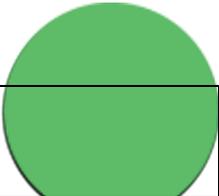
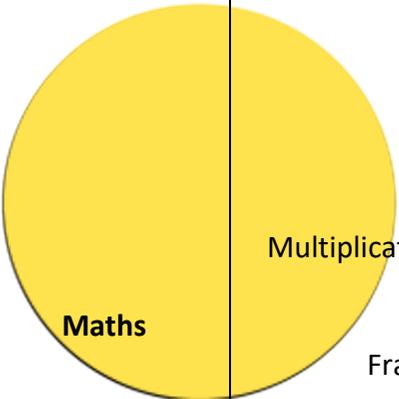
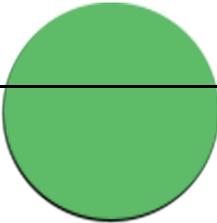
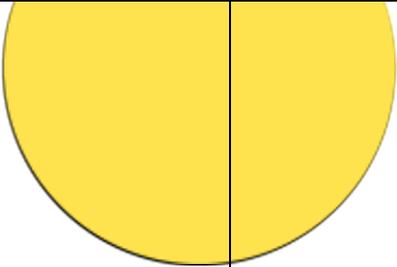


Straits International School Rawang
Curriculum Overview – Year 1
Year 1 Summer Term 3.1 2024/2025

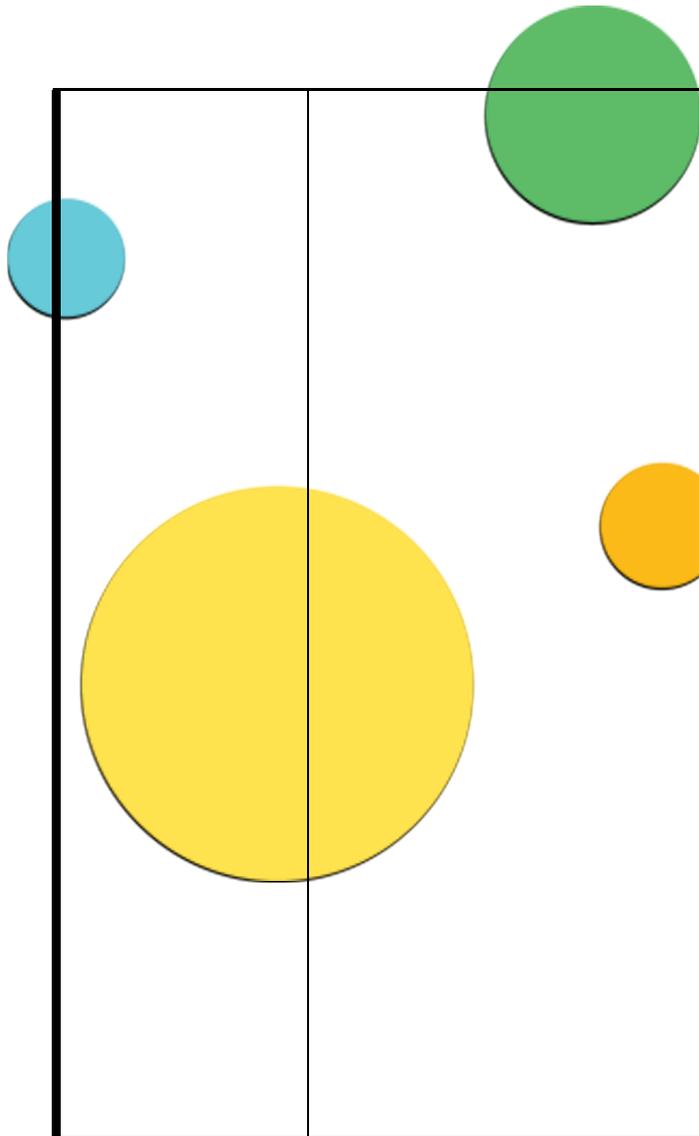
Summer Term 3.1	What will we learn?	What KUS will we gain?	What will excellence look like?
<p>English</p>	<p>Fantasy Stories</p>	<ul style="list-style-type: none"> – Know that fantasy stories are made up and often include magical or imaginative elements. – Know key features of a fantasy stories. – Know 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.

		<p>– Write a simple fantasy story with a beginning, middle, and end.</p>	
<p>How will this be assessed?</p>		<p>In class writing pieces Discussion</p>	
<p>Maths</p>	 <p>Multiplication & Division</p> <p>Fractions</p> <p>Position and Direction</p>	<p>Multiplication & Division: Understand multiplication as repeated addition and division as equal sharing Know that arrays can represent multiplication. Count in 2s, 5s and 10s Begin solving simple multiplication and division questions.</p> <p>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.</p> <p>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:</p>	<p>Multiplication & Division: Fluently counting in 2s, 5s, and 10s. Be able to make equal groups. Using arrays to show multiplication and be able to write related number sentence.</p> <p>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."</p> <p>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.</p>

		<ul style="list-style-type: none"> - Clockwise, anticlockwise, half turn and quarter turn. <p>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. Give and follow simple instructions.</p>	
<p>How will this be assessed?</p>		<p>End of block Assessments In class activities</p>	
<p>IPC</p> 	<p>Sensational</p>	<p>Know the names of the five senses: sight, hearing, smell, taste and touch. Know which body parts are linked to each sense. Know that we use our senses to help us make sense of the world around us. Know that different textures, sounds and smells can be described using specific vocabulary. Know how to protect and take care of our senses. Know that some people may experience the world differently. Understand and use vocabulary to describe sensory experience. Use the different senses to explore and describe different materials. Record observations using skills such as drawing, charts or photos. Understand how sense can keep us safe.</p>	<p>Clearly explains how each sense helps us in every day life, using detailed accurately vocabulary. Make thoughtful connections between sense and safety. Understand and explain how people might experience the world differently. Uses science vocabulary in discussion and writing. Can record observations and findings.</p>

How will this be assessed?		Knowledge check In class activities and checks	
Bahasa Melayu	Masa Bermain Students will understand the importance of play for physical, social, and emotional development.	<ul style="list-style-type: none"> Recognize words related to play such as <i>bola (ball)</i>, <i>lari (run)</i>, <i>lompat (jump)</i>, <i>gelongsor (slide)</i>, <i>buaiian (swing)</i>, <i>mainan (toy)</i>, <i>kawan (friend)</i>, <i>giliran (turn)</i>. Understand the meaning and usage of these words in simple sentences. Pronounce and read play-related words correctly. Understand that play activities help with physical, social, and emotional development. Demonstrate positive behaviors during play, such as sharing, cooperating, and being patient. Use the learned play-related words in spoken and written activities at a basic level. Actively participate in play activities, showing understanding through language games, songs, or role play. 	<ul style="list-style-type: none"> Actively participate in play with enthusiasm and care for others. Show cooperation, empathy, and fairness while playing with peers. Can talk about how play helps them feel and what they enjoy most. Able to follow simple rules and routines during playtime.
How will this be assessed?		Worksheets, videos, simple quizzes, assessments, Q&A	
Mandarin	Mandarin Advanced: 我是独生子	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。	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

	<p>Mandarin Beginner: Greetings 早上好</p>	<p>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 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>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 gestures, showing both understanding and confidence in basic Mandarin communication.</p>
How will this be assessed?		Workbook, worksheet, Assessment, Q&A	
Physical Education	Ball Skills	<ul style="list-style-type: none"> • K - Students will know how to dribble, pass and catch a ball using their hands with correct form. They will know how to control and move a ball with their feet, including dribbling and passing. Students will recognise the importance of good posture, hand position and foot placement for accuracy and control. They will also understand the expectations for 	<ul style="list-style-type: none"> • Students display outstanding behaviour and participation. Always listens carefully, follows instructions promptly and participates with high energy and a positive attitude in all activities. • Students demonstrate dribbles a ball using hands with consistent control, keeping the ball close to their body and using smooth, rhythmical movements. • Students perform chest or bounce passes with proper form and catches the ball reliably using two hands while tracking its movement.

		<p>positive behaviour and active participation in PE lessons.</p> <ul style="list-style-type: none"> • U - Students will understand how coordination, balance and timing help in controlling a ball. They will understand that using the correct technique improves success when passing, catching and dribbling. Students will understand how speed and control work together when moving a ball with feet. They will also recognise the value of teamwork, focus and participation in learning and improving ball-handling skills. • S - Students will learn how to show respect, listen actively, follow instructions and engage consistently in all activities. They will practice dribble a ball using their hands with increasing control, keeping the ball close and under control. Students will develop their pass and catch a ball using proper techniques, such as chest passes, or bounce passes with two hands. They will learn how to move a ball confidently with their feet using short, controlled touches, gradually increasing speed. Demonstrating pass and receive a ball using the inside of the foot or another suitable technique, aiming for control and accuracy. 	<ul style="list-style-type: none"> • Students able to dribble a ball using their feet with precision, maintaining close control even at increasing speed and showing awareness of direction and space. • Students pass and receive the ball using correct foot technique, demonstrating control, accuracy and awareness of timing when working with a partner or in a small group.
<p>How will this be assessed?</p>		<p>Continual assessment of skills and level of understanding via Q and A and observation.</p>	

