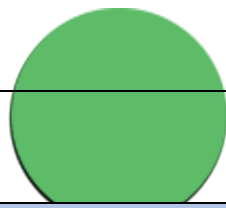


Straits International School Rawang
Curriculum Overview – Year 1
Year 1 Summer Term 3.1 2025/2026

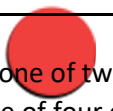
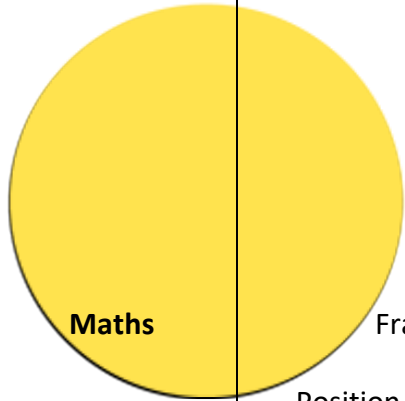
Summer Term 3.1	What will we learn?	What KUS will we gain?	What will excellence look like?
<p>English</p>	<p>Fantasy Stories</p>	<ul style="list-style-type: none"> – Know that fantasy stories are made up and often include magical or imaginative elements. – Know key features of a fantasy stories. – Know key story vocabulary (e.g. hero, villain, magic, forest, castle, dragon, etc.). – Understand that the setting in a fantasy story can be anywhere—even places that don't exist in real life. – Understand how a problem is introduced and resolved in a story. – Understand how adjectives and descriptive language help to create vivid characters and settings. – Identify key features of a fantasy story in familiar texts. – Sequence events from a story correctly (beginning, middle, end). – Use adjectives and imaginative language to describe characters and settings. 	<ul style="list-style-type: none"> – Students create own fantasy story with unique setting and imaginative characters. – Include magical elements in their own story and are consistent throughout it. – The storyline has a clear beginning, middle, and end, and includes a problem and solution that make sense within the fantasy world. – Writes full sentences with correct use of capital letters, finger spaces, and full stops consistently. – Uses descriptive language and adjectives to add detail – Uses connectives such as and, so and but to extend sentences are add detail. – Can compare two fantasy stories, noticing similarities and differences.



– Write a simple fantasy story with a beginning, middle, and end.

How will this be assessed?

In class writing pieces
Discussion



Fractions

Know that half is one of two equal parts, know that quarter is one of four equal parts.
Know how to identify and describe halves and quarters of shapes, sets of objects and quantities.
Understand that fractions are equal parts of a whole
Understand that two halves make a whole and four quarters make a whole.
Identify and colour halves and quarters of shapes.

Position and Direction

Know key positional language: top, middle, bottom, above, below, in front, behind, next to, between, left, right, inside, outside, forwards and backwards.
Know that turns can be described as:
- Clockwise, anticlockwise, half turn and quarter turn.
Know that shapes and objects can change direction and orientation.
Understand how to describe the position of an object relative to another.
Understand the different between position and direction.
Be able to use directional language.

Fractions

Clear understanding that fractions are equal parts of a whole and can explain this in their own words.
Recognise halves and quarters in different shapes including irregular or rotated shapes.
Can explain why a half or quarter isn't when parts are unequal.
Can solve simple word problems involving sharing or grouping into halves or quarters and explain their thinking.
Uses correct vocabulary confidently: "half," "quarter," "whole," "equal," "part," "share," and "divide."

Position and Direction

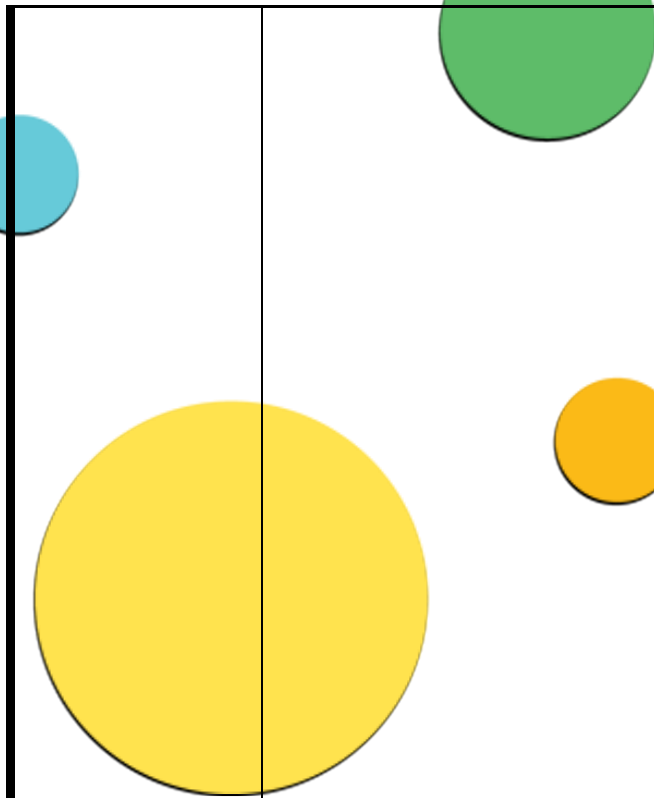
Clearly explains the difference between position and direction using correct vocabulary.
Understand and can identify left and right, even when orientation changes.
Uses positional and directional language accurately spoken and written.
Can describe and compare different possible routes or movements.

Maths

Fractions

Position and Direction

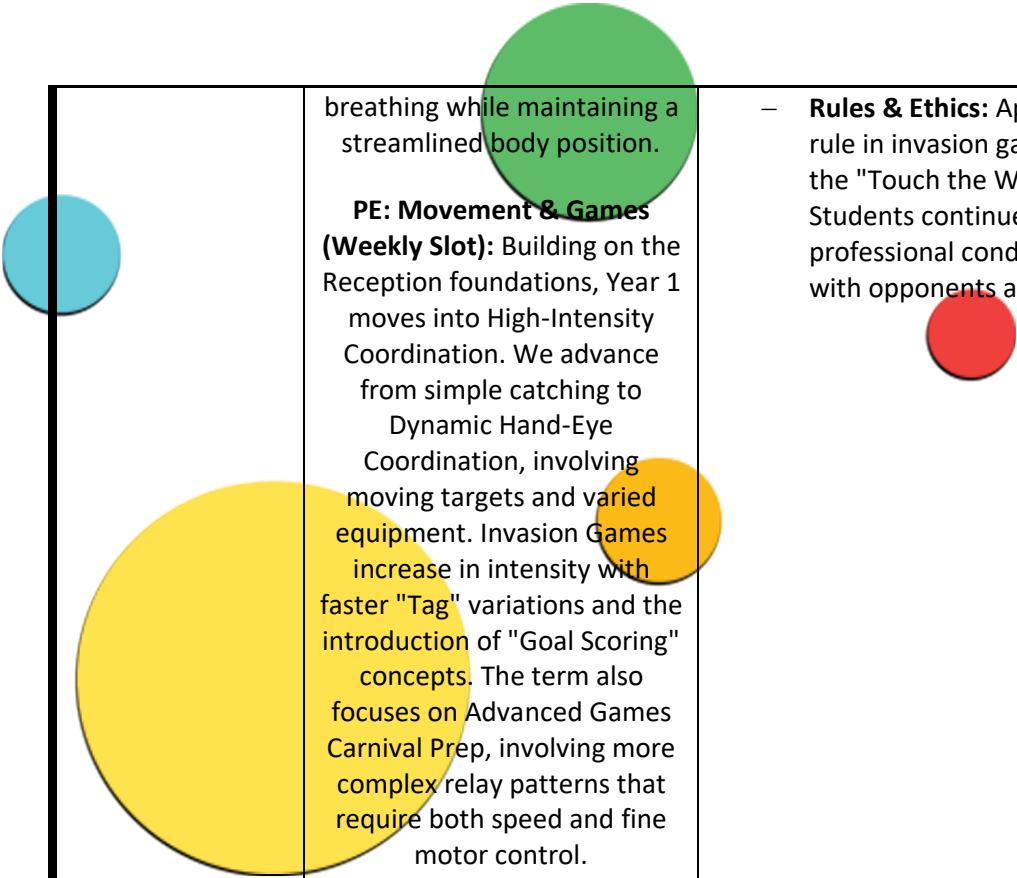
Place value within 100

		<p>Give and follow simple instructions.</p> <p>Place value within 100</p> <p>Know how to count forwards and backwards within 100, starting from any given number and crossing tens accurately.</p> <p>Understand that numbers to 100 are made up of tens and ones, and that multiples of 10 represent groups of ten.</p> <p>Identify the tens and ones in a two-digit number and represent numbers using place value charts and number lines to 100.</p> <p>Develop skills in partitioning numbers into tens and ones and using this knowledge to find 1 more and 1 less within 100.</p> <p>Develop skills in comparing and ordering numbers within 100 using place value understanding and mathematical vocabulary such as more than, less than, and equal to.</p>	<p>Place value within 100</p> <p>Confidently count forwards and backwards within 100, including across tens (e.g. 59 to 60), showing secure number sequencing without support.</p> <p>Recognize and explain tens and ones within numbers to 100, including identifying multiples of 10 and understanding their value.</p> <p>Accurately partition numbers into tens and ones and flexibly recombine them to form numbers, explaining their thinking clearly.</p> <p>Use a number line to 100 with confidence, placing numbers accurately and using it to support counting, finding 1 more and 1 less.</p> <p>Compare and order numbers within 100, including numbers with the same tens and different tens, justifying answers using place value language (tens and ones).</p>
<p>How will this be assessed?</p>		<p>End of block Assessments In class activities</p>	
<p>IPC</p>	<p>Let's celebrate</p>	<p>Know that celebrations are special events that are celebrated by different people and cultures around the world for different reasons, such as</p>	<p>Confidently talk about different celebrations around the world and explain why they are celebrated.</p>

		<p>birthdays, weddings, festivals, and national events.</p> <p>Understand that people celebrate in different ways through food, music, dance, decorations, and special traditions, and that celebrations are an important part of human life.</p> <p>Identify similarities and differences between celebrations from different countries and cultures.</p> <p>Develop skills in researching and recording information about different celebrations using books, videos, and discussions.</p> <p>Develop skills in expressing ideas through art, music, dance, and design related to celebrations.</p>	<p>Compare celebrations by describing what is the same and what is different between them.</p> <p>Independently research and record simple information about a celebration using drawings, labels, or simple sentences.</p> <p>Creatively express ideas about celebrations through art, music, dance, or design with clear effort and imagination.</p> <p>Show respect and understanding that people celebrate different events in different ways and that all celebrations are important to different cultures and families.</p>
<p>How will this be assessed?</p>		<p>Knowledge check In class activities and checks</p>	
<p>Bahasa Melayu</p>	<p>Unit: Masa Bermain</p> <p>Students will learn vocabulary related to games and activities such as <i>guli, lompat tali, bola sepak, papan gelongsor, buaian, layang-layang</i>.</p> <p>They will learn about permainan tradisional and modern games, and talk about what they like or do not like</p>	<ul style="list-style-type: none"> • Students will gain understanding of different types of games and activities. They will develop basic vocabulary and simple communication skills to talk about games they play. • • Students will understand how words combine (kata majmuk) and how to use action words (kata kerja). They will also build confidence in expressing likes and dislikes. 	<p>Beginner: Students can recognise words and say simple phrases (e.g., <i>bola, suka</i>).</p> <p>Intermediate: Students can form simple sentences (e.g., <i>Saya suka bola sepak</i>). Advanced: Students can describe games using short sentences and give simple reasons (e.g., <i>Saya suka guli kerana seronok</i>).</p>

	<p>using simple phrases (<i>saya suka / saya tidak suka</i>).</p> <p>Students will learn basic grammar including kata kerja (verbs) such as <i>bermain, melompat, berlari</i> and kata majmuk such as <i>bola sepak, papan gelongsor</i>.</p> <p>Activities include matching, speaking, listening, simple reading, and light writing tasks suitable for young learners.</p>		
<p>How will this be assessed?</p>		<ul style="list-style-type: none"> • Speaking: say games & express likes • Listening: identify correct picture • Reading: match words to images • Writing: copy or simple sentence 	
<p>Mandarin</p>	<p>Mandarin Advanced: 我是独生子</p> <p>Mandarin Beginner: Greetings 早上好</p>	<p>Mandarin Advanced: 在这一单元中，学生将学习《我是独生子》一文，理解文章内容并掌握相关词汇。学生将学习正确的汉字笔顺，确保规范书写，并通过练习提升书写能力。此外，学生将运用所学词汇和句型，书写简短的句子。</p> <p>Mandarin Beginner: In this lesson on the topic of "Greetings," Year 1 Beginner Mandarin students will be introduced to</p>	<p>Mandarin Advanced: 学生能够准确理解并流畅朗读《我是独生子》，清楚表达文章的核心内容。在书写方面，学生能够正确运用笔顺，工整书写汉字，确保字体规范美观。在句子表达上，学生能够运用所学词汇和句型，书写结构完整、语法正确且富有表达力的句子。</p> <p>Mandarin Beginner: By the end of the lesson, students will be able to confidently greet others in Mandarin and respond politely in basic social interactions. Excellence will be demonstrated when students can fluently and accurately use the greeting phrases in a conversation, with correct pronunciation, intonation, and culturally appropriate</p>

		<p>basic greeting expressions including 早上好 (Good morning), 再见 (Goodbye), 你好 (Hello), 您早 (Good morning – polite), 谢谢你 (Thank you), and 不用谢 (You're welcome). Students will develop their Knowledge, Understanding, and Skills (KUS) by learning the meanings and proper pronunciation of each phrase, recognizing the appropriate contexts in which to use them, and practicing their use through simple role-plays and daily conversations.</p>	<p>gestures, showing both understanding and confidence in basic Mandarin communication.</p>
<p>How will this be assessed?</p>		<p>Workbook, worksheet, Assessment, Q&A</p>	
<p>Physical Education</p>	<p>Structure: 1x Weekly Swimming Lesson 1x Weekly PE (Land-based) Lesson</p> <p>Swimming (Weekly Slot): Students progress from water confidence to Foundational Stroke Mechanics. The focus is on the "Bubble Jump" (rhythmic breathing and submersion) to build lung capacity and water safety. We introduce Freestyle (Front Crawl), focusing on the "Flutter Kick" from the hips and the "Big Arm" recovery over the water. Students will work on coordinating their</p>	<ul style="list-style-type: none"> – Technical Progression: Students will master the "Bubble Jump" (exhaling underwater and inhaling above), the continuous flutter kick without bending knees, and the "Reach and Pull" arm action for Freestyle. – Strategic Awareness: Understanding "Offensive vs. Defensive" space learning to move toward a goal to score and moving back to "protect" an area in invasion games. – Physical Conditioning: Recognizing the difference between "Aerobic" movement (long, steady swimming) and "Sprints" (fast Carnival races). Students will learn how to check their own "Fast Heartbeat" after a high-intensity drill. 	<ul style="list-style-type: none"> – In Swimming, excellence is the ability to perform a "Bubble Jump" with a smooth rhythm and swim 10 meters of Freestyle with high elbow recovery and a consistent kick. – In PE, it is shown through "Soft Receiving"—catching a ball while on the move—and the ability to dodge an opponent using a "Side-Step" maneuver without losing speed. – In Games Carnival, excellence is characterized by a student who can maintain high speed while performing a skill (e.g., dribbling or balancing) and transitions quickly between relay legs. – Across all areas, "excellent" students act as Department Ambassadors by following the "Ready, Respectful, Safe" protocol and showing a humble attitude when they win and a professional attitude when they lose.



breathing while maintaining a streamlined body position.

PE: Movement & Games (Weekly Slot): Building on the Reception foundations, Year 1 moves into High-Intensity Coordination. We advance from simple catching to Dynamic Hand-Eye Coordination, involving moving targets and varied equipment. Invasion Games increase in intensity with faster "Tag" variations and the introduction of "Goal Scoring" concepts. The term also focuses on Advanced Games Carnival Prep, involving more complex relay patterns that require both speed and fine motor control.

- **Rules & Ethics:** Applying the "No Contact" rule in invasion games and understanding the "Touch the Wall" finish in swimming. Students continue to practice humble and professional conduct by shaking hands with opponents after a race.

How will this be assessed?

- **Mechanical Mastery:** Rubric-based assessment of the Freestyle kick and the "Bubble Jump" technique.
- **Intensity & Engagement:** Evaluating the student's ability to maintain a high work rate during the "Invasion Games" segment of the lesson.
- **Instructional Literacy:** Assessing if the student can explain *why* we keep our legs straight in swimming or *why* we look for open space in a game.
- **Professionalism & Kit:** Weekly tracking of organization (correct kit, swimming gear ready) and the ability to follow the transition routine between the pool and the field independently.

