

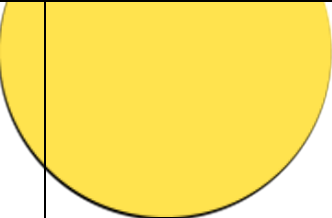


Straits International School Rawang

Curriculum Overview - Nursery


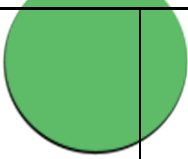
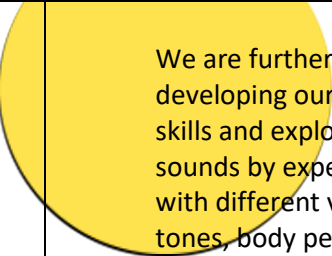
Nursery Spring Term 2.2 2024/2025

| Spring Term 2.2 | What will we learn? | What KUS will we gain? | What will excellence look like? |
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| <p>English</p> | <ul style="list-style-type: none"> • Joining in with nursery rhymes • Engage in extended conversations about stories, learning new vocabulary. • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Use longer sentences of four to six words. • Make comments about what they have heard and ask questions to clarify their understanding. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Develop their phonological awareness, so that they | <p>K - Children will learn nursery rhymes, story structures, key vocabulary, and book concepts like page sequencing and reading direction. They will also develop phonological awareness by identifying rhymes, counting syllables, and recognizing initial sounds.</p> <p>U - Children will understand how words and sounds connect through rhymes and phonological patterns. They will grasp story meanings by answering 'why' questions and engage in conversations to clarify understanding.</p> <p>S - Children will join in with rhymes, recall story details, and expand their vocabulary. They will construct longer sentences, participate in discussions, ask questions, and develop phonological skills like spotting rhymes, clapping syllables, and recognizing initial sounds.</p> | <ul style="list-style-type: none"> • Children confidently join in with nursery rhymes, suggesting their own rhymes and rhythms. • They engage actively in group and one-on-one discussions, sharing ideas and asking meaningful questions. • Children use an expanded range of vocabulary in conversations and storytelling, including new words they have learned. • They construct clear and coherent sentences of 4 to 6 words or more. • They answer 'why' questions with thoughtful explanations, showing understanding of the story's content. • Children actively comment on what they have heard, ask clarifying questions, and offer their own ideas during discussions. • They listen to others and build on conversations effectively |

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|  | <p>can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <ul style="list-style-type: none"> We read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing |  | |
| <p>– How will this be assessed?</p> | | <p>Phonics assessment, Work samples, Individual observation</p> | |
| <p>Maths</p> |  <ul style="list-style-type: none"> Counting 4 Shape, Space and Measure 4 Subitising 3 Comparison 2 | <p>K - Children will learn to recognize and count numbers up to 4, identify and describe basic shapes, understand spatial relationships, and begin to grasp the concept of measurement. They will also be introduced to subitising, which helps them instantly recognize small quantities without counting.</p> <p>U - They will develop an awareness of number relationships, recognizing patterns in counting and quantities. They will understand how to compare groups of objects, recognizing more, less, and equal amounts. Additionally, they will start understanding how shapes fit together and their positions.</p> <p>S - Children will practice counting objects accurately, identifying and naming shapes, subitising small sets of objects, and comparing quantities. They will also develop problem-solving skills by arranging and sorting objects based on size, shape, or quantity.</p> | <ul style="list-style-type: none"> Confidently count up to 4 objects with accuracy. Recognize and sequence numbers up to 4 independently. Apply counting skills in everyday situations (e.g., counting toys, snacks). Identify and name basic shapes correctly. Describe and compare objects based on size, length, or weight. Confidently use positional language (e.g., "on top," "under," "next to"). Instantly recognize quantities up to 3 without counting. Identify small sets of objects quickly in different arrangements. Compare two groups of objects and explain which has more, less, or the same. Use mathematical language to describe differences in quantity. Sort and arrange objects based on patterns, shape, and size. Explain their reasoning when comparing and counting. |

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| | | | <ul style="list-style-type: none"> Show curiosity and confidence in exploring numbers and shapes in their environment. |
| How will this be assessed? | | End of block checkpoint, Practical activities, Work samples, Individual observation | |
| IEYC | <ul style="list-style-type: none"> How's the weather? Fun in the sun! Stormy days Snow and Ice | <p>K - Students will identify different types of weather and how they affect daily life, nature, and seasons.</p> <p>U - Students will understand weather changes, their impact on routines, emotions, and safety, and their effects on the environment.</p> <p>S - Students will observe, record, and describe weather, express experiences creatively, and engage in hands-on weather activities.</p> | <ul style="list-style-type: none"> Confidently identify and describe various weather types. Explain how weather affects daily life, nature, and seasons. Make connections between weather patterns and real-life experiences. Predict how weather changes influence routines, emotions, and safety. Explain why different weather conditions occur. Discuss weather's impact on the environment with reasoning. Accurately observe, record, and describe weather using symbols or drawings. Use rich vocabulary to describe weather conditions. Creatively express weather experiences through stories, songs, and art. Actively participate in weather-related experiments and discussions. |
| How will this be assessed? | | Work samples, Individual observation | |
| Bahasa Melayu | Haiwan Liar (Wild Animals) | <ul style="list-style-type: none"> Identify and name common wild animals (e.g., gajah, singa, monyet, harimau). Match pictures of animals to their names or sounds. | <ul style="list-style-type: none"> Identify wild animals from pictures or sounds. Name and describe a wild animal using simple sentences. Participate actively in songs, role-play, or storytelling about wild animals. |

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| | | <ul style="list-style-type: none"> Describe simple features of wild animals (e.g., "Harimau berwarna oren dan hitam."). | |
| How will this be assessed? | | Worksheets, quizzes and discussion | |
| Mandarin | Nursery Mandarin Beginner (Numbers 1-10 & Basic Common Nouns) | Children will learn numbers 1-10 and basic common nouns (e.g., fruits, animals, daily objects). Through songs, games, and interactive activities, they will recognize, pronounce, and gradually understand these words, building interest in Mandarin. | Children can confidently count from 1 to 10, accurately pronounce and recognize basic nouns, use simple words to express needs, actively participate in class interactions, and apply learned content through games and songs. |
| How will this be assessed? | | | |
| Physical Education | Multi Skills | <ul style="list-style-type: none"> K - Understanding simple movement patterns such as tossing, catching, kicking and striking. Learning how to handle balls and paddles safely and effectively. Knowing the importance of listening, following rules and participating in activities safely. Recognising how to move their hands, feet and body to control objects with confidence. U - Understanding how eyes and hands/feet work together to control objects. Knowing that teamwork, patience and taking turns make activities fun and safe. Understanding that repeating movements improves accuracy and control. | <ul style="list-style-type: none"> Students listens attentively, follows instructions immediately and engages in activities with enthusiasm. They show confidence and willingness to try new challenges. Students toss object with controlled movement and catches an object consistently using both hands while tracking it with their eyes. Students control a ball confidently using their feet and kick it smoothly with proper posture and direction. Students hold and swing a short-handled paddle correctly, making clean contact with an object. Students demonstrate patience, takes turns and encourages others. They follow safety rules and respects equipment while playing fairly. |

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|  |  | <ul style="list-style-type: none"> • S - Engage in activities with focus, listen to directions and try their best. Perform a basic toss and catch using both hands, tracking the object with their eyes. Kick a ball with control and move it using their feet while maintaining balance. Use a short-handled paddle to strike a light object with basic coordination. | |
| <p>How will this be assessed?</p> | | <p>Continual assessment of skills and level of understanding via teacher's observation and Q & A</p> | |
| <p>Music</p> |  <p>We are further developing our listening skills and exploring sounds by experimenting with different vocal tones, body percussion, and rhythmic patterns.</p> | <ul style="list-style-type: none"> • Knowledge: Deeper awareness of pitch, rhythm, and sound variations. • Understanding: Recognizing how different sounds create moods and effects. • Skills: Creating simple rhythmic patterns, imitating beats with body percussion, and responding to changing tempos. | <p>Students will confidently identify and produce a variety of sounds, participate actively in rhythm-based activities, and demonstrate improved coordination in musical movement.</p> |
| <p>How will this be assessed?</p> | | <p>Individual observation</p> | |