




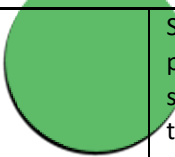
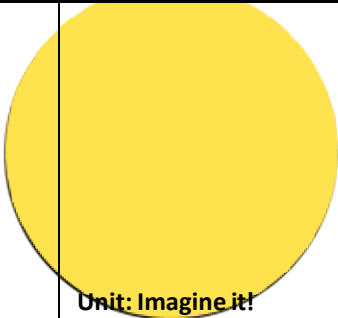
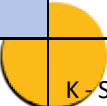
# Straits International School Rawang

## Curriculum Overview - Nursery

### Nursery Summer Term 3.1 2025/2026

Summer Term 3.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and remember much of what happens.</li> <li>Joining in with nursery rhymes</li> <li>Use a wider range of vocabulary.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when</li> </ul>	<p>K - Children gain knowledge of a wide range of nursery rhymes, stories, and vocabulary. They become familiar with the structure of stories and learn common phrases and sentence patterns. They begin to recognize and remember letter sounds, their own name, and basic print concepts (like starting writing at the top of the page).</p> <p>U - Children develop an understanding of how language is used to communicate ideas and feelings. They begin to understand the sequence of stories and can explain why events happen. They grasp the concept of conversation rules, such as listening, taking turns, and responding appropriately. They understand how written language works, including the purpose of writing and how letters represent sounds.</p> <p>S - Children learn to listen attentively to long stories and recall key events. They can join in with rhymes, tell their own stories, and participate in discussions using new vocabulary. They practice expressing thoughts and emotions clearly using full sentences. In writing, they begin to form letters, write parts or all of their name, and use early writing in meaningful ways (e.g., pretend shopping lists).</p>	<ul style="list-style-type: none"> <li>The child listens with focus and enjoyment to longer stories, remembering key events and details with ease.</li> <li>They enthusiastically join in with a variety of nursery rhymes and songs, confidently using actions and rhythm.</li> <li>They demonstrate a rich and expressive vocabulary, often using newly learned words in the correct context during conversations and play.</li> <li>They can retell familiar stories with clear structure, using their own words and sometimes adding imaginative details.</li> <li>During discussions, they actively contribute ideas, listen to others, and build on shared thoughts using full sentences and new vocabulary.</li> <li>They confidently offer explanations for events or actions, making connections to stories, rhymes, and real-life experiences.</li> <li>Their writing shows early independence—they write their full name, form letters accurately, and create meaningful marks or words that show a clear purpose (e.g., menus, signs, notes)</li> </ul>

	<p>appropriate</p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences,</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.</li> </ul>		
<p>– How will this be assessed?</p>		<p>Phonics assessment, Work samples, Individual observation</p>	
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>Pattern 4</li> <li>Shape, space and measurement 5</li> <li>Pattern 5</li> <li>Subitising 5</li> </ul>	<p>K- Children develop early mathematical and creative knowledge by exploring patterns, shapes, space, measure, and subitising. They begin to recognize and replicate patterns in songs, rhymes, art, and everyday life, understand simple sequences, match shapes to templates, and subitise small quantities (up to 3), building a strong foundation for number sense and spatial awareness.</p> <p>U- Children deepen their understanding of how patterns, shapes, and numbers work in the world around them. They recognize repeatable sequences, understand that rotated shapes remain the same, and begin to see or hear quantities without counting. Playful activities help them make sense of number, space, and order.</p>	<ul style="list-style-type: none"> <li>Children confidently create and extend complex patterns using lines, circles, and shapes.</li> <li>They independently recognize and describe patterns in songs, rhymes, art, and real-life contexts.</li> <li>Children complete 4–6 piece jigsaws with ease and match shapes accurately to templates, even when rotated.</li> <li>They accurately subitise small quantities (up to 3) using both visual and auditory cues.</li> <li>Children explain their thinking using their own words and show confidence in making creative decisions.</li> <li>They demonstrate strong fine motor control and spatial reasoning through hands-on tasks.</li> <li>Children engage enthusiastically in learning, showing curiosity and independence in exploring shapes, patterns, and numbers.</li> </ul>

		<p>S- Children develop practical skills such as creating patterns, completing jigsaws, matching shapes, and subitising small quantities. They express patterns in their own words, make creative choices, and explore art and design. Hands-on activities also support their fine motor skills and spatial reasoning.</p>	<ul style="list-style-type: none"> <li>• They use resources effectively and make connections between different areas of learning, such as art and maths.</li> </ul>
<p>How will this be assessed?</p>		<p>End of block checkpoint, Practical activities, Work samples, Individual observation</p>	
<p>IEYC</p>	 <p>Unit: Imagine it!</p> <ul style="list-style-type: none"> <li>• Colours of the rainbow</li> <li>• All shapes and sizes</li> <li>• Model makers</li> <li>• Nature's wonders</li> </ul>	 <p>K - Students learn that an artist is someone who creates using paint, shapes, colours, and different materials. They discover various forms of art such as drawing, painting, building models, and using nature for inspiration. They gain knowledge of basic shapes and patterns, and how these are used in art. They also learn that artists can tell stories or share ideas through their creations, just like they can.</p> <p>U - Students understand that art is a way to express thoughts, feelings, and imagination. They begin to see how shapes, colours, and materials can be used purposefully to make pictures, models, and patterns. They understand that the natural world, like flowers, animals, and trees, can inspire art and that art can be made both indoors and outdoors, using what they observe around them.</p> <p>S - Students develop creative and fine motor skills as they paint, draw, cut, stick, and model using various tools and materials. They learn to use shapes and colours in their own creations, build 3D models, and tell simple stories through their</p>	<ul style="list-style-type: none"> <li>• The child confidently identifies as an artist, using imagination and creativity to produce unique and thoughtful artwork.</li> <li>• They explore and combine shapes, colours, and patterns with purpose, creating detailed and visually engaging pieces.</li> <li>• They can talk about their artwork, explaining their ideas, choices, and what inspired them, showing a deep connection to their creations.</li> <li>• When building models, they use materials thoughtfully, demonstrating problem-solving skills and fine motor control to bring their ideas to life.</li> <li>• Outdoors, they show curiosity and observation, drawing from nature to create meaningful artwork.</li> <li>• They confidently use a wide range of tools and techniques, experimenting and refining their work independently.</li> </ul>

		artwork. They also practice exploring, observing, and making choices in their artistic process, becoming more confident and imaginative artists.	
<b>How will this be assessed?</b>		Work samples, Individual observation	
<b>Bahasa Melayu</b>	<p><b>Topic: Nombor (Numbers)</b></p> <p>Students will be introduced to basic numbers in Bahasa Melayu (1–10). They will learn to recognise, say, and count numbers through songs, games, and visual activities. Students will also practise matching numbers to objects and identifying numbers in simple everyday contexts. Activities include counting objects, number songs, tracing numbers, and interactive games.</p>	<p>Students will gain basic understanding of numbers in Bahasa Melayu. They will develop early counting skills and begin to recognise number symbols and their meaning.</p> <p>Students will build confidence in saying numbers aloud and connecting numbers to real-life objects.</p>	<ul style="list-style-type: none"> <li>- Students can recognise and say numbers 1–10 confidently. They can count objects correctly using simple Bahasa Melayu.</li> <li>- Match numbers to quantities and use numbers in simple phrases (e.g., <i>dua bola, tiga buku</i>).</li> </ul>
<b>How will this be assessed?</b>		<ul style="list-style-type: none"> <li>• Oral counting (1–10)</li> <li>• Matching numbers to objects</li> <li>• Participation in activities and songs</li> <li>• Simple worksheet tasks</li> </ul>	
<b>Mandarin</b>	Basic verbs and nouns (简单的动词和名词)	Nursery students will gain knowledge of simple, everyday verbs (e.g., 吃—to eat, 跳—to jump) and nouns (e.g., 水—water, 狗—dog). They will develop an understanding of how to use these words in daily classroom	Excellence will look like students confidently recognizing, saying, and using key verbs and nouns during class routines and play. They will begin to form two-word phrases like “吃饭” or “跳高” and respond

		<p>routines and conversations. Key skills include listening, speaking, and recognizing basic words in Mandarin. Students will also practice tracing and writing selected characters through hands-on activities, strengthening early literacy and fine motor skills.</p>	<p>with Mandarin words during teacher prompts. In writing activities, they will trace characters with control and accuracy. Excellent learners will show joy in using Mandarin, participate actively in songs or games using the vocabulary, and demonstrate early sentence awareness through gesture, sound, and words.</p>
<p>How will this be assessed?</p>		<p>Worksheets, videos, simple quizzes</p>	
<p><b>Physical Education</b></p>	<p><b>Structure:</b> 1x Weekly Swimming Lesson   1x Weekly PE (Land-based) Lesson</p> <p><b>Swimming (Weekly Slot):</b> The primary focus is Water Exploration and Positive Association. Lessons are designed to build confidence in water through play-based discovery. Students will practice "Splashing with Purpose," learning to move their arms and legs to create bubbles, and gradually working toward wetting their hair and faces. We focus on safe "Sitting Entries" from the poolside and holding onto the "gutter" or a teacher's hands while moving through the shallow area.</p> <p><b>PE: Movement &amp; Carnival Prep (Weekly Slot):</b> Land-based lessons focus on Foundational Gross Motor Skills. Students will learn to Move Confidently by exploring different ways of traveling (crawling, hopping, marching). We introduce</p>	<ul style="list-style-type: none"> <li>• <b>Technical Foundations:</b> Students will learn the "Scoop" arm movement in water, the "One-Foot Balance" (holding for 2–3 seconds), and the "Two-Foot Landing" when jumping off small equipment.</li> <li>• <b>Spatial Awareness:</b> Learning the concept of "Personal Space" (the "invisible bubble" around their bodies) to avoid bumping into friends during high-energy games.</li> <li>• <b>Physical Literacy:</b> Developing the strength to support their own body weight while crawling or climbing and improving the coordination required to stop and start on a signal.</li> <li>• <b>Rules &amp; Ethics:</b> Learning the very first step of Humble Professionalism: Listening for the teacher's voice and practicing "Turn-Taking." Students learn that being part of a team means waiting for their friend to finish before they start their turn.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>In Swimming,</b> excellence is a student who enters the water with a smile, is willing to blow bubbles with their mouth submerged, and can move 2 meters with minimal assistance from a float.</li> <li>• <b>In PE,</b> it is shown through "Controlled Movement"—being able to stop immediately when the music stops or the whistle blows, and successfully walking across a balance line without falling.</li> <li>• <b>In Carnival Games,</b> excellence is characterized by "Team Spirit"—clapping for their friends and staying within their designated "Game Zone" without wandering off.</li> <li>• <b>Across all areas,</b> "excellent" students show the <b>SRW</b> standard by following the "Line Up" routine quickly and showing a humble, gentle attitude toward their peers during group play.</li> </ul>

	<p>Balancing using low beams and "Lily Pads," and Agility through simple obstacle courses. The term emphasizes Teambuilding Games specifically designed for Carnival Day, such as "Follow the Leader" and collaborative beanbag collecting, to foster a sense of belonging and school spirit.</p>		
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<p>How will this be assessed?</p>	<ul style="list-style-type: none"> <li>• <b>Confidence Tracker:</b> Monitoring the transition from "Watching" to "Participating" in water-based activities.</li> <li>• <b>Stability Check:</b> Observing the student's ability to maintain balance while stationary and while moving over small obstacles.</li> <li>• <b>Social Integration:</b> Evaluating how well the student engages in "Parallel Play" and their early attempts at "Collaborative Play" during teambuilding games.</li> <li>• <b>Instructional Response:</b> Noting if the student can follow a simple, one-step physical command (e.g., "Jump to the blue circle").</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>	