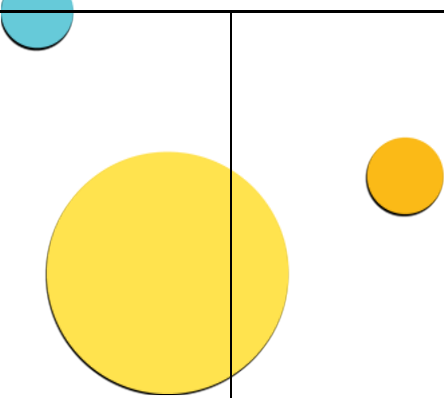



# Straits International School Rawang

## Curriculum Overview – Year 1

### Autumn Term 1.1 2025/2026

Autumn - Term 1.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p>Labels</p> <p>Captions</p> <p>Instructional writing</p>	<ul style="list-style-type: none"> <li>- What are labels and captions and why they are important.</li> <li>- What are instructions and why we need them.</li> <li>- Know simple time-order words (First, next, then, last).</li> <li>- Understand instructions must be clear and in a correct order.</li> <li>- Understand capital letters need, finger spaces and full stops to make sense.</li> <li>- Read and match labels to pictures.</li> <li>- Follow simple instructions.</li> <li>- Write simple labels and captions.</li> <li>- Plan and write a short set of instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- Student can explain what labels and instructions are.</li> <li>- Write labels with correct spelling of familiar words.</li> <li>- Students can follow instructions and ask questions.</li> <li>- Student can write own set of instructions using time words with clear punctuation.</li> <li>-</li> </ul>
How will this be assessed?		Formative assessments, individual feedback and independent written instructions	
Maths	<p>Place Value (Within 10)</p> <p>Addition &amp; Subtraction</p>	<p>Place value:</p> <ul style="list-style-type: none"> <li>- Identify and represent numbers using objects and pictures, including number line</li> <li>- Use language &amp; understand language such as equal to, fewer (Less than), most, least</li> <li>- Count from 1 to 100, forwards and backwards, count on from any number</li> </ul>	<p>Place value:</p> <ul style="list-style-type: none"> <li>- Represent numbers and identify using objects, pictures, including number line</li> <li>- Accurately reads and writes numbers from 1 to 20</li> <li>- Fluently counts from 1 to 100, forwards and backwards and can count on from any number</li> <li>- Understands and uses &lt;, &gt;, or = when comparing numbers</li> </ul>

		<ul style="list-style-type: none"> <li>- Compare numbers using <math>&lt;</math>, <math>&gt;</math> or <math>=</math></li> <li>- Read and write numbers from 1 to 20 in numerals and words</li> </ul> <p>Addition &amp; Subtraction</p> <ul style="list-style-type: none"> <li>- Identify and represent numbers using objects and pictures, including number line</li> <li>- Use language &amp; understand language such as equal to, fewer (Less than), most least</li> <li>- Read and write math statements with <math>+</math>, <math>-</math>, <math>=</math> signs</li> <li>- Represent and use number bonds and related subtraction facts within 20</li> <li>- Add and subtract 1-digit and 2-digit numbers to 20, including zero</li> </ul>	<p>Addition &amp; Subtraction</p> <ul style="list-style-type: none"> <li>- Use language and understand equal, fewer, most, least</li> <li>- Read write, use <math>+</math>, <math>-</math>, <math>=</math> signs</li> <li>- Use number bonds and subtraction facts within in</li> <li>- Subtract 1 digit and 2-digit numbers to 20, including 2</li> </ul>
How will this be assessed?		Daily formative assessment & WhiteRose end of unit assessment	
IPC	<p>Brain wave</p> <p>Who am I?</p>	<p>Brainwave:</p> <ul style="list-style-type: none"> <li>- Understand that the brain grows and changes when we are learning new things</li> <li>- Understand what the needs of our brains are.</li> <li>- Understanding what a learning goal is.</li> </ul> <p>Who am I?</p> <ul style="list-style-type: none"> <li>- Understand that we are all different, but that we still have things in common.</li> <li>- Have better understanding of who we are, be able to understand our emotions and how to express them.</li> </ul>	<p>Brainwave:</p> <ul style="list-style-type: none"> <li>- Have student engagement through activities that build on our knowledge of how brain works.</li> <li>- Learn to use different memory strategies, understand that we build new pathways when learning.</li> </ul> <p>Who am I?</p> <p>- Demonstrates and understanding of own identity, can express themselves.</p>

		<ul style="list-style-type: none"> <li>- Understand culture and introduce them to different cultures</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises importances of relationships and understands different relationships.</li> <li>- Has a knowledge about diversity understands differences and similarities of cultures.</li> </ul>
How will this be assessed?		Knowledge assessments, IPC Rubric Students Reflections and tasks by end of each lesson.	
<b>Bahasa Melayu</b>	Unit 1: Mudahnya Aa, Bb, Cc	In this unit, students will focus on recognizing and pronouncing the letters Aa-Zz. They will also learn to identify objects that start with these letters, enhancing their vocabulary and phonetic skills in Malay. Additionally, students will practice writing the letters Aa-Zz correctly, helping them to develop their handwriting. These activities will support their early Malay literacy development by building a strong foundation in letter recognition and writing skills.	<ul style="list-style-type: none"> <li>• Recognize and pronounce the letters Aa-Zz correctly.</li> <li>• Identify objects that start with the letters A-Z</li> <li>• Write the letters Aa-Zz neatly and correctly.</li> <li>• Improve their vocabulary through letter recognition and associated objects.</li> <li>• Enhance their phonetic skills by connecting sounds with corresponding letters.</li> </ul>
How will this be assessed?		Writing and reading exercises, class participation	
<b>Mandarin</b>	<p>Beginner</p> <p>Advanced: 数字和月份</p>	<p>Beginner : In this half term, students will learn the numbers 1 to 10 and accurately pronounce them. Additionally, through learning strokes, students will understand and recognize that Chinese characters are composed of various strokes.</p> <p>Advanced: 学生学习如何用中文说出数字一到十，并掌握了这些数字的书写方法。此外，他们还学习了如何用中文说出不同的月份与星期。</p>	<p>Beginner:</p> <ul style="list-style-type: none"> <li>• Able to recognise the number in Chinese characters.</li> <li>• Able to pronouns the numbers accurately.</li> <li>• Able to write the Chinese characters correctly.</li> <li>• To be able to count the basic strokes for each Chinese characters.</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• 朗读数字一到十</li> <li>• 说出十二个月份的名称</li> <li>• 说出正确的日期</li> <li>• 书写正确的笔画顺序</li> </ul>

How will this be assessed?		Reading and writing	
Physical Education	IPC PE Unit: Fundamental Sports Skills	<ul style="list-style-type: none"> <li>• <b>K</b> - Learn the connection between the eyes and hands/feet through the practice of various sports skills. Gain knowledge of how rules vary across different games. Know that the rules of a game need to be followed consistently.</li> <li>• <b>U</b> - Understand how to apply basic sports skills through the simplified or adapted games. Develop an understanding of safety rules, personal space and the need to follow instructions to prevent injuries.</li> <li>• <b>S</b> - Learn how to send and receive a variety of objects through the skills of throwing, catching, dribbling, shooting and striking.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to demonstrate different sports skills; throw and catch using two hands accurately, dribble a ball using hands and feet with control, shooting a ball to a target using hands and foot accurately and strike a ball correctly using equipment.</li> <li>• Show enthusiasm, resilience, and leadership in group activities, encouraging peers and promoting teamwork and fair play.</li> <li>• Consistently follow games rules and safety rules, taking responsibility for themselves and others, and reflecting on their performance to continually improve.</li> </ul>
How will this be assessed?		Continual assessment of skills, Q and A, and observation.	
Music	Rhythm and pitch	Students will learn to clap simple rhythm and singing in two different pitches. They will practice clapping to a steady beat and learn rhythmic patterns, such as clapping on every beat or every other beat. Additionally, students will explore singing in high and low pitches, helping them recognize and produce different sounds with their voices.	<ul style="list-style-type: none"> <li>• Able to clap in steady beat.</li> <li>• Awareness of rhythm changes</li> </ul>
How will this be assessed?		Observation of participation and individual demonstration	