that writing serves a purpose, whether it is for communication in role-play or for recounting the events of a story.
- Through their writing and mark-making, students will begin to understand that written words represent spoken language, with letters and sounds coming together to form words and sentences.
- Through repeated exposure to stories and rhymes, they will understand that language has patterns, such as rhyming, which will help them with their early literacy development.

How will this be assessed?

Phonics assessment, Work samples, Observation, Classroom discussion

Math

- To 20 and beyond
- How many now
- Manipulate compose and decompose

**Knowledge:**

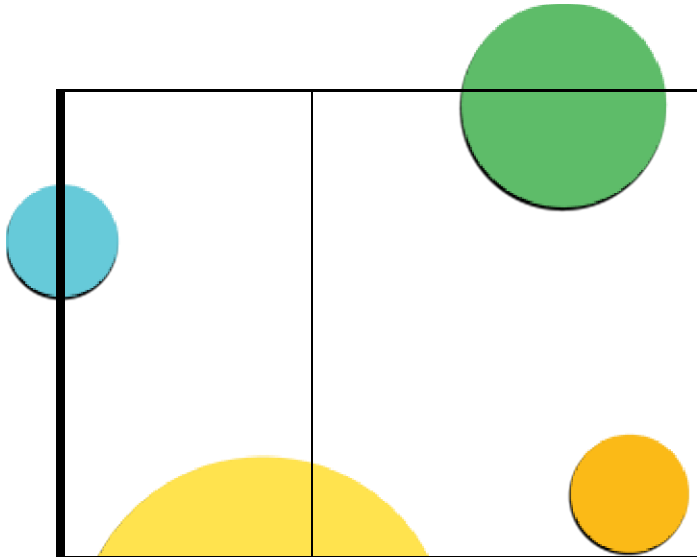
- Recognize, count, and order numbers beyond 20.
- Understand that numbers can be composed and decomposed in different ways.
- Recognise patterns and relationships between numbers.
- Understand the concept of "how many" and be able to subitise small quantities.
- Identify and describe shapes, including how they can be manipulated or combined.

**Skills:**

- Confidently count beyond 20 and understand number sequences.
- Subitise small groups of objects and count larger groups accurately.
- Use practical resources to compose and decompose numbers, recognising different number bonds.
- Manipulate objects to explore part-whole relationships.
- Use mathematical language to explain thinking, e.g., "more than," "fewer than" "equal to."

**Understanding:**

- **Confident Number Recognition and Counting** – Children will fluently count beyond 20, recognise number patterns, and understand number sequences.
- **Strong Understanding of Number Composition** – They will confidently compose and decompose numbers, identifying different ways to make a total (e.g., number bonds).
- **Developing Mathematical Thinking** – They will recognise patterns, compare quantities, and use mathematical language to explain their reasoning (e.g., "more than," "fewer than").
- **Subitising and Early Problem-Solving** – They will instantly recognise small quantities without counting and apply their understanding to simple real-life problem-solving.
- **Exploring Shapes and Spatial Awareness** – They will identify, describe, and manipulate shapes, understanding how they can be combined or changed.



- Recognize that numbers are made up of smaller parts and can be broken down and recombined in different ways.
- Understand that quantities remain the same even when rearranged.
- Grasp the idea that numbers continue beyond 20 in a repeating pattern.
- Develop a deeper understanding of number relationships through practical exploration.
- Begin to understand the concept of fair sharing and grouping as a foundation for multiplication and division.
- Recognize that shapes can be put together, taken apart, and transformed in different ways.

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How will this be assessed?

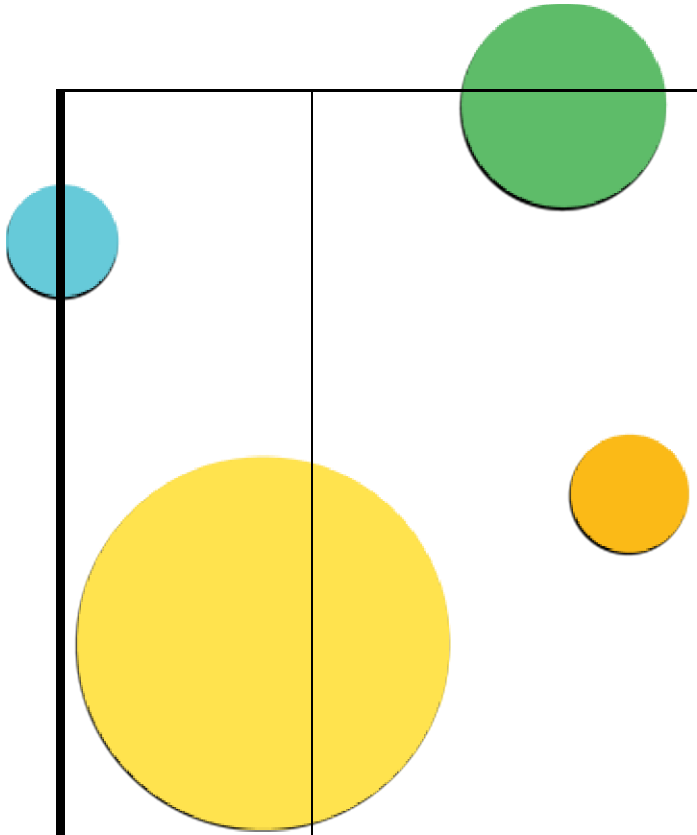
End of block checkpoint, Practical activities, Work samples, Individual

IEYC

- Unit: Dinosaur Detectives**
- Dinosaurs Big and Small
  - Digging Up the Past
  - Dinosaur Dilemmas
  - Dinosaur Dance

- Knowledge**
- Learn that dinosaurs lived a very long time ago, before humans.
  - Discover the variety of dinosaurs – some were enormous, and others were surprisingly small.
  - Understand what dinosaurs ate (herbivores, carnivores) and how they moved (on two legs or four, flying, swimming).
  - Begin to explore how we know so much about dinosaurs through fossils and the work of palaeontologists.
  - Recognise and name different types of dinosaurs and describe their features.
  - Gain awareness of the changes on Earth over time (prehistoric vs. present day).
- Skills**

- Students actively engage in group discussions and role-playing activities, confidently sharing their ideas and stories about dinosaurs.
- They demonstrate curiosity by asking insightful questions and using observational skills during hands-on fossil digging activities.
- Children show progress in mark-making and early writing, independently labeling dinosaur pictures and creating simple story maps.
- Fine motor skills are enhanced using tools in craft activities, while their physical coordination is evident in movement-based activities such as dance.
- Creativity is expressed freely in art, music, and dramatic play, and students take part enthusiastically in themed role plays like the “Dinosaur Romp” party.
- The class collaborates well in group activities, sharing ideas and working together on projects, with



- Develop speaking and listening skills through class discussions, role-play, and storytelling.
- Use observational skills during hands-on activities like digging for ‘fossils’ and investigating dinosaur clues.
- Practise mark-making and early writing by labelling dinosaurs, drawing scenes, and making story maps.
- Enhance fine motor skills through craft and construction activities, such as making dinosaur costumes or digging with tools.
- Build physical coordination and movement through dance, music, and imaginative play.
- Express creativity through music, art, and dramatic role play, including participating in the “Dinosaur Romp” party.

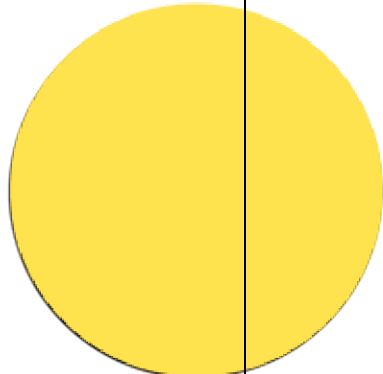


**Understanding**

- Begin to understand the concept of the past and how it differs from the present.
- Appreciate that we can learn about history through clues left behind (fossils, bones, artefacts).
- Develop empathy and imagination by stepping into the world of dinosaurs and imagining life in prehistoric times.
- Recognise that learning can come from stories, exploration, and play.
- Understand the importance of working together and sharing ideas during group projects and play.

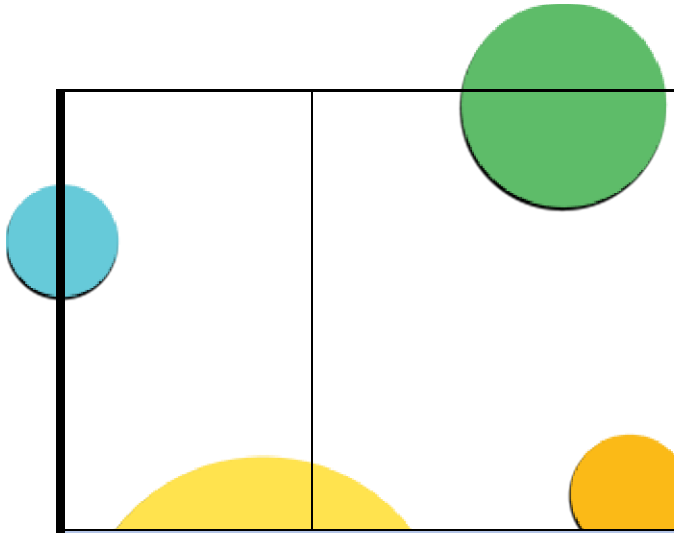
each child contributing to the collective learning experience.

How will this be assessed?

Students Reflections and tasks by end of the unit, Work samples, Individual observation

 <p><b>Bahasa Melayu</b></p>	  <p>Suku Kata Terbuka (a,e,i,o,u)</p>	<p>Students will learn about the basic structure of Bahasa Melayu words through the study of <i>suku kata terbuka</i>, developing a strong foundation in early reading and pronunciation skills. They will explore how open syllables are formed (consonant + vowel), and begin to recognise, read, and combine syllables to form simple words. Through guided practice, students will build early phonics awareness, enabling them to decode and pronounce basic vocabulary accurately.</p> <p>Students will also develop their ability to read and say <i>suku kata terbuka</i> confidently in isolation and within simple words, supporting early literacy development. They will strengthen listening skills by identifying sounds and repeating syllables correctly, while gradually building confidence in blending sounds to read short words. Across the unit, students will gain essential early language skills that support reading fluency, pronunciation accuracy, and foundational Bahasa Melayu literacy.</p>	<p>Excellence will be demonstrated by students who can:</p> <ul style="list-style-type: none"> <li>• Confidently recognise, read, and recall a wide range of <i>suku kata terbuka</i> (CV syllables) accurately and independently without teacher support.</li> <li>• Pronounce syllables clearly and correctly with strong phonetic awareness, showing accurate articulation of each consonant and vowel sound.</li> <li>• Blend <i>suku kata terbuka</i> smoothly and automatically to form simple words, demonstrating secure understanding of syllable structure.</li> <li>• Read simple and familiar words containing <i>suku kata terbuka</i> fluently, with minimal hesitation and clear pronunciation.</li> <li>• Decode unfamiliar words by applying knowledge of syllable patterns, showing independence in early reading skills.</li> <li>• Segment simple words accurately into individual syllables when listening or reading, demonstrating strong auditory discrimination skills.</li> <li>• Match syllables correctly and confidently in a variety of activities such as games,</li> </ul>
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			<p>worksheets, and interactive exercises.</p> <ul style="list-style-type: none"> <li>• Read aloud with confidence, clear voice, and correct pronunciation during class activities, songs, and guided reading sessions.</li> <li>• Apply knowledge of <i>suku kata terbuka</i> to build and read new vocabulary, showing early mastery of foundational Bahasa Melayu literacy skills.</li> </ul>
<p>How will this be assessed?</p>		<p>Students will be assessed through ongoing worksheets, reading aloud activities, oral Q&amp;A, and short teacher-led checks to evaluate their ability to recognise, pronounce, blend, and form <i>suku kata terbuka</i> independently.</p>	
<p><b>Mandarin</b></p>	<p>Colour and Animal &amp; Pets</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognize and name common animals and colours in Mandarin.</li> <li>• Understand the structure of simple sentences: <ul style="list-style-type: none"> <li>○ "我家有养..." (My family has...)</li> <li>○ "我喜欢..." (I like...)</li> </ul> </li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• Make connections between words and their meanings through songs, pictures, and games.</li> </ul>	<ul style="list-style-type: none"> <li>• Students confidently use full sentences to say both: 我家有养 + animal/pets 我喜欢 + colour</li> <li>• Students can respond to the teacher's questions in Mandarin using the correct vocabulary.</li> <li>• Students actively engage in songs, games, and activities, demonstrating a good grasp of the vocabulary.</li> <li>• Students show understanding through creative work (e.g., drawing their pets and colouring them with the correct colour, then verbally describing their drawing in Mandarin).</li> </ul>



		<ul style="list-style-type: none"> <li>• Understand how to use the sentence structures to express personal preferences and home life.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Respond to and use target vocabulary in speaking activities.</li> <li>• Match animal names with pictures.</li> <li>• Say what animal they have at home and what colours they like using Mandarin phrases.</li> <li>• Participate in role-play or storytelling using target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Students show joy and enthusiasm in repeating and using the phrases with peers or during play-based tasks.</li> </ul>
<p>How will this be assessed?</p>		<p>Q&amp;A, Quiz, Worksheet</p>	
<p><b>Physical Education</b></p>	<p><b>Swimming (Weekly Slot):</b> Students focus on Water Confidence and Foundational Safety. Lessons prioritize safe entry and exit, learning to blow bubbles to manage breath, and achieving a "Long and Thin" body position. Students will use buoyancy aids to explore independent movement, focusing on the transition from a vertical "splash" to a horizontal "glide."</p> <p><b>PE: Movement &amp; Games (Weekly Slot):</b> The land-based lessons focus on Hand-Eye Coordination and Introductory Invasion Games. Students will practice "Track and Catch" skills using various textures (beanbags, scarves, foam balls). This leads into "Chase and Escape" games that teach spatial awareness. The term concludes</p>	<ul style="list-style-type: none"> <li>• <b>Technical Foundations:</b> Students will master the "Starfish" float (front and back), the "Cup Catch" (two-handed receiving), and the "Home Base" concept (returning to a specific spot on the field).</li> <li>• <b>Strategic Introduction:</b> Understanding the concept of "Open Space" learning that running to where there are no people makes it easier to catch or avoid being tagged.</li> <li>• <b>Physical Literacy:</b> Developing an early awareness of "Active vs. Rest." Students will learn to identify when their body is working hard (heavy breathing) and how to sit quietly to "recover" for the next instruction.</li> <li>• <b>Rules &amp; Ethics:</b> Learning to respond to the "Freeze" signal (whistle or hand up), staying in a designated lane during races, and practicing the humble and professional habit of high-fiving</li> </ul>	<ul style="list-style-type: none"> <li>• <b>In Swimming,</b> excellence is the ability to submerge the face comfortably and move 5 meters independently using a kickboard or noodle with a consistent leg drive.</li> <li>• <b>In PE,</b> it is shown through "Soft Hands" when catching and the ability to change direction at speed without colliding with peers or crossing boundary lines.</li> <li>• <b>In Games Carnival,</b> excellence is characterized by a student who waits for the starting signal and maintains focus on their specific task (e.g., balancing an object) even when the environment is loud and exciting.</li> <li>• <b>Across all areas,</b> "excellent" students act as Role Models by being "Ready to Learn" standing still when the teacher speaks and showing kindness to peers who may be nervous about the water.</li> </ul>

with a focus on Games Carnival  
Preparation, mastering the specific  
motor skills needed for team relay  
events.

teammates after a game.

<p>How will this be assessed?</p>	<ul style="list-style-type: none"> <li>• <b>Movement Observation:</b> Weekly tracking of fundamental skills (e.g., Can they jump with two feet? Can they blow bubbles for 3 seconds?).</li> <li>• <b>Confidence Scale:</b> Monitoring the transition from "Assisted" to "Independent" movement in the pool and on the field.</li> <li>• <b>Social &amp; Emotional Growth:</b> Evaluating how the student handles the "win/loss" nature of Carnival games and their ability to follow the professional standards of the PE department.</li> <li>• <b>Practical Readiness:</b> Assessing the "Independent Learner" skills, such as recognizing their own kit and being able to follow the transition routine from the classroom to the changing rooms and pool.</li> </ul>	
<p><b>Music</b></p>	<p>We are using music to tell stories, enhancing creativity and imagination through sound and movement.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Understand how music supports storytelling (motifs, mood).</li> <li>• <b>Understanding:</b> Link sound elements to emotions and narrative.</li> <li>• <b>Skills:</b> Use instruments and body to represent characters and actions.</li> </ul>	<p>Students participate with imagination, using musical elements effectively to tell stories and showing developing control over instruments and vocal expression.</p>
<p>How will this be assessed?</p>	<p>Individual observations</p>	