





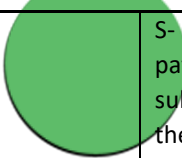
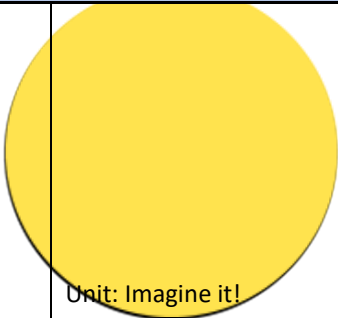
# Straits International School Rawang

## Curriculum Overview - Nursery



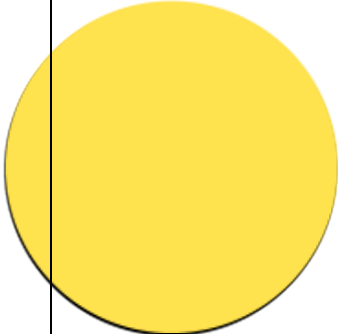
### Nursery Summer Term 3.1 2024/2025

Summer Term 3.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and remember much of what happens.</li> <li>Joining in with nursery rhymes</li> <li>Use a wider range of vocabulary.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when</li> </ul>	<p>K - Children gain knowledge of a wide range of nursery rhymes, stories, and vocabulary. They become familiar with the structure of stories and learn common phrases and sentence patterns. They begin to recognize and remember letter sounds, their own name, and basic print concepts (like starting writing at the top of the page).</p> <p>U - Children develop an understanding of how language is used to communicate ideas and feelings. They begin to understand the sequence of stories and can explain why events happen. They grasp the concept of conversation rules, such as listening, taking turns, and responding appropriately. They understand how written language works, including the purpose of writing and how letters represent sounds.</p> <p>S - Children learn to listen attentively to long stories and recall key events. They can join in with rhymes, tell their own stories, and participate in discussions using new vocabulary. They practice expressing thoughts and emotions clearly using full sentences. In writing, they begin to form letters, write parts or all of their name, and use early writing in meaningful ways (e.g., pretend shopping lists).</p>	<ul style="list-style-type: none"> <li>The child listens with focus and enjoyment to longer stories, remembering key events and details with ease.</li> <li>They enthusiastically join in with a variety of nursery rhymes and songs, confidently using actions and rhythm.</li> <li>They demonstrate a rich and expressive vocabulary, often using newly learned words in the correct context during conversations and play.</li> <li>They can retell familiar stories with clear structure, using their own words and sometimes adding imaginative details.</li> <li>During discussions, they actively contribute ideas, listen to others, and build on shared thoughts using full sentences and new vocabulary.</li> <li>They confidently offer explanations for events or actions, making connections to stories, rhymes, and real-life experiences.</li> <li>Their writing shows early independence—they write their full name, form letters accurately, and create meaningful marks or words that show a clear purpose (e.g., menus, signs, notes)</li> </ul>

	<p>appropriate</p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences,</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. ☐ Write some or all of their name. ☐ Write some letters accurately.</li> </ul>		
<p>– How will this be assessed?</p>		<p>Phonics assessment, Work samples, Individual observation</p>	
<p><b>Maths</b></p>	 <ul style="list-style-type: none"> <li>Pattern 4</li> <li>Shape, space and measurement 5</li> <li>Pattern 5</li> <li>Subitising 5</li> </ul>	<p>k- Children develop early mathematical and creative knowledge by exploring patterns, shapes, space, measure, and subitising. They begin to recognize and replicate patterns in songs, rhymes, art, and everyday life, understand simple sequences, match shapes to templates, and subitise small quantities (up to 3), building a strong foundation for number sense and spatial awareness.</p> <p>U- Children deepen their understanding of how patterns, shapes, and numbers work in the world around them. They recognize repeatable sequences, understand that rotated shapes remain the same, and begin to see or hear quantities without counting. Playful activities help them make sense of number, space, and order.</p>	<ul style="list-style-type: none"> <li>Children confidently create and extend complex patterns using lines, circles, and shapes.</li> <li>They independently recognize and describe patterns in songs, rhymes, art, and real-life contexts.</li> <li>Children complete 4–6 piece jigsaws with ease and match shapes accurately to templates, even when rotated.</li> <li>They accurately subitise small quantities (up to 3) using both visual and auditory cues.</li> <li>Children explain their thinking using their own words and show confidence in making creative decisions.</li> <li>They demonstrate strong fine motor control and spatial reasoning through hands-on tasks.</li> <li>Children engage enthusiastically in learning, showing curiosity and independence in exploring shapes, patterns, and numbers.</li> </ul>

		<p>S- Children develop practical skills such as creating patterns, completing jigsaws, matching shapes, and subitising small quantities. They express patterns in their own words, make creative choices, and explore art and design. Hands-on activities also support their fine motor skills and spatial reasoning.</p>	<ul style="list-style-type: none"> <li>• They use resources effectively and make connections between different areas of learning, such as art and maths.</li> </ul>
<p>How will this be assessed?</p>		<p>End of block checkpoint, Practical activities, Work samples, Individual observation</p>	
<p><b>IEYC</b></p>	 <p>Unit: Imagine it!</p> <ul style="list-style-type: none"> <li>• Colours of the rainbow</li> <li>• All shapes and sizes</li> <li>• Model makers</li> <li>• Nature's wonders</li> </ul>	<p>K - Students learn that an artist is someone who creates using paint, shapes, colours, and different materials. They discover various forms of art such as drawing, painting, building models, and using nature for inspiration. They gain knowledge of basic shapes and patterns, and how these are used in art. They also learn that artists can tell stories or share ideas through their creations, just like they can.</p> <p>U - Students understand that art is a way to express thoughts, feelings, and imagination. They begin to see how shapes, colours, and materials can be used purposefully to make pictures, models, and patterns. They understand that the natural world, like flowers, animals, and trees, can inspire art and that art can be made both indoors and outdoors, using what they observe around them.</p> <p>S - Students develop creative and fine motor skills as they paint, draw, cut, stick, and model using various tools and materials. They learn to use shapes and colours in their own creations, build 3D models, and tell simple stories through their</p>	<ul style="list-style-type: none"> <li>• The child confidently identifies as an artist, using imagination and creativity to produce unique and thoughtful artwork.</li> <li>• They explore and combine shapes, colours, and patterns with purpose, creating detailed and visually engaging pieces.</li> <li>• They can talk about their artwork, explaining their ideas, choices, and what inspired them, showing a deep connection to their creations.</li> <li>• When building models, they use materials thoughtfully, demonstrating problem-solving skills and fine motor control to bring their ideas to life.</li> <li>• Outdoors, they show curiosity and observation, drawing from nature to create meaningful artwork.</li> <li>• They confidently use a wide range of tools and techniques, experimenting and refining their work independently.</li> </ul>

		artwork. They also practice exploring, observing, and making choices in their artistic process, becoming more confident and imaginative artists.	
How will this be assessed?		Work samples, Individual observation	
Bahasa Melayu	Nombor (Numbers)	<p><b>Knowledge:</b> Students will know number names from 1 to 10 in Bahasa Melayu (satu hingga sepuluh) and be able to recognise the corresponding numerals and quantities.</p> <p><b>Understanding:</b> Students will understand the use of numbers to count, order, match, and compare quantities, and how spoken words relate to numerals.</p> <p><b>Skills:</b> Students will be able to say, recognise, match, write, and use numbers 1–10 confidently in Bahasa Melayu through songs, games, and practical activities.</p>	<ul style="list-style-type: none"> <li>• Confidently say and recognise all numbers from 1 to 10 in Bahasa Melayu.</li> <li>• Accurately count, match, and write numbers in both numerals and words.</li> <li>• Use numbers independently in classroom tasks (e.g., “Saya ada lima pensel.”).</li> <li>• Participate in number songs, games, and group counting activities using Malay.</li> </ul>
How will this be assessed?		Worksheets, videos, simple quizzes	
Mandarin	Basic verbs and nouns (简单的动词和名词)	Nursery students will gain knowledge of simple, everyday verbs (e.g., 吃—to eat, 跳—to jump) and nouns (e.g., 水—water, 狗—dog). They will develop an understanding of how to use these words in daily classroom	Excellence will look like students confidently recognizing, saying, and using key verbs and nouns during class routines and play. They will begin to form two-word phrases like “吃饭” or “跳高” and respond

		<p>routines and conversations. Key skills include listening, speaking, and recognizing basic words in Mandarin. Students will also practice tracing and writing selected characters through hands-on activities, strengthening early literacy and fine motor skills.</p>	<p>with Mandarin words during teacher prompts. In writing activities, they will trace characters with control and accuracy. Excellent learners will show joy in using Mandarin, participate actively in songs or games using the vocabulary, and demonstrate early sentence awareness through gesture, sound, and words.</p>
<p>How will this be assessed?</p>		<p>Worksheets, videos, simple quizzes</p>	
<p><b>Physical Education</b></p>	 <p>Ball Skills</p>	<ul style="list-style-type: none"> <li>• <b>K</b> - Students will know how to bounce, catch and pass a ball using their hands. They will understand how to move a ball with their feet using control (dribbling). Students also know the importance of using two hands to perform a bounce pass correctly. They will recognise the importance of participating safely and respectfully during activities.</li> <li>• <b>U</b> - Students begin to understand how hand-eye and foot-eye coordination help them control a ball. They will understand that controlled movement leads to better success when bouncing, catching, passing or dribbling. Students also will understand that listening, cooperating and trying their best helps them and others enjoy learning. They will realise that using proper technique (like two hands for passing) improves accuracy and teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen carefully, follows instructions straight away, takes turns and participates with enthusiasm in all activities.</li> <li>• Students consistently bounce a ball with control and catches it securely using both hands while keeping their eyes on the ball.</li> <li>• Students able to use two hands to perform a bounce pass with proper technique to their target or partner.</li> <li>• Students able to move the ball smoothly and confidently using their feet while maintaining balance and control, showing early signs of direction change or stopping the ball when needed.</li> <li>• Students encourage peers, plays safely and shows kindness and cooperation during partner or group tasks.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>S</b> - Students will learn how to listen attentively, follow instructions, take turns and show a positive attitude during lessons. They will develop in bounce a ball and catch it with both hands while keeping control. Students will practice using two hands to bounce pass a ball accurately to a target or partner. They will also learn to move a ball using their feet while maintaining balance and control (simple dribbling).</li> </ul>	
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A and observation.	
Music	We are using music to tell stories, enhancing creativity and imagination through sound and movement.	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Understand how music supports storytelling (motifs, mood).</li> <li>• <b>Understanding:</b> Link sound elements to emotions and narrative.</li> <li>• <b>Skills:</b> Use instruments and body to represent characters and actions.</li> </ul>	Students participate with imagination, using musical elements effectively to tell stories and showing developing control over instruments and vocal expression.
How will this be assessed?		Individual observations	