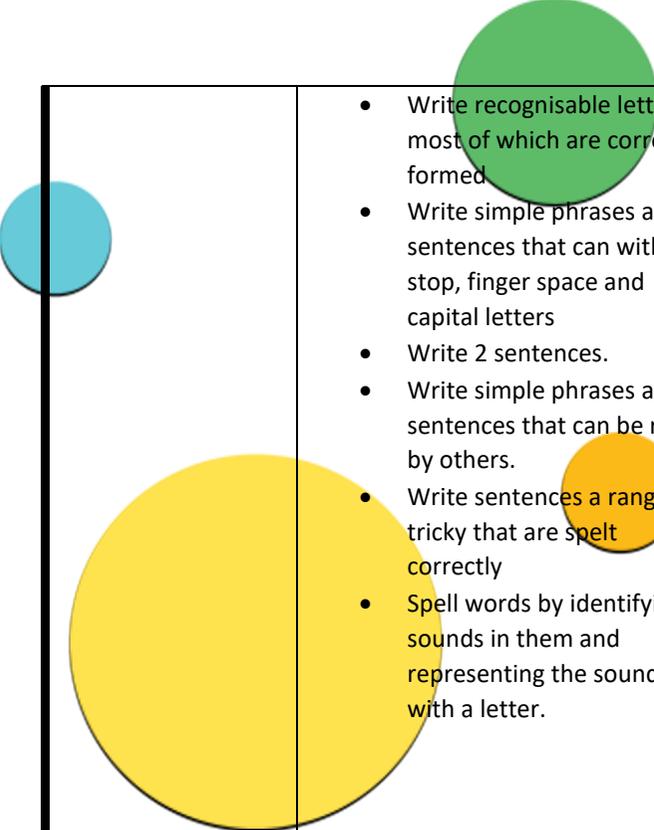


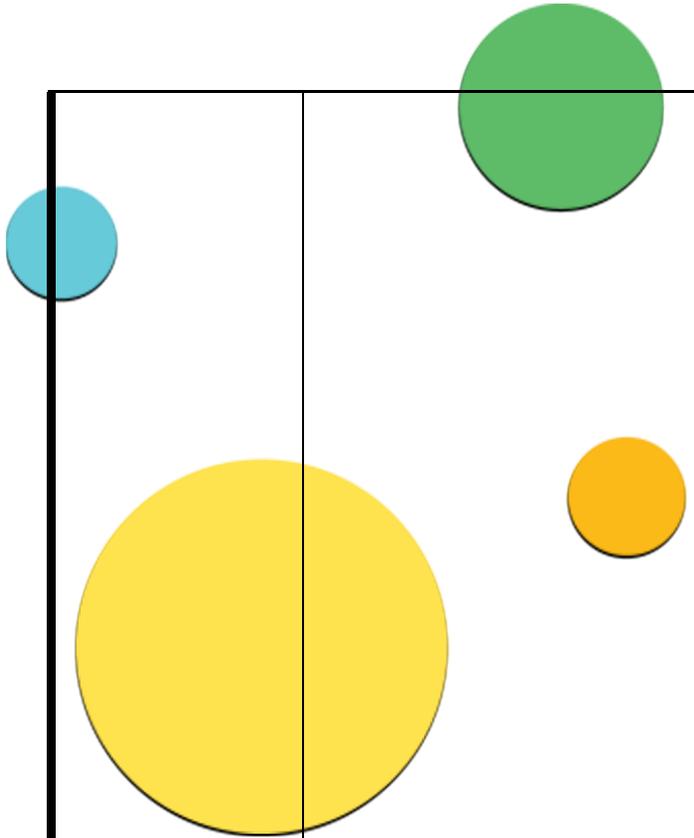
# Straits International School Rawang

## Curriculum Overview - Reception

### Reception Summer Term 3.2 2024/2025

Summer Term 3.2	What will we learn?	What KUS will we gain?	What will excellence look like?
<p><b>English</b></p>	<p>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>Retell a story with actions and/or picture prompts as part of a group.</li> <li>Can explain the main events of a story.</li> <li>May include labels, sentences, or captions.</li> <li>Make predictions</li> <li>Can draw pictures of characters/ events / settings in a story</li> </ul> <p>Writing simple sentences and phrases that can be read by others.</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Students will understand key story elements such as characters, settings, and main events.</li> <li>Students will recognise and use recently introduced vocabulary related to stories.</li> <li>Students will know the conventions of writing sentences (capital letters, finger spaces, full stops).</li> <li>Students will learn common tricky words and their correct spellings.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will retell stories using their own words and incorporate new vocabulary.</li> <li>Students will use actions and picture prompts to aid story retelling in groups.</li> <li>Students will make simple predictions about stories.</li> <li>Students will write simple sentences and phrases that others can read.</li> </ul>	<ul style="list-style-type: none"> <li>Students will confidently retell stories using their own words and recently introduced vocabulary, showing clear understanding.</li> <li>Students will actively participate in group retelling of stories using actions and picture prompts to support their narrative.</li> <li>Students will explain the main events of a story clearly and in sequence.</li> <li>Students will make accurate predictions about what might happen next in a story based on clues.</li> <li>Students will write simple, correctly punctuated sentences with capital letters, full stops, and finger spaces that can be easily read by others.</li> <li>Students will spell a range of tricky and regular words correctly by segmenting sounds and representing them with appropriate letters.</li> </ul>

	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Write simple phrases and sentences that can with full stop, finger space and capital letters</li> <li>• Write 2 sentences.</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Write sentences a range of tricky that are spelt correctly</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will form recognisable letters correctly and write sentences with capital letters, full stops, and finger spaces.</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• Students will comprehend the sequence of events and explain main story points.</li> <li>• Students will understand how to use visual aids to support comprehension and storytelling.</li> <li>• Students will recognise the purpose of punctuation and spacing in making writing readable.</li> <li>• Students will grasp how letters correspond to sounds in words (phonics).</li> </ul>	
<p>How will this be assessed?</p>		<p>Phonics assessment, Work samples, Observation, Classroom discussion</p>	
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Visualise, build and map</li> <li>• Make connections</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that patterns can repeat or grow and are based on specific rules.</li> <li>• Know key vocabulary such as pattern, repeat, rule, position, direction, map, model, and instruction.</li> <li>• Know how to describe and interpret positions using terms like left, right,</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and explains a growing pattern, using clear vocabulary such as "repeat," "rule," and "sequence," and can describe how the pattern continues using their own words and examples.</li> <li>• Gives and follows clear instructions to build a model, accurately using directional and positional language like "on top of," "to the left," or "behind," ensuring the construction matches the intended design.</li> <li>• Draws a simple map of a familiar place (like the classroom) from a bird's-eye view and can translate</li> </ul>



besides, in front, behind, above, and below.

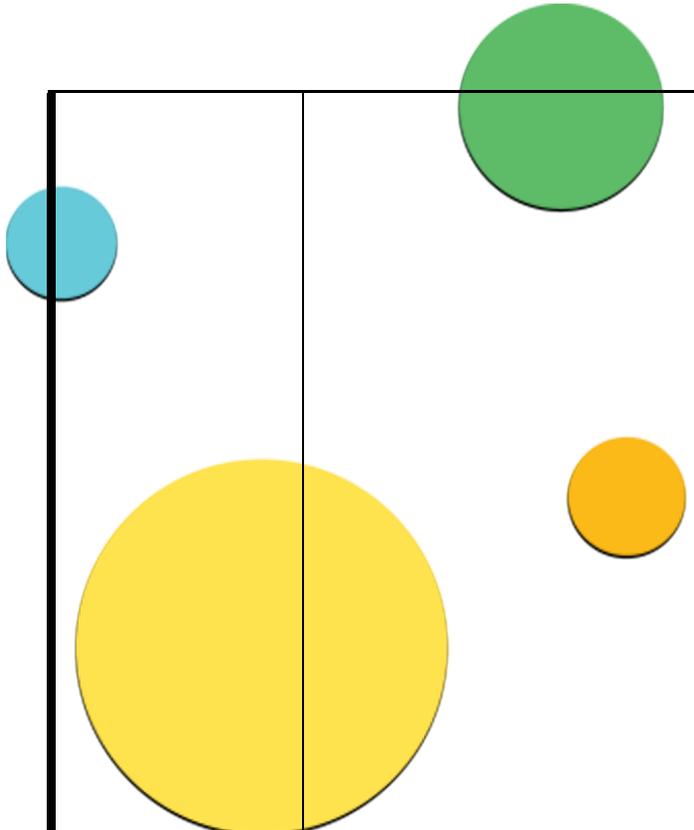
- Know that a map represents a space or environment from a bird's-eye view.
- Know how constructions and scenes can be replicated or built using models or visual cues.
- Know that mathematical ideas (like patterns and spatial reasoning) connect across different contexts, including stories, real places, and abstract problems.

#### **Skills**

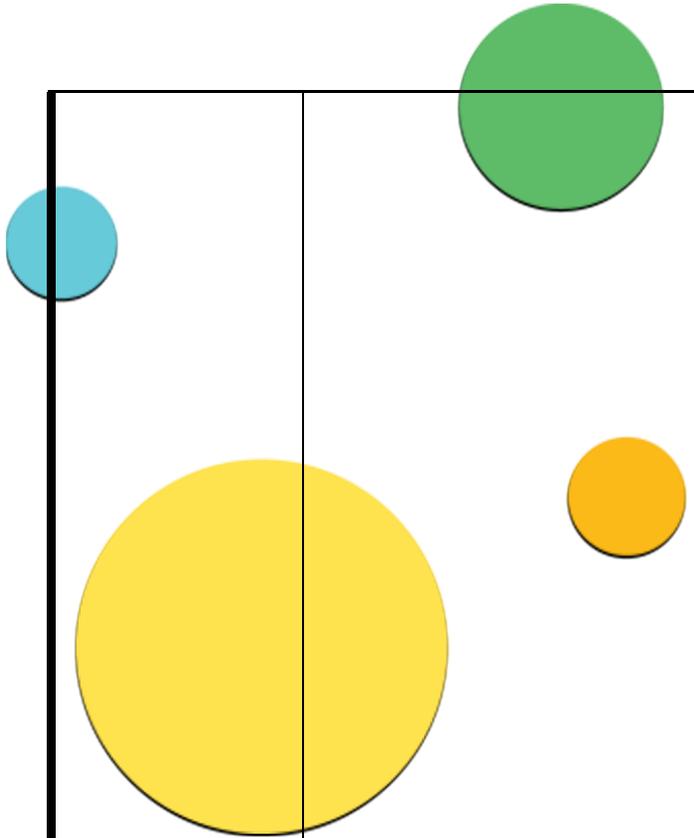
- Identify and create repeating and growing patterns based on a rule.
- Use appropriate language to describe position, direction, and movement.
- Visualise objects and scenes from different viewpoints or orientations.
- Follow and give clear, sequential instructions to build structures or complete tasks.
- Construct and interpret simple maps and models to represent familiar or imaginary places.
- Translate between 2D representations (maps, drawings) and 3D models or real-world objects.
- Apply knowledge of patterns, spatial awareness, and instructions in varied contexts to deepen learning.

it into a 3D model using blocks, showing a strong understanding of how spaces can be represented in different formats.

- Visualises and describes how a structure would look from another angle, demonstrating spatial awareness by rotating or mentally shifting the perspective and checking accuracy against a model or peer's feedback.
- Connects their understanding of patterns and position in a story context, such as mapping out a character's journey, building scenes, and explaining how mathematical ideas apply to both real and imagined situations.



		<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that patterns, positions, and mapping are all ways to represent and organise information.</li> <li>• Understand how different mathematical ideas connect and build on one another.</li> <li>• Understand how rules govern patterns and how those rules can be identified or created.</li> <li>• Understand how visualising from different perspectives helps with spatial reasoning.</li> <li>• Understand the importance of clear communication in giving and following instructions.</li> <li>• Understand that maps and models are simplified versions of real or imagined environments.</li> <li>• Understand that making connections between topics strengthens overall mathematical thinking and problem-solving.</li> </ul>	
<p>How will this be assessed?</p>		<p>End of block checkpoint, Practical activities, Work samples, Individual</p>	
<p><b>IEYC</b></p>	<p><b>Unit: Once upon a time</b></p> <ul style="list-style-type: none"> <li>• The Enormous Turnip</li> <li>• Three Billy Goats Gruff</li> <li>• The tortoise and the Hare</li> <li>• The Gingerbread man</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Basic physical forces such as pushes and pulls through play and exploration.</li> <li>• Vegetables—types, how they grow, and their role in a healthy diet.</li> <li>• The concept of money, buying and selling in a role-play market.</li> <li>• Story elements like characters, settings, and sequencing events.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently explains how vegetables grow and how to care for them, showing curiosity and making links between planting activities and healthy eating.</li> <li>• Creates and performs an imaginative story using props, sound effects, and original characters, demonstrating strong language skills and creative thinking.</li> <li>• Solves practical problems independently, such as building a bridge that can hold a toy or designing a racecourse, while reflecting on what worked and what didn't.</li> </ul>

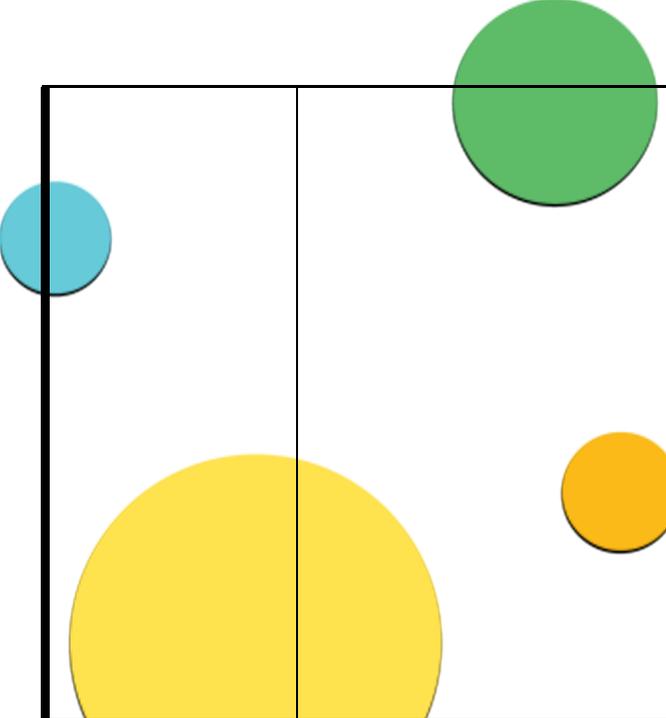
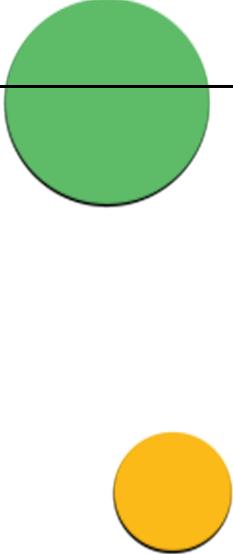


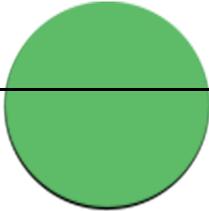
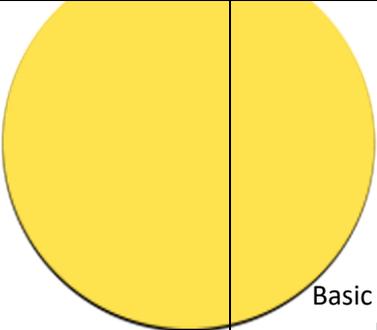
- Basic measurement and comparison, e.g., size, weight, and volume.
- Sound and music as a means of storytelling and expression.
- Basic animal care, especially tortoises, and the importance of meeting animals' needs.
- The idea of goals and perseverance, connecting to characters in stories like the Tortoise and the Hare.
- Creative design through activities such as bridge building, costume making, and racecourse creation.
- Basic cooking processes, ingredients, and following steps in a recipe.
- The concept of changing narratives and creating original story variations.

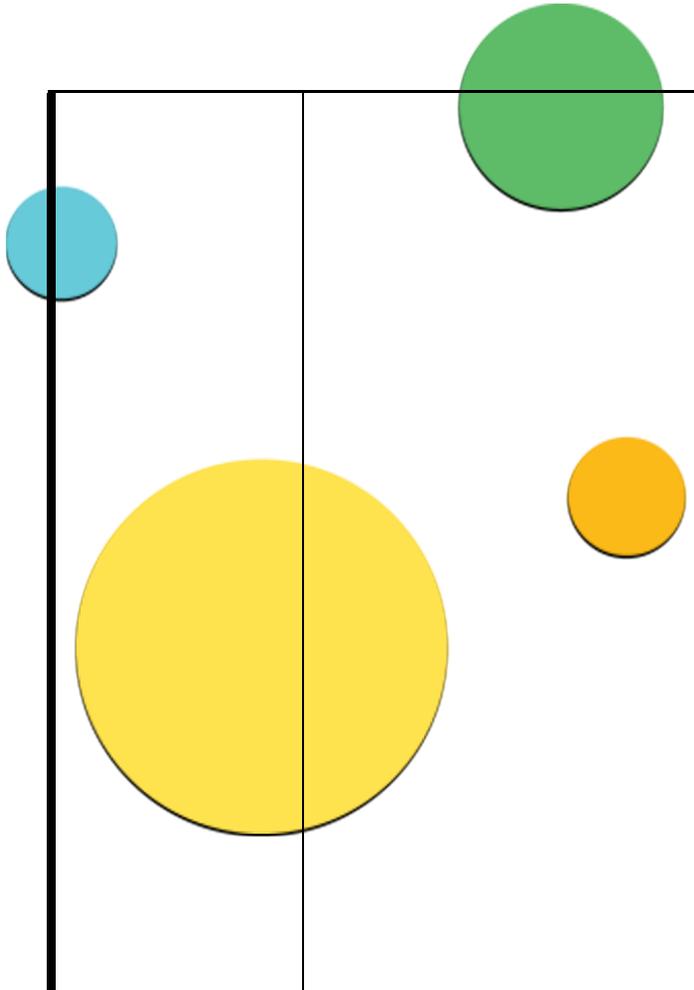
**Skills**

- Scientific inquiry through hands-on exploration and asking questions.
- Collaboration and communication during group tasks, role play, and performances.
- Creative expression in storytelling, art, music, and dramatic play.
- Problem-solving in building tasks (e.g., bridges or racecourses).
- Fine motor skills in activities such as planting, baking, and crafting.
- Numeracy skills through measuring, sorting, and comparing.
- Language and literacy through reading stories, retelling, and composing their own narratives.

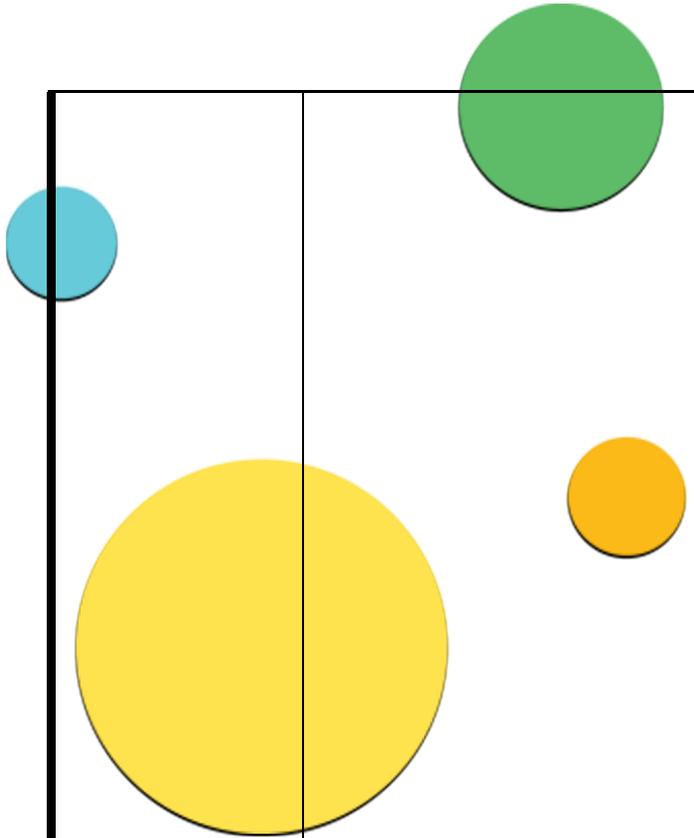
- Takes on roles in a pretend market, using real money terms, showing understanding of buying, selling, and the value of items through meaningful play.
- Demonstrates empathy and responsibility, especially when learning about animal care or working with peers, showing awareness of others' needs and feelings.

		<ul style="list-style-type: none"> <li>• Empathy and care when learning about animals or collaborating with peers.</li> <li>• Imaginative thinking when creating new versions of known stories.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• How stories connect across different subjects and contexts.</li> <li>• The roles people play in a community (e.g., sellers, farmers, storytellers).</li> <li>• That plants and food come from the earth and require care to grow.</li> <li>• The value of effort and perseverance, even when outcomes are uncertain.</li> <li>• That stories can be changed and personalized through imagination.</li> <li>• The importance of health, both through physical activity and nutrition.</li> </ul>	
<p>How will this be assessed?</p>		<p>Students Reflections and tasks by end of the unit, 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> <p>Students will understand that stories have a message or moral (pengajaran), and that characters can show good or bad behaviour. They</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>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>	
<p>How will this be assessed?</p>		<p>Worksheets, videos, simple quizzes</p>	
<p><b>Mandarin</b></p> 	<p>Basic Daily Activities &amp; Preferences</p> <p>Verbs 喜欢、吃、喝、看、说、听</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Recognise and recall the meaning and pinyin of the high-frequency verbs: 喜欢 (xǐ huan), 吃 (chī), 喝 (hē), 看 (kàn), 说 (shuō), 听 (tīng)</li> <li>Learn key nouns commonly paired with these verbs (e.g., 食物 food, 饮料 drinks, 电视 TV, 音乐 music, 汉语 Chinese)</li> <li>Understand basic word order: Subject + Verb + Object</li> <li>Learn simple opinion structures like "我喜欢..." (I like...), "我不喜欢..." (I don't like...)</li> </ul>	<ul style="list-style-type: none"> <li><b>Listening:</b> Can accurately identify all six verbs when heard in a sentence Understands key details from a short-spoken passage about daily habits</li> <li><b>Speaking:</b> Speaks with good pronunciation and fluency using the target verbs Uses full sentences to express preferences, e.g. "我喜欢喝水。我喜欢吃西瓜" Can ask others questions like "你喜欢喝什么?" and respond appropriately</li> <li><b>Reading:</b> Reads a short paragraph and identifies all instances of the verbs</li> <li><b>Writing:</b> Writes the character with the correct strokes.</li> </ul>



		<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Understand how these verbs are used in different everyday contexts</li> <li>• Understand that verbs do not conjugate in Mandarin but rely on context and time expressions</li> <li>• Begin to form coherent oral and written sentences using a subject and verb with objects</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Respond to simple questions using the target verbs</li> <li>• Ask peers what they like/do/eat/drink/etc.</li> <li>• Write and speak short paragraphs or dialogues expressing preferences and actions</li> <li>• Listen to short audio clips and identify key verbs and related vocabulary</li> </ul>	
<p>How will this be assessed?</p>		<p>Q&amp;A session and worksheet</p>	
<p><b>Physical Education</b></p>	<p>Basic Gymnastics</p>	<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 names and correct body positions for three fundamental shapes: straight, star, and pike. They will also become</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen carefully, follow instructions promptly, and participate with enthusiasm.</li> <li>• Students hold strong body shapes (straight, star, and pike) with balance and control.</li> <li>• Students perform straight and star jumps with good posture and safe landings.</li> </ul>



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 awareness. When jumping, they will show controlled jumps, focusing on safe take-offs and landings. For rolling

- 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>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. (Jungle sounds)</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>	