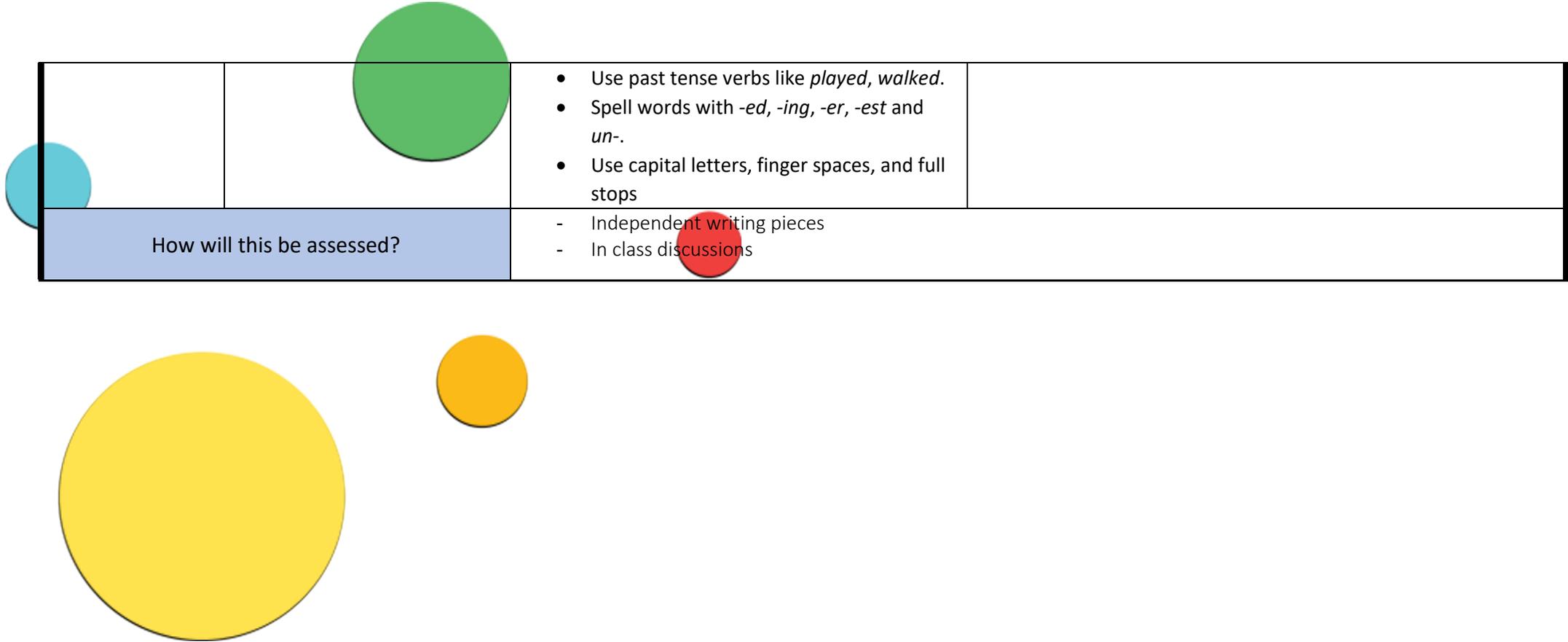
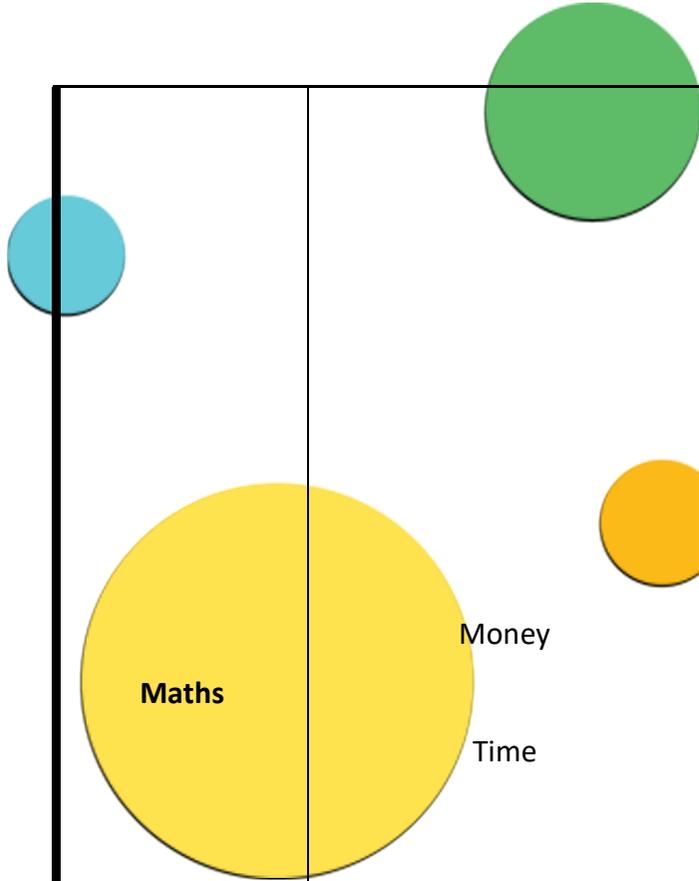


Straits International School Rawang
Curriculum Overview – Year 1
Year 1 Summer Term 3.2 2024/2025

Spring Term 2.2	What will we learn?	What KUS will we gain?	What will excellence look like?
<p>English</p>	<p>Recounts Suffixes –s, -es, -ed, -ing, -er, -est Prefix un-</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • A recount tells what happened. • Recounts are in the past tense. • Recounts use words like <i>first</i>, <i>then</i>, and <i>next</i>. • Suffixes like <i>-ed</i>, <i>-ing</i>, <i>-er</i>, and <i>-est</i> change words. • The prefix <i>un-</i> means “not” or “opposite of”. <p>Understanding:</p> <ul style="list-style-type: none"> • Recounts tell events in order. • <i>-ed</i> shows something already happened. • <i>-ing</i> shows something is happening. • <i>un-</i> makes a word mean the opposite. • Recounts are written using “I” or “we”. <p>Skills:</p> <ul style="list-style-type: none"> • Write about something that already happened. • Use time words like <i>first</i> and <i>then</i>. 	<ul style="list-style-type: none"> • Writes a clear recount in the right order. • Uses time words like <i>first</i>, <i>then</i>, <i>next</i>, <i>finally</i>. • Uses past tense verbs correctly (e.g. <i>played</i>, <i>walked</i>). • Adds suffixes like <i>-ed</i>, <i>-ing</i>, <i>-er</i>, <i>-est</i> to words. • Uses the prefix <i>un-</i> to change meaning (e.g. <i>unkind</i>). • Writes in full sentences with capital letters and full stops. • Uses “I” or “we” when retelling events. • Spells common and taught words correctly. • Speaks clearly about events using time words.



		<ul style="list-style-type: none">• Use past tense verbs like <i>played, walked</i>.• Spell words with <i>-ed, -ing, -er, -est</i> and <i>un-</i>.• Use capital letters, finger spaces, and full stops	
How will this be assessed?		<ul style="list-style-type: none">- Independent writing pieces- In class discussions	



Money

Know the names and values of coins and notes. Know we use **p** for pence and **£** for pounds. Know money is used to pay for things.

Understand that coins have different values, not based on size. Understand we can use different coins to make the same amount. Understand money helps us in real-life, like shopping.

Recognise and name coins and notes. Count coins in 1s, 2s, 5s, and 10s. Make small amounts using coins. Compare amounts of money.

Time

Know the days of the week and months of the year. Know key times of day (morning, afternoon, evening). Know that clocks show time using hands.

Understand time is measured in hours, minutes, and seconds. Understand the difference between before, after, and next. Understand how to read o'clock and half past times.

Say the days of the week and months of the year in order. Sequence events (e.g. what happens first, next, last). Tell the time to o'clock and half

Money

Can name and recognise all coins and notes.

Knows what each coin is worth.

Can count coins in 1s, 2s, 5s, and 10s.

Can make the same amount in different ways.

Can say which coins or amounts are more or less.

Can solve simple money problems.

Uses money confidently in role-play (e.g. shop).

Can explain how they counted or made an amount.

Time

Can say the days of the week and months of the year in order.

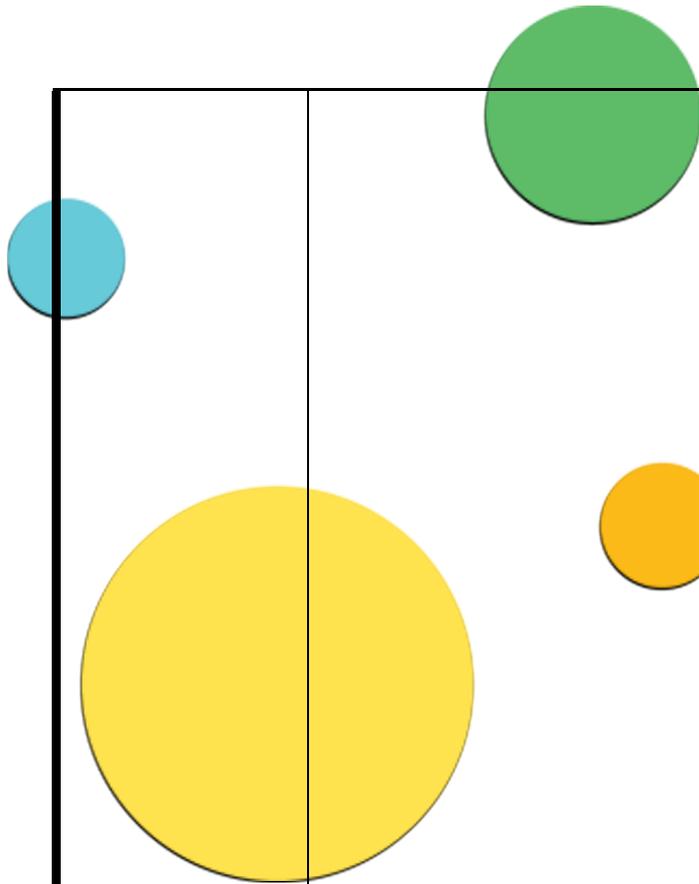
Understands and uses words like *before*, *after*, *next*, *today*, *tomorrow*.

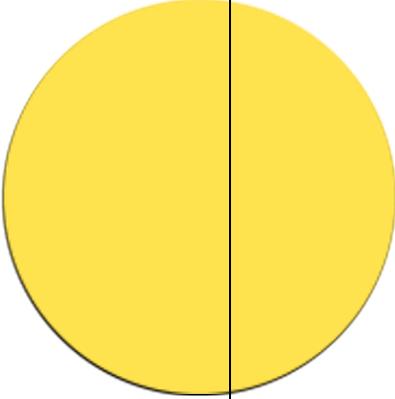
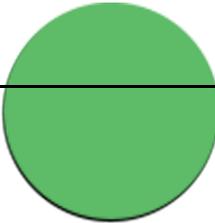
Can sequence daily events (e.g. get up, go to school, have lunch).

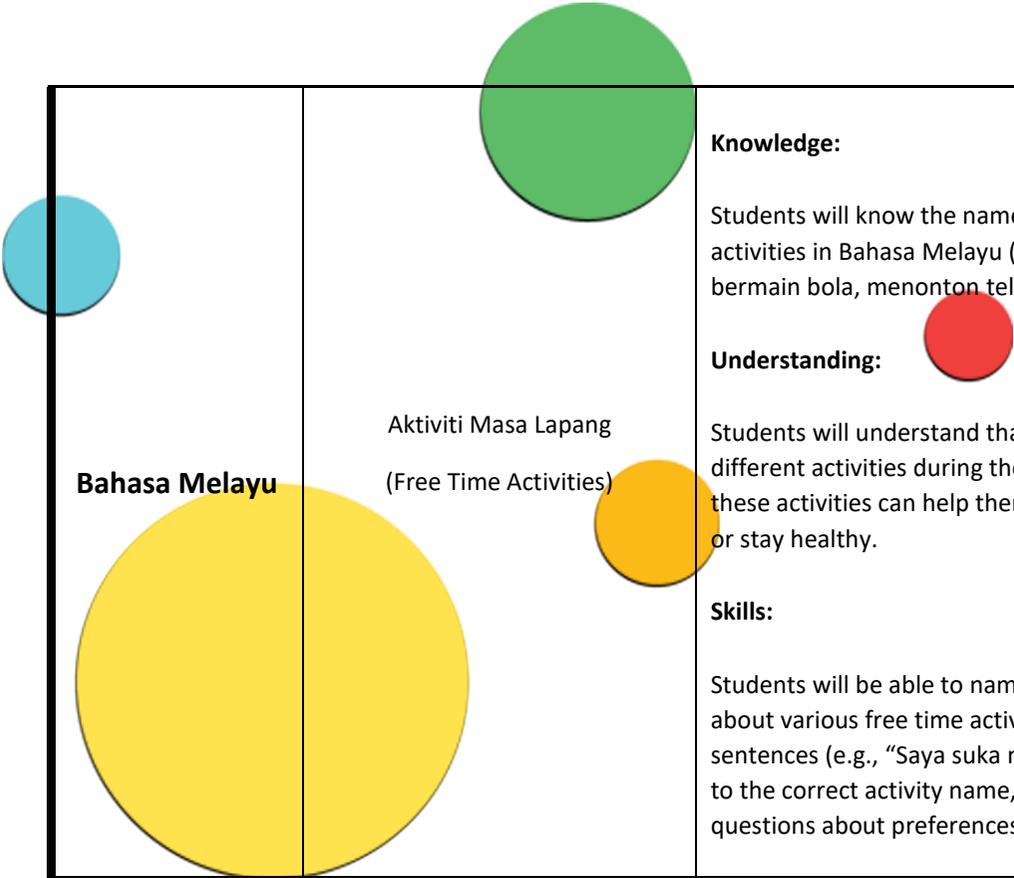
Tells the time to **o'clock** and **half past** correctly.

Reads the hands on an analogue clock.

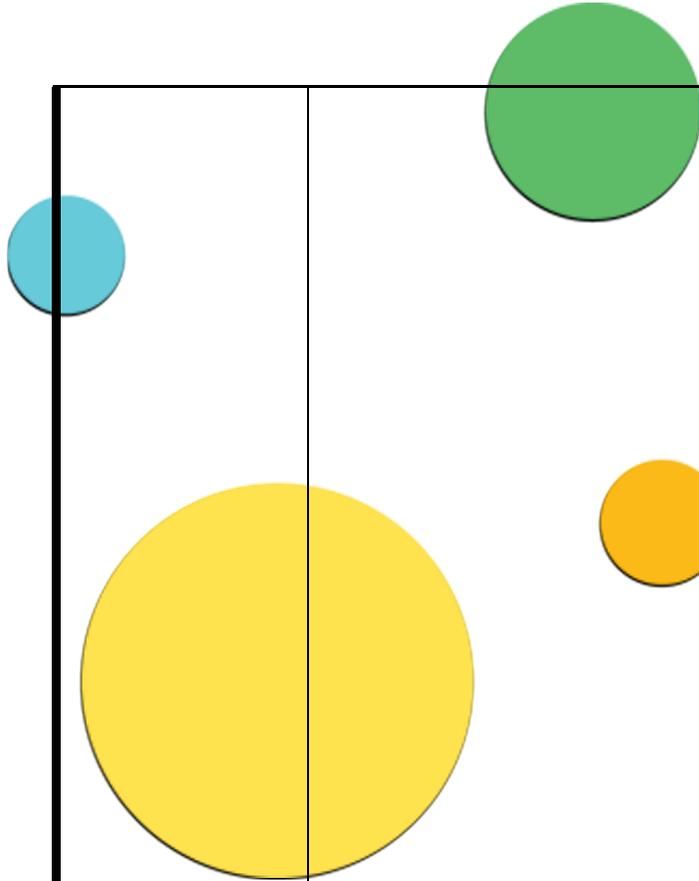
Solves simple time problems (e.g. What comes after lunchtime?).

		<p>past on an analogue clock. Use language like earlier, later, yesterday, today, tomorrow.</p>	<p>Talks confidently about times of day (morning, afternoon, evening).</p>
<p>How will this be assessed?</p>		<p>End of block Assessments In class activities</p>	
<p>IPC</p>	<p>The magic Toymaker</p>	<p>Knowledge Know about different types of toys (e.g. dolls, action figures, cars).</p>	<p>Knows the names and materials of different toys.</p>

    	<p>Know the materials used to make toys (e.g. plastic, wood, fabric). Know how toys are designed and made. Know the importance of designing toys before making them. Know how toys have changed over time.</p> <p>Understanding</p> <p>Understand how to plan and design a toy. Understand the steps to make a toy, from planning to creation. Understand that toys can have different functions and purposes. Understand that toys can be made from different materials and tools.</p> <p>Skills</p> <p>Use drawing and designing skills to plan a toy. Make a toy using simple materials (e.g. paper, cardboard, fabric). Test their toy to see if it works (e.g. can it move, does it stand up). Work collaboratively to design and create toys. Use basic tools safely (e.g. scissors, glue).</p>	<p>Explains how and why toys are made in certain ways.</p> <p>Shares thoughtful ideas when designing a toy.</p> <p>Draws a clear plan for their toy with labels.</p> <p>Makes a toy carefully, using different materials and tools safely.</p> <p>Tests their toy and makes changes to improve it.</p> <p>Talks confidently about their toy and how they made it.</p> <p>Works well with others to share ideas and solve problems.</p>
<p>How will this be assessed?</p>	<p>Knowledge check In class activities</p>	

<p>Bahasa Melayu</p> 	<p>Aktiviti Masa Lapang (Free Time Activities)</p>	<p>Knowledge:</p> <p>Students will know the names of common leisure activities in Bahasa Melayu (e.g., membaca, melukis, bermain bola, menonton televisyen, berbasikal).</p> <p>Understanding:</p> <p>Students will understand that different people enjoy different activities during their free time and that these activities can help them relax, learn new things, or stay healthy.</p> <p>Skills:</p> <p>Students will be able to name, recognise, and talk about various free time activities using simple sentences (e.g., "Saya suka melukis."), match pictures to the correct activity name, and ask or answer basic questions about preferences.</p>	<ul style="list-style-type: none"> • Confidently name at least 5 free time activities in Malay. • Use simple sentences to describe what they like to do in their free time. • Participate in pair or group discussions about favourite activities. • Listen and respond to classmates' answers with polite phrases (e.g., "Saya juga suka bermain bola!"). • Complete sorting/matching tasks or draw and label their favourite activity using the correct vocabulary.
<p>How will this be assessed?</p>		<p>Worksheets, videos, simple quizzes</p>	
<p>Mandarin</p>	<p>Mandarin Advanced: 复习</p> <p>Mandarin Beginner: Greetings 问候语</p>	<p>Mandarin Advanced:</p> <p>学生将复习本年度所学的词汇和句型，进一步巩固听说读写的基础技能。学生将练习以正确的笔顺书写汉字，阅读并理解简短的句子与段落，并尝试书写连贯的短文，表达个人想法。学习重点包括提升汉字书写的规范性、句子结构的准确性，以及</p>	<p>Mandarin Advanced: 学生能够熟练识读和正确书写所学词汇，句子书写无重大语法错误，短文结构清晰、内容连贯，并能表达完整意思。</p>

		<p>语言表达的连贯性。</p> <p>Mandarin Beginner:</p> <p>Knowledge (K):</p> <ul style="list-style-type: none"> Learn the correct vocabulary and tones for basic greetings and polite expressions in Mandarin. Understand when and how to use each greeting in appropriate social and cultural contexts. <p>Understanding (U):</p> <ul style="list-style-type: none"> Recognize the importance of politeness and respect in Chinese culture through greetings. Distinguish between expressions used to say "you're welcome" (不用谢 and 不客气) and understand their subtle differences in formality. <p>Skills (S):</p> <ul style="list-style-type: none"> Accurately pronounce and write each phrase using correct pinyin and characters. Apply these greetings in structured role-plays and simple real-life communication scenarios. Respond appropriately when greeted or thanked, or when needing to apologise. 	<ul style="list-style-type: none"> Fluency & Pronunciation: Students can confidently say all greetings with correct pronunciation and tones, using them naturally in conversation. Cultural Appropriateness: Students show understanding of when and why to use each greeting, adapting to formal/informal situations. Reading & Writing: Students can accurately read and write each greeting character and identify them in short dialogues or texts. Interaction: Students actively engage in role-plays and respond accurately and politely in various scenarios (e.g., greeting a teacher, thanking a classmate, apologising for a mistake). Initiative: Students independently incorporate these expressions into their Mandarin use beyond prompts, showing initiative and understanding.
How will this be assessed?		Workbook, worksheet, Assessment, Q&A	
Physical Education	Games	<ul style="list-style-type: none"> K - Students will learn the rules of various simple games such as Rock-Paper-Scissors Tag, Hot Pizza Relay, "Mango Mango 	<ul style="list-style-type: none"> Students consistently listen carefully, follow instructions quickly, and show high levels of participation and enthusiasm in every game.



Mango” Tag, Pass the Energy, Cone Relay, and Banana Tag. They will know how to start, play, and finish each game safely and fairly. Students will also learn key concepts such as teamwork, taking turns, playing by the rules, and the importance of spatial awareness during movement.

- **U** - Students will begin to understand how following rules keeps games fun and fair for everyone. They will learn how to move safely in shared spaces, how to work cooperatively with teammates, and how to show respect and fairness whether winning or losing. They will also understand that each game helps develop physical and social skills that are important in sports and daily life.
- **S** - Students will demonstrate active participation and positive behaviour throughout all activities. They will follow game rules consistently, showing good listening and self-control. They will move safely and confidently in space, using awareness of their own body and others around them. Students will cooperate with teammates, show fair play, and take turns responsibly while enjoying different movement-based games.

- They follow the rules of each game correctly and independently, helping others to play fairly too.
- They move safely and confidently in space, showing strong awareness of their own body and others around them.
- Students work well in teams, take turns, and support their peers with kindness and encouragement.
- They show good sportsmanship, play fairly, and understand that winning and losing are both part of the game.

How will this be assessed?

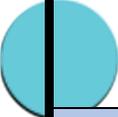
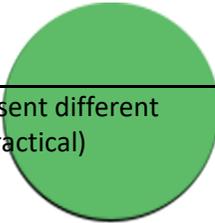
Continual assessment of skills and level of understanding via Q&A verbally and teacher’s observation.

Music

We are learning about animals in music and exploring how

– **Knowledge:** Recognize descriptive elements in music (pitch, tempo, timbre).

Students confidently describe, perform, and create animal-themed music using expressive elements with creativity and teamwork.



	sounds represent different creatures. (Practical)	<ul style="list-style-type: none">– Understanding: Link musical features to animals' movements and traits.– Skills: Improvise, move, and create using animal-inspired sounds.	
How will this be assessed?		Practical observations	

- **Understanding:** Link musical features to animals' movements and traits.
- **Skills:** Improvise, move, and create using animal-inspired sounds.

How will this be assessed?

Practical observations

