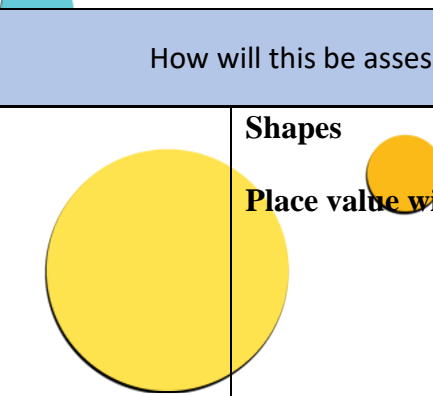
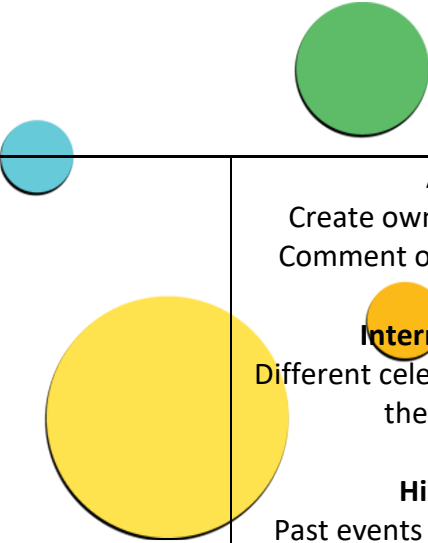
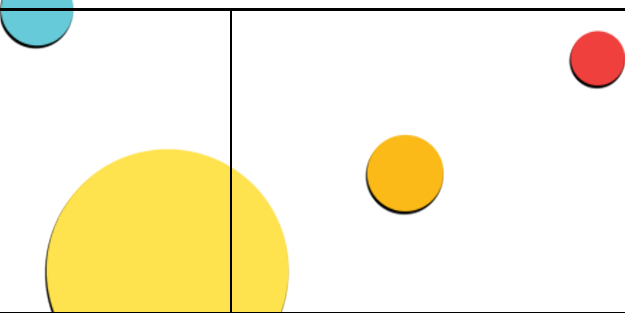


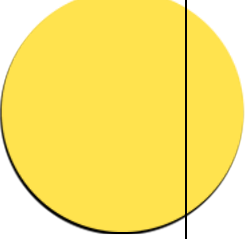
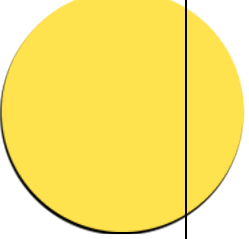

Straits International School Rawang
Curriculum Overview – Year 1
Year 1 Autumn Term 1.2 2024/2025

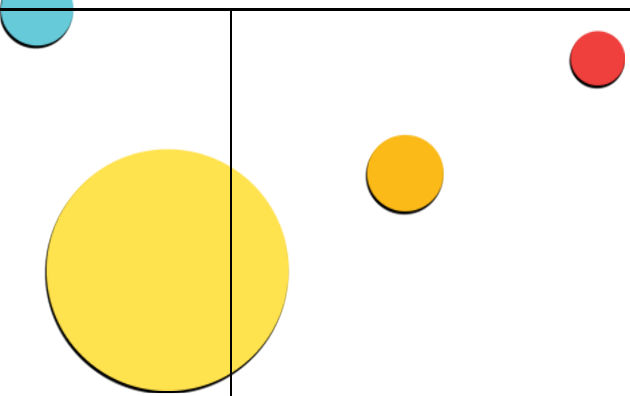
Autumn - Term 1.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p>Stories with Similar setting</p> <ul style="list-style-type: none"> • Story elements • Adjectives • Recounting stories with beginning middle and end. <p>Simple rhymes</p> <ul style="list-style-type: none"> • Identify simple rhymes • Write simple rhymes • Rhyming words 	<p>Stories with familiar setting:</p> <ul style="list-style-type: none"> • Students will understand what the main story elements are. • Can retell a story with important details. • Be able to identify key elements of the story. • Practice discussing stories and recounts. • Write short stories with story elements. • Students will learn to describe characters. <p>Simple Rhymes</p> <ul style="list-style-type: none"> • Students will learn rhyming words and how to identify rhymes. • Students will understand why rhymes are used in writing. • Students will begin to create their own simple rhymes. • Students will write their own simple rhymes. 	<p>Stories with familiar setting:</p> <ul style="list-style-type: none"> • Identify what the main elements of the story are and explain how they influence the story. • Student shows a strong comprehension of stories that they have read or have read to them. • Students can describe characters with a range of adjectives. • Be able to share thoughts and opinions about a story. <p>Simple Rhymes:</p> <ul style="list-style-type: none"> • Students can accurately identify rhyming words. • Students can explain how rhyming words work. • Students will create their own rhyming lines or short poems.

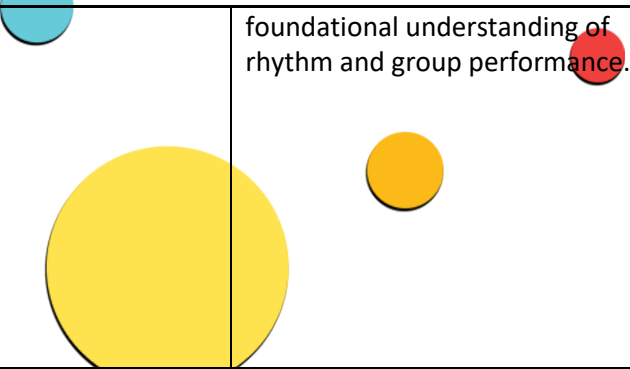
How will this be assessed?		Writing of own short story Writing own short poem or lines using rhyming words.	
 Maths	Shapes Place value within 20	Shapes <ul style="list-style-type: none"> Name and recognise 2D shapes Understand 2D shape properties Understand that 3D shapes tangible Know the name of simple 3D shapes such as cubes. Understand features of 3D. Place value <ul style="list-style-type: none"> Extend numeracy skills to 20 Count to 20 in the correct order Composition of numbers to 20 Represent numbers to 20 in different ways Using a number line to 20 Can place numbers to 20 in the correct order on a number line. Can identify one more or one less than a given number up to 20. 	Shapes: <ul style="list-style-type: none"> Students should recognise and name 3D shapes Know the properties of 2D shapes Know the difference between 2D and 3D shapes Can identify shapes in various orientations. Can use different vocabulary to describe 3D shapes. Place value within 20: <ul style="list-style-type: none"> The student can recognize and represent numbers up to 20 using objects, pictures, and numerals. Able to write numbers up to 20 correctly, in both numeral and word form The student can fluently count forwards and backwards to 20, starting from any number. Can partition numbers into tens and ones using objects or diagrams. compare and order numbers up to 20, using terms such as "greater than," "less than," or "equal to."
	How will this be assessed?		<ul style="list-style-type: none"> Daily formative assessments to check for understanding. End of unit assessments through White rose.
IPC	Let's celebrate	Art	Art:

	<p>Art Create own pieces of art Comment on pieces of art</p> <p>International Different celebrations around the world</p> <p>History Past events and order past events</p> <p>Design, technology & Innovation Explore different designs</p>	<ul style="list-style-type: none"> • Be able to comment on a piece of art • Know that art plays a key role in celebrations, through decorations, costumes, and designs. • Create an original piece of art. • Experiment with colors, patterns, and symbols in art related to celebrations. <p>International:</p> <ul style="list-style-type: none"> • Know that people celebrate different events and traditions in various countries around the world. • Know how cultural differences influence the way people celebrate. • Understand that people from different cultures may celebrate similar events in different ways. <p>History:</p> <ul style="list-style-type: none"> • Know how past events have shaped modern celebrations. • Understand that many celebrations have historical significance. • Sequence historical events related to celebrations in a timeline. • Compare how celebrations today differ from how they were celebrated in the past. 	<ul style="list-style-type: none"> • Students should know a variety of artistic traditions used in celebrations. • student understands how art helps express identity and cultural values in celebrations. • The student can create their own artistic representation of a celebration <p>International:</p> <ul style="list-style-type: none"> • The student can name and describe a variety of celebrations from around the world, • Students can explain celebrations reflect the values and beliefs of different cultures. • The student can compare and contrast celebrations from different countries. <p>History:</p> <ul style="list-style-type: none"> • The student understands the role history plays in shaping modern celebrations and can explain how some celebrations have evolved over time. • Students can create a timeline of different celebrations. <p>Design, technology and Innovation:</p> <ul style="list-style-type: none"> • Be able to compare their design and product explaining any differences • Explain reasons for choices of materials and design. • Share ideas of design related to celebrations.
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		Design, technology & Innovation: <ul style="list-style-type: none"> • Know that design is driven by a purpose • Students should learn to design and create something. • Be able to select materials and techniques when creating. 	
How will this be assessed?		Knowledge assessment IPC Rubrics End of unit reflection	
Bahasa Melayu	Rumah saya <i>My house</i>	<ul style="list-style-type: none"> • Learn key terms related to parts of a house (e.g., bedroom, kitchen, bathroom, living room). • Introduce simple sentence structures (e.g., "This is my room," "There is a table in the kitchen"). • Practice asking and answering questions about one's home (e.g., "Where is your room?" "My room is upstairs"). • Read simple texts and label parts of a house. Write short sentences about the home. • Draw or design their ideal house and describe it in simple terms. 	<ul style="list-style-type: none"> • Students confidently identify and name parts of a house, both in speech and writing. • Form simple, grammatically correct sentences when describing the house and its parts. • Engage actively in creative activities, explaining and describing their house design or drawing with detail.

How will this be assessed?		<ul style="list-style-type: none"> Classroom discussion, offer house-related games, quizzes, and vocabulary exercises can make the topic more accessible for students. 	
 <p>Mandarin</p>	  <p>Beginner: Date & Time and Myself Advanced: 星期和时间</p>	<p>Beginner: This half-term, students will learn about time, dates, and their family. They will understand and master the basics of time and dates, while also learning to introduce themselves by sharing their name, age, address, and the number of members in their family.</p> <p>Advanced: 学生学习如何用中文说出星期与星期，并掌握了其书写方法。此外，他们还学习如何书写自己的中文名字。</p>	<p>Beginner: In this unit, students will be able to:</p> <ol style="list-style-type: none"> Master the terms for time and dates in Chinese. Communicate with others smoothly and confidently through their learning. Write the new vocabulary related to this unit. Introduce someone else's name, age, and address. <p>Advanced:</p> <ol style="list-style-type: none"> 朗读短文 说出星期一直星期天 说出正确的时间 书写正确的笔画顺序 书写中文名字
How will this be assessed?		<p>session, assessment, worksheet and classwork</p> <p style="text-align: right;">Q&A</p>	
<p>Physical Education</p>	<p>IPC PE Unit: Fairy Tale Athletics</p>	<ul style="list-style-type: none"> K - Students learn the basics of how to prepare themselves for physical activity, such as warming up, staying hydrated, and being mindful of safety. They also gain knowledge of how their eyes and hands/feet work together in athletic movements, and how different movements are required in 	<ul style="list-style-type: none"> Students exhibit excellent running form, with a smooth, efficient stride, strong posture, and effective arm movement. They can run with speed and endurance while maintaining balance and control throughout. Students perform two-footed take-offs and landings with precision, achieving significant distance while maintaining stability. Their landing is soft, balanced, and controlled,

		<p>activities like running, jumping, and throwing.</p> <ul style="list-style-type: none"> • U - Students begin to understand that proper technique leads to better outcomes in athletic tasks. They develop an awareness of how eye-hand/foot coordination enhances their ability to control movements, such as throwing correctly or landing a jump safely. • S - Students will develop key skills in running, jumping, and throwing. They will learn to demonstrate good running form with increasing speed, focusing on body control and balance. For jumping, students will practice a two-foot take-off and landing with an emphasis on distance and coordination. In throwing, they will refine an overarm push action, aiming for accuracy and control. 	<p>showcasing strong coordination of the whole body.</p> <ul style="list-style-type: none"> • Students display excellent overarm push throws with power, accuracy, and technique. • Across all activities, students show exceptional body awareness and control, smoothly transitioning between movements with balance and coordination, quickly adapting to different tasks while keeping proper form.
<p>How will this be assessed?</p>		<p>Continual assessment of skills and level of understanding via Q and A, self-assessment worksheet and observation.</p>	
<p>Music</p>	<p>In this unit, students will explore sound creation using untuned percussion instruments to produce sound effects. They will also practice “call and response,” where they follow rhythms played by their group leader. Through these activities, students will learn how to create and respond to sounds, developing a</p>	<ul style="list-style-type: none"> • Knowledge: Students will learn about different types of untuned percussion instruments and how they can be used to create various sound effects. They will also gain knowledge of rhythmic patterns used in “call and response.” • Understanding: Students will understand the importance of listening carefully and responding accurately in a group setting. They will 	<ul style="list-style-type: none"> • Excellence will be demonstrated by students who can create sound effects confidently using a variety of untuned percussion instruments and clearly understand how these sounds fit within a broader context. In the “call and response” activity, excellent students will be able to accurately follow and repeat rhythms, maintain steady timing, and show leadership when it’s their turn to lead. They will also show increased focus and collaboration during group tasks.



	foundational understanding of rhythm and group performance.	begin to recognize how sound can be used to convey meaning and mood. <ul style="list-style-type: none">• Skills: Students will develop skills in rhythm creation and performance, coordination through the use of untuned percussion instruments, and teamwork in the “call and response” activity. They will also improve their listening skills as they follow rhythmic cues.	
How will this be assessed?		Practical observation	