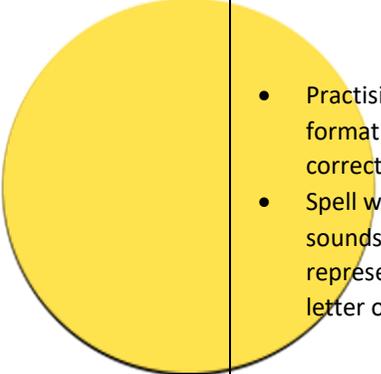
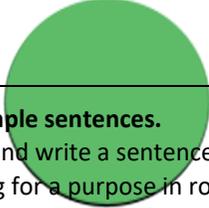


Straits International School Rawang

Curriculum Overview - Reception

Reception Summer Term 3.1 2024/2025

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 have read themselves.</p> <ul style="list-style-type: none"> Retell a story with actions and/or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. May include labels, sentences, or captions. Can point to the front cover, back cover, spine, illustration, illustrator, author, and title. 	<p>Knowledge:</p> <ul style="list-style-type: none"> Students will gain an understanding of the key components of stories, including the front and back covers, spine, title, and illustrations. 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. 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. <p>Skills:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Story Understanding: Students will understand the structure of stories by recognizing elements like the front and back covers, spine, title, and illustrations. Narrative Structure: 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. Rhyming and Language Patterns: 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. Storytelling and Writing: 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. Literacy Development: 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.



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.
- 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

phonetically plausible attempts at spelling words.

- Students will also practice writing simple sentences, with the aim of holding and writing a sentence 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 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

Maths

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

Knowledge:

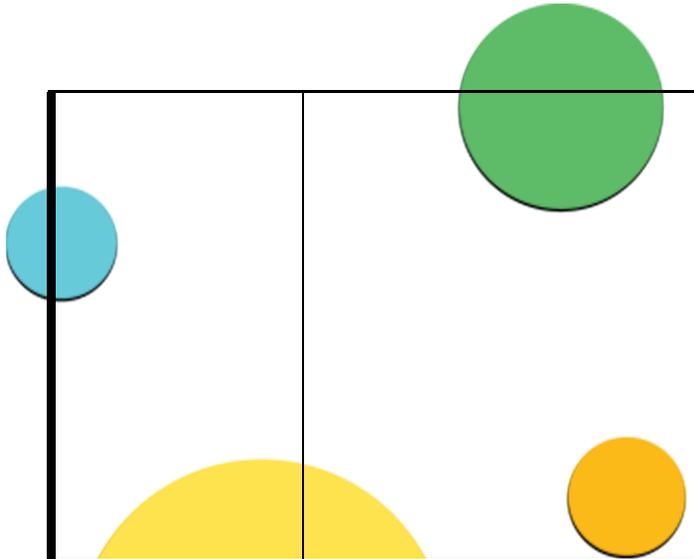
- Recognise, count, and order numbers beyond 20.
- Understand that numbers can be composed and decomposed in different ways.
- Recognise patterns and relationships between numbers.
- Understand the concept of "how many" and be able to subitise small quantities.
- Identify and describe shapes, including how they can be manipulated or combined.
- Develop an awareness of equal and unequal groups.
- Begin to understand simple sharing and grouping as an introduction to division and multiplication.

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."
- Share objects equally into groups and explore different ways to group items.
- Solve simple problems involving grouping and sharing in real-life contexts.

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.
- **Introduction to Grouping and Sharing** – They will develop an awareness of equal and unequal groups, beginning to understand simple sharing and grouping as a foundation for multiplication and division.



- Recognise 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.
- Recognise that shapes can be put together, taken apart, and transformed in different ways.

How will this be assessed?

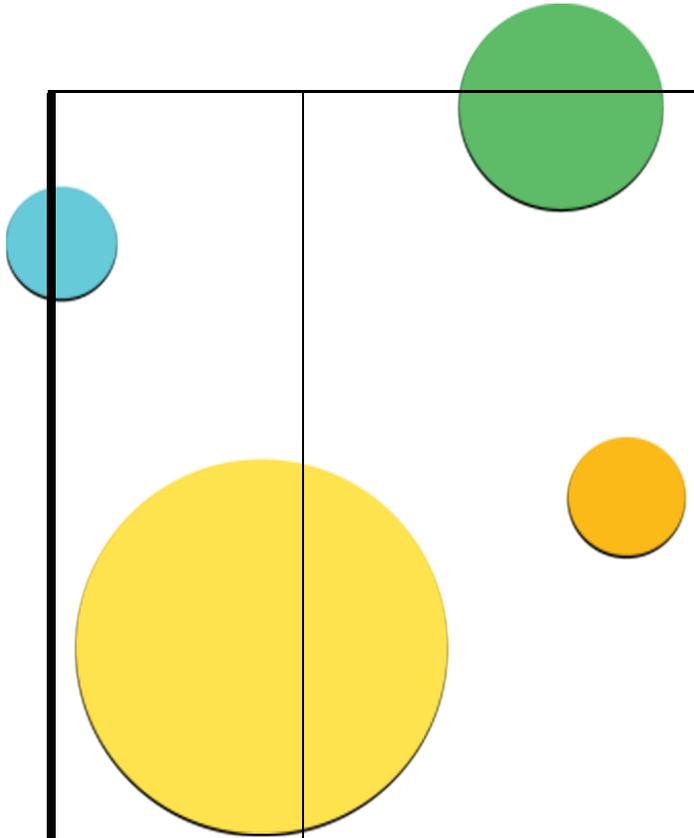
End of block checkpoint, Practical activities, Work samples, Individual

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 labelling 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.

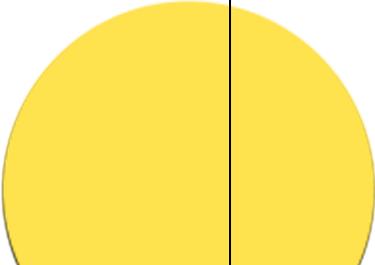
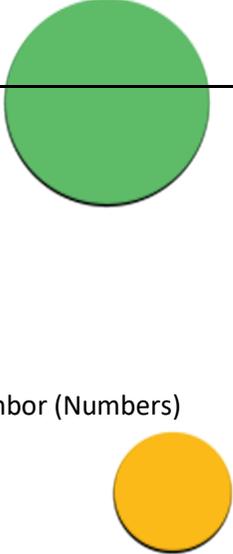
Understanding

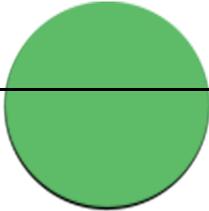
- Begin to understand the concept of the past and how it differs from the present.
- Appreciate that we can learn about history through clues left behind (fossils, bones, artefacts).
- Develop empathy and imagination by stepping into the world of dinosaurs and imagining life in prehistoric times.
- Recognise 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>Bahasa Melayu</p>	 <p>Nombor (Numbers)</p>	<p>Knowledge: Students will know number names from 1 to 10 in Bahasa Melayu (satu hingga sepuluh) and be able to recognise the corresponding numerals and quantities.</p> <p>Understanding: Students will understand the use of numbers to count, order, match, and compare quantities, and how spoken words relate to numerals.</p> <p>Skills: Students will be able to say, recognise, match, write, and use numbers 1–10 confidently in Bahasa Melayu through songs, games, and practical activities.</p>	<ul style="list-style-type: none"> • Confidently say and recognise all numbers from 1 to 10 in Bahasa Melayu. • Accurately count, match, and write numbers in both numerals and words. • Use numbers independently in classroom tasks (e.g., “Saya ada lima pensel.”). • Participate in number songs, games, and group counting activities using Malay.
<p>How will this be assessed?</p>		<p>Worksheets, videos, simple quizzes</p>	
<p>Mandarin</p>	<p>Colour and Animal & Pets</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Recognize and name common animals and colours in Mandarin. • Understand the structure of simple sentences: <ul style="list-style-type: none"> ○ "我家有养..." (My family has...) ○ "我喜欢..." (I like...) <p>Understanding:</p> <ul style="list-style-type: none"> • Make connections between words and their meanings through songs, pictures, and games. 	<ul style="list-style-type: none"> • Students confidently use full sentences to say both: 我家有养 + animal/pets 我喜欢 + colour • Students can respond to the teacher’s questions in Mandarin using the correct vocabulary. • Students actively engage in songs, games, and activities, demonstrating a good grasp of the vocabulary. • 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).

	 	<ul style="list-style-type: none"> • Understand how to use the sentence structures to express personal preferences and home life. <p>Skills:</p> <ul style="list-style-type: none"> • Respond to and use target vocabulary in speaking activities. • Match animal names with pictures. • Say what animal they have at home and what colours they like using Mandarin phrases. • Participate in role-play or storytelling using target language. 	<ul style="list-style-type: none"> • Students show joy and enthusiasm in repeating and using the phrases with peers or during play-based tasks.
<p>How will this be assessed?</p>		<p>Q&A, Quiz, Worksheet</p>	
<p>Physical Education</p>	<p>Ball Skills</p>	<ul style="list-style-type: none"> • K - Students will know how to bounce, catch and pass a ball using their hands. They will understand how to move a ball with their feet using control (dribbling). Students also know the importance of using two hands to perform a bounce pass correctly. They will recognise the importance of participating safely and respectfully during activities. • U - Students begin to understand how hand-eye and foot-eye coordination help them control a ball. They will understand that controlled movement leads to better success when bouncing, catching, passing or dribbling. Students also will understand that listening, cooperating and trying their best helps them and others enjoy learning. They will realise that using proper technique (like two 	<ul style="list-style-type: none"> • Students listen carefully, follows instructions straight away, takes turns and participates with enthusiasm in all activities. • Students consistently bounce a ball with control and catches it securely using both hands while keeping their eyes on the ball. • Students able to use two hands to perform a bounce pass with proper technique to their target or partner. • Students able to move the ball smoothly and confidently using their feet while maintaining balance and control, showing early signs of direction change or stopping the ball when needed. • Students encourage peers, plays safely and shows kindness and cooperation during partner or group tasks.

		<p>hands for passing) improves accuracy and teamwork.</p> <ul style="list-style-type: none"> • S - Students will learn how to listen attentively, follow instructions, take turns and show a positive attitude during lessons. They will develop in bounce a ball and catch it with both hands while keeping control. Students will practice using two hands to bounce pass a ball accurately to a target or partner. They will also learn to move a ball using their feet while maintaining balance and control (simple dribbling). 	
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A and observation.	
<p>Music</p>	<p>We are using music to tell stories, enhancing creativity and imagination through sound and movement.</p>	<ul style="list-style-type: none"> • Knowledge: Understand how music supports storytelling (motifs, mood). • Understanding: Link sound elements to emotions and narrative. • Skills: Use instruments and body to represent characters and actions. 	<p>Students participate with imagination, using musical elements effectively to tell stories and showing developing control over instruments and vocal expression.</p>
How will this be assessed?		Individual observations	