

# Straits International School Rawang

## Curriculum Overview – Year 1

### Year 1 Spring Term 2.1 2024/2025

Spring Term 2.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	Traditional tales	<ul style="list-style-type: none"> <li>Recognize story elements (character, setting, beginning, middle and end).</li> <li>Understand stories have themes.</li> <li>Know common vocabulary words in traditional tales.</li> <li>Understand structure of a story.</li> <li>Retell stories with accuracy and details.</li> <li>Write simple sentences about characters.</li> <li>Use descriptive language to describe characters and settings.</li> </ul>	<ul style="list-style-type: none"> <li>Identify key features of traditional tales.</li> <li>Use correct vocabulary in writing and discussing traditional tales.</li> <li>Understand and identify moral of story.</li> <li>Compare different traditional tales.</li> <li>Can create own simple tale.</li> <li>Can write well-structured sentences about characters, settings and other story elements.</li> </ul>
	How will this be assessed?	In class writing pieces Discussion	
Maths	Addition and subtraction within 20	<b>Addition and subtraction within 20</b> <ul style="list-style-type: none"> <li>Number bonds to 20</li> <li>Using number lines, whole part models and ten frames.</li> <li>Knowing doubles of numbers</li> <li>Addition and subtraction as inverse operations</li> <li>Recall addition and subtraction within 20, use mental math strategies.</li> </ul>	<b>Addition and subtraction within 20</b> <ul style="list-style-type: none"> <li>Recalling of numbers of facts within 20.</li> <li>Use mental strategies to solve addition and subtraction problem.</li> <li>Can solve and understand inverse operations.</li> <li>Can solve word problems using mental strategies.</li> </ul> <b>Place value within 50</b> <ul style="list-style-type: none"> <li>Can read, write and recognize numbers to 50.</li> <li>Partition numbers into tens and ones.</li> </ul>
	Place value within 50		

		<ul style="list-style-type: none"> <li>Solving word problems and selecting appropriate strategies.</li> </ul> <p><b>Place value within 50</b></p> <ul style="list-style-type: none"> <li>Recognize numbers from 0 to 50.</li> <li>Understand numbers are made up of tens and ones.</li> <li>Understand and use language such as greater than, less than, equal to.</li> <li>Counting forward and backwards within 50.</li> <li>Read and write numbers to 50.</li> </ul>	<ul style="list-style-type: none"> <li>Count backwards and forwards and count on from any number to 50.</li> <li>Be able to solve and understand math word problems.</li> <li>Can solve missing number problems eg. <math>40 + \_ = 50</math></li> <li>Compares and unders from 0 to 50.</li> </ul>
<p>How will this be assessed?</p>		<p>End of block Assessment In class activities</p>	
<p>IPC</p>	<p><b>Buildings</b></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Properties of materials eg. Flexibility, soft and hard.</li> <li>Learn about different types of houses around the world.</li> <li>Learn about famous buildings and why they were built.</li> <li>How to design and build buildings.</li> <li>Planning a fair test.</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>Understand how different materials are used in buildings.</li> <li>Function and appearance of buildings</li> <li>How building reflect the environment</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Carry out a scientific test.</li> <li>Compare and contrast materials</li> </ul>	<ul style="list-style-type: none"> <li>Students can confidently describe and categorize a range of materials, based on properties like strength, flexibility, and waterproofing.</li> <li>Students demonstrate the ability to explain the purpose of specific building designs</li> <li>Students can design and conduct experiments to test materials, record observations clearly, and draw thoughtful conclusions.</li> <li>They show precision in using tools like rulers to measure and plan their models accurately</li> </ul>

How will this be assessed?		Knowledge check In class activities and checks	
<p><b>Bahasa Melayu</b></p>	<p>Unit 4: Sayang Keluarga By the end of the lesson, students will be able to identify and describe the different members of their family and the relationships between them.</p>	<ul style="list-style-type: none"> <li>• <b>Knowledge and Vocabulary Development:</b> Students will learn the names of different family members in Bahasa Melayu, such as ibu (mother), ayah (father), kakak (older sister), abang (older brother), adik (younger sibling), datuk (grandfather), and nenek (grandmother). They will understand how to describe the relationships between family members using simple sentences.</li> <li>• <b>Language and Communication Skills:</b> Students will practice constructing sentences about their family, improving their ability to communicate about personal and familiar topics in Bahasa Melayu.</li> <li>• <b>Values and Emotional Connection:</b> Students will reflect on the importance of family relationships and express love and appreciation for their family members.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Language Mastery:</b> Students correctly identify and name all family members in Bahasa Melayu. They construct accurate and meaningful sentences about their family, such as: <ul style="list-style-type: none"> <li>○ "Ini ibu saya. Nama dia Siti." ("This is my mother. Her name is Siti.")</li> <li>○ "Saya sayang nenek saya kerana dia baik." ("I love my grandmother because she is kind.")</li> </ul> </li> <li>• <b>Engagement and Participation:</b> Students actively participate in discussions and class activities, sharing details about their family members confidently.</li> <li>• <b>Creative Output:</b> Students create detailed family trees or drawings, labeling each member with their relationship and name.</li> </ul>
How will this be assessed?		Quiz, worksheets, discussions	

<p><b>Mandarin</b></p>	<p><b>Beginner:</b> Name and Family member</p> <p><b>Advanced:</b>祝你生日快乐</p>	<p><b>Beginner:</b> In this unit, students will learn to introduce their name, age, and the number of family members in their household. They will also become familiar with, and master vocabulary related to family and basic grammar.</p> <p><b>Advanced:</b>学生学习如何用中文说出生日祝福, 并掌握了书写方法。此外, 他们还学习如何用中文说出不同的玩具。</p>	<p><b>Beginner:</b> <b>Fluency in Self-Introduction</b></p> <ul style="list-style-type: none"> <li>• Students confidently introduce their name, age, and family size with proper pronunciation and intonation.</li> <li>• They demonstrate accuracy in grammar and appropriate sentence structures when speaking and writing.</li> </ul> <p><b>Mastery of Grammar</b></p> <ul style="list-style-type: none"> <li>• Students correctly apply possessive pronouns (e.g., 我的, 你的) and quantifiers (e.g., 个, 口) in their sentences.</li> <li>• They create engaging, accurate written or spoken presentations about their family, demonstrating individuality and creativity.</li> </ul> <p><b>Advanced:</b></p> <ul style="list-style-type: none"> <li>• 书写生日祝福语</li> <li>• 说出不同的祝福语</li> <li>• 说出自己的生日</li> <li>• 书写正确的笔画顺序</li> </ul>
<p>How will this be assessed?</p>		<p>Classwork, group discussion, Assessment Homework,</p>	
<p><b>Physical Education</b></p>	<p>IPC PE Unit: Gymnastics</p>	<ul style="list-style-type: none"> <li>• <b>K</b> - Students will learn key terms such as balance, roll, jump, sequence, posture and flexibility. They will understand the importance of maintaining control during movements. Students will know how to use equipment (e.g. mats) safely and the importance of warming up before activities.</li> <li>• <b>U</b> - Students will understand how to apply gymnastics skills like balancing, rolling, and jumping to create sequences. They will comprehend how gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Students perform balances, rolls, jumps and transitions with outstanding accuracy, demonstrating strong control and stability.</li> <li>• Students consistently show awareness of their body positions, maintaining correct posture in all activities. They understand and apply principles like balance and tension to enhance the quality of their movements.</li> <li>• Excellence includes designing and creating unique sequences, incorporating a variety of skills like balances, rolls and jumps.</li> </ul>

		<p>improves strength, flexibility and coordination. Students will understand how to move safely in a shared space and adjust their movements.</p> <ul style="list-style-type: none"> <li>• <b>S</b> - Demonstrating basic shapes and balance positions such as pike shape and one leg balance. Performing basic rolls like pencil rolls and forward rolls with proper technique. Developing controlled jumps and safe landings on the floor (e.g. star jump, tuck jump). Creating simple movement sequences by combining shapes, balances, rolls and jumps with fluid transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate actively in all activities, show determination to overcome challenges and seek feedback to improve. They offer help during activities and set an example of teamwork, fair play and respect.</li> <li>• Students always follow safety rules, demonstrating proper use of equipment and safe techniques for jumping, landing and rolling.</li> </ul>
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A, self-assessment worksheet and observation.	
<p><b>Music</b></p>	<p>We are building our understanding of rhythm, pitch, and dynamics, while exploring creative expression through singing, movement, and instrument play.</p>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Understand musical elements like dynamics, tempo, pitch, and rhythm.</li> <li>• <b>Understanding:</b> Develop the ability to recognize and apply these elements in performance and improvisation.</li> <li>• <b>Skills:</b> Demonstrate rhythm accuracy, melody creation, and teamwork in music-making.</li> </ul>	<p>Excellence will be demonstrated when students confidently use their voices and instruments to create music, showing mastery of sol-mi intervals, steady beats, and dynamics. They will also engage collaboratively in creative activities like group composition and performance.</p>
How will this be assessed?		Practical observation	