

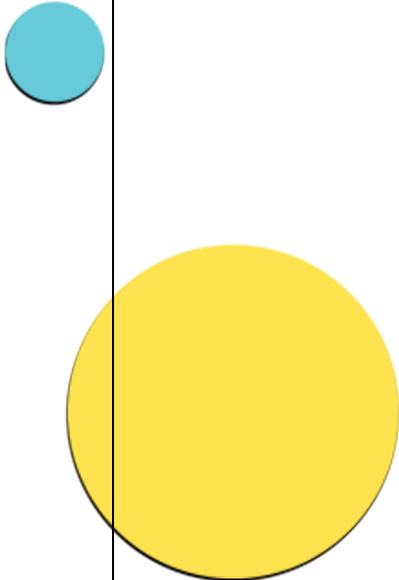
# Straits International School Rawang

## Curriculum Overview - Nursery

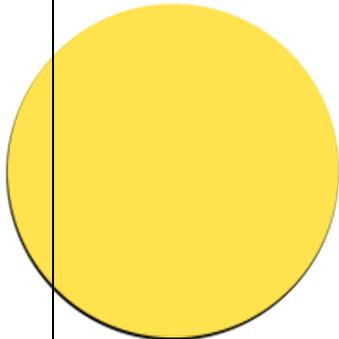
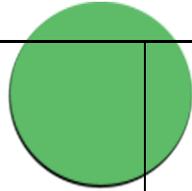
### Nursery Summer Term 3.2 2024/2025

Spring Term 2.2	What will we learn?	What KUS will we gain?	What will excellence look like?
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and remembering much of what happens.</li> <li>Joining in with nursery rhymes</li> <li>Engage in extended conversations about stories and non-fiction texts, learning &amp; using new vocabulary</li> <li><b>Use the five key concepts about print:</b></li> <li>Identify a word in a sentence and understand it carries meaning</li> <li>Identify a letter in a word</li> <li>Name parts of book and show awareness of page number ... <i>page number</i></li> <li>Continue to develop understanding of words / letter</li> <li>Follow print, know it is read from top to bottom &amp; use 1:1 correspondence</li> <li>Read own name in a variety of fonts/context</li> </ul>	<p>K- Children will gain knowledge of stories, rhymes, and non-fiction texts, including recognizing story structures, key vocabulary, and factual content. They will also learn the fundamental features of print, such as identifying words and letters, understanding that print carries meaning, and knowing book parts and page numbers.</p> <p>U- Children will develop an understanding of how stories and texts work, including how print is read from left to right and top to bottom. They will begin to understand that letters form words and that words convey meaning. They'll also understand how different print forms (e.g., fonts) still represent the same information, like their name.</p> <p>S- Children will build skills in active listening, retelling, and engaging in conversations about texts. They will follow along with print using one-to-one correspondence, join in with familiar rhymes, and recognize and read their own name in various contexts. These foundational literacy skills support early reading and language development.</p>	<ul style="list-style-type: none"> <li>Confidently listens to and retells longer stories with detail and accuracy.</li> <li>Joins in enthusiastically with nursery rhymes, using rhythm and intonation.</li> <li>Engages in meaningful, extended conversations about both fiction and non-fiction texts.</li> <li>Uses a wide range of new vocabulary learned from stories and discussions.</li> <li>Accurately identifies individual words in sentences and understands their meaning.</li> <li>Clearly distinguishes letters within words and begins to associate them with sounds.</li> <li>Recognizes and names all key parts of a book (e.g., cover, title, author, page number).</li> <li>Understands the directionality of print and consistently follows text from top to bottom, left to right, using one-to-one correspondence.</li> <li>Demonstrates a solid understanding that print has meaning and applies this when exploring books.</li> <li>Reads their own name in a variety of fonts and real-life contexts with confidence and independence.</li> </ul>

– How will this be assessed?		Phonics assessment, Work samples, Individual observation	
<b>Maths</b>	<ul style="list-style-type: none"> <li>Counting 5</li> <li>Pattern 6</li> <li>Counting 6</li> <li>Comparison 3</li> </ul>	<p>K- Children will gain knowledge of number names and their order up to at least 6. They will learn to recognize numerical patterns and understand the concepts of more, less, and same. They will also be introduced to simple repeating patterns and begin to notice these in their environment.</p> <p>U- Children will develop an understanding of one-to-one correspondence when counting objects, knowing that each object is counted once and that the final number represents the total. They will begin to understand how numbers can be compared and ordered, and how patterns follow a repeated rule or sequence.</p> <p>S- Children will be able to accurately count sets of up to 6 objects, identify and create simple repeating patterns (e.g., ABAB), and compare groups of items using terms like more than, fewer than, or the same as. They will begin to use counting and patterning confidently in their play and daily routines.</p>	<ul style="list-style-type: none"> <li>Confidently counts to 6 and beyond, using one-to-one correspondence accurately.</li> <li>Instantly recognizes quantities up to 5 (subitising) without needing to count.</li> <li>Accurately counts out a given number of objects from a larger group.</li> <li>Identifies, describes, and extends more complex repeating patterns (e.g., ABBA or ABC).</li> <li>Creates their own patterns using colours, shapes, or objects and explains the pattern rule.</li> <li>Confidently compares sets of objects using precise mathematical language like more than, less than, or equal to.</li> <li>Explains their thinking when comparing numbers or groups (e.g., “This has one more than that one”).</li> <li>Uses counting, comparison, and patterning skills in everyday play and problem-solving contexts.</li> <li>Shows strong number sense and flexibility when working with numbers up to 6.</li> </ul>
How will this be assessed?		End of block checkpoint, Practical activities, Work samples, Individual observation	
<b>IEYC</b>	<ul style="list-style-type: none"> <li>Celebrations around me</li> <li>The seasons in celebration</li> </ul>	<p>K- Children will gain knowledge of a variety of celebrations, including personal, cultural, seasonal, and global events. They will learn the names, symbols, customs, and significance of celebrations such as birthdays, seasonal festivals, religious</p>	<ul style="list-style-type: none"> <li>Talks confidently about their own experiences of celebrations, sharing details and feelings.</li> <li>Shows curiosity and respect when learning about how others celebrate around the world.</li> </ul>

	<ul style="list-style-type: none"> <li>• Celebrations around the world</li> <li>• World Children's Day</li> </ul>	<p>holidays, and World Children's Day, understanding that people celebrate in different ways across the world.</p> <p>U- Children will develop an appreciation for the diversity of cultures and traditions. They will understand that celebrations often relate to special times of the year, changes in seasons, or important values like community and kindness. They will begin to see how celebrations help people express identity, belonging, and respect for others.</p> <p>S- Children will be able to talk about their own experiences of celebrations and listen to others share theirs. They will identify and compare different celebration customs, engage in creative activities linked to festivals (e.g. art, music, food), and begin to use vocabulary related to specific events. They will show respect and curiosity when learning about cultures and celebrations different from their own.</p>	<ul style="list-style-type: none"> <li>• Clearly identifies key features of different celebrations (e.g., food, clothing, symbols, music).</li> <li>• Makes meaningful connections between celebrations and changes in seasons or nature.</li> <li>• Uses appropriate vocabulary to describe various celebrations (e.g., festival, tradition, culture).</li> <li>• Participates enthusiastically in creative activities linked to different celebrations (e.g., art, dance, role play).</li> <li>• Recognizes and names global celebrations, including World Children's Day, and explains their purpose.</li> <li>• Begins to compare and contrast celebrations, identifying similarities and differences.</li> <li>• Demonstrates empathy, inclusion, and appreciation for diverse cultures and ways of life.</li> <li>• Applies learning about celebrations in play, storytelling, and discussions with peers.</li> </ul>
<p>How will this be assessed?</p>		<p>Work samples, Individual observation</p>	
<p><b>Bahasa Melayu</b></p>	<p>Koleksi cerita pendek kanak-kanak (Short stories for children)</p>	<p><b>Knowledge:</b></p> <p>Students will know key vocabulary from short Malay moral stories (e.g., watak, baik, jahat, tolong, kawan) and be able to identify familiar story elements like characters, settings, and simple actions.</p> <p><b>Understanding:</b></p>	<ul style="list-style-type: none"> <li>• Confidently listen to and enjoy short stories in Malay.</li> <li>• Recognise and describe characters and their actions.</li> <li>• Participate actively in story-related classwork and art.</li> </ul>

		<p>Students will understand that stories have a message or moral (pengajaran), and that characters can show good or bad behaviour. They will also understand that sharing stories helps us talk about feelings, actions, and choices.</p> <p><b>Skills:</b></p> <p>Students will be able to listen attentively, identify main characters and actions, and express their likes, dislikes, and opinions about the story using basic Malay.</p>	
How will this be assessed?		Worksheets, videos, simple quizzes	
<b>Mandarin</b>	Nursery: Basic Verbs	<p>Children will develop foundational Mandarin listening and speaking skills through songs, stories, and play-based activities. They will learn to recognize and say basic words related to animals, family, and common actions. Understanding will be built through visual cues, repetition, and movement. Social skills will be strengthened by learning simple greetings, polite expressions, and classroom routines in Mandarin.</p>	<p>Excellence will be shown when children actively participate, confidently repeat key words, and respond to familiar questions and instructions in Mandarin. They will sing along with songs, use gestures appropriately, and show joy in learning. Some may begin using Mandarin spontaneously in play or with peers, showing growing confidence and understanding.</p>
How will this be assessed?		Worksheets, videos, simple quizzes	
<b>Physical Education</b>	Basic Gymnastics	<ul style="list-style-type: none"> <li>• <b>K</b> - Students will learn to identify and perform key basic gymnastics movements. They will know the</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen carefully, follow instructions promptly, and participate with enthusiasm.</li> </ul>



names and correct body positions for three fundamental shapes: straight, star, and pike. They will also become familiar with two types of jumps; straight and star and understand how to perform them safely with control. Additionally, students will learn how to complete simple rolls, including the pencil roll and rocking horse, which serves as an introduction to forward rolls. They will also know the importance of listening carefully, taking turns, and using equipment properly during gymnastics activities.

- **U** - Students will develop an understanding of how body control, balance, and coordination help them perform gymnastics movements effectively. They will begin to recognise safety when holding shapes, jumping, or rolling. They will also understand that paying attention, following instructions, and respecting space and equipment help them and others to stay safe and enjoy learning. These experiences help build the foundation for more advanced movement in future PE units.
- **S** - Students will be able to listen attentively, follow instructions, and participate enthusiastically in each lesson. They will be able to demonstrate basic shapes with developing balance and body

- Students hold strong body shapes (straight, star, and pike) with balance and control.
- Students perform straight and star jumps with good posture and safe landings.
- Students roll safely using a pencil roll and perform the rocking horse movement with confidence.
- Students take turns, follow safety rules, and show kindness and respect to others during activities.

		<p>awareness. When jumping, they will show controlled jumps, focusing on safe take-offs and landings. For rolling skills, they will perform it with appropriate technique, showing an understanding of how to move their body safely across a mat. Through regular practice, they will develop confidence and coordination in their gymnastics movements.</p>	
<p>How will this be assessed?</p>		<p>Continual assessment of skills and level of understanding via simple Q&amp;A verbally and teacher's observation.</p>	
<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>	