



Straits International School. Kindergarten - Reception class Long Term Plan

YEAR: Kindergarten - Reception class (Year B of rota)

Subject	Autumn		Spring		Summer	
	1 st half term	2 nd Half term	1 st half term	2 nd Half term	1 st half term	2 nd Half term
Literacy Development	<u>Jolly Phonics set 1 and 2</u> Skills covered: 1. To recognise letters and say the phonics sound accurately 2. To master the letter formation correctly Assessment points: Reading test and alphabets writing	<u>Jolly Phonics set 3 and introduction to CVC words</u> Skills covered: 1. To recognise letters and say the phonics sound accurately 2. Build and segment CVC words Assessment points: Reading test and CVC worksheets	<u>Jolly Phonics set 4 and 5</u> Skills covered: 1. To be aware of vowels and consonants 2. Identify vowels digraphs in words Assessment points: Reading test and word search (searching vowels digraphs in words)	<u>Jolly Phonics set 6</u> Skills covered: 1. To read simple regular words containing graphemes and phonemes 2. To write simple regular words containing graphemes and phonemes Assessment points: Reading test. Draw and describe	<u>Jolly Phonics set 7 and introduction to R, S, and L blends</u> Skills covered: 1. To read words with blends aloud 2. To use blends in spelling Assessment points: Reading test. Draw and describe.	<u>Recap 42 sounds and writing sentences</u> Skills covered: 1. To recognise all 42 sounds correctly with correct pronunciation 2. Write short sentences Assessment points: Reading test. Construct sentences
Numeracy Development	<u>Numbers as labels and for counting</u> Skills covered: 1. Counting up to ten and beyond, using cardinal and ordinal numbers 2. Number formation 1-10 3. Comparing 3 attributes such as 'big', 'bigger' and	<u>Numbers as labels and for counting</u> Skills covered: 1. Estimating a number of objects and checking by counting 2. Matching and comparing the number of objects in two groups Assessment points: Sorting activities	<u>Calculating</u> Skills covered: 1. Using a number line to count on (addition) 2. Using a number line to count back (subtraction) Assessment points:	<u>Calculating</u> Skills covered: 1. Counting and recognising money 2. Recognise odd and even numbers Assessment points 1. Odd and even numbers test. 2. Money counting	<u>Shape, space and measures</u> Skills covered: 1. Comparing quantities and using words such as 'greater', 'smaller', 'heavier' or 'lighter' 2. Shapes and patterns Assessment points:	<u>Shape, space and measures</u> Skills covered: 1. Using everyday words to describe the position of objects 2. Building on a basic understanding of time: putting familiar events in sequence. Assessment points:



Straits International School. Kindergarten - Reception class Long Term Plan

	<p>'biggest'</p> <p>Assessment points: Counting and writing numbers 1-10 (or 20)</p>		Addition and Subtraction tasks	task and cafe role play	Tasks and drawing	Demonstrations and tasks
Understanding the World	<p>All About Me Skills:</p> <ol style="list-style-type: none"> To be able to talk about the differences of their body parts and the functions. To be able to discuss about the topic below <ul style="list-style-type: none"> Senses My family Growing up Feelings Organ <p>Assessment: Describe the differences between their friends and functions of their body parts.</p>	<p>Food and Nutrition Skills:</p> <ol style="list-style-type: none"> To be able to talk about the importance of having a healthy diet. Topics that will be covered this term. <ul style="list-style-type: none"> Food pyramid Balanced diet Food around the world Safety and hygiene Food and its origin Food bazaar <p>Assessment: Describe the importance of a balanced meal. Students will create a balanced meal craft.</p>	<p>Nature and Environment Skills:</p> <ol style="list-style-type: none"> To be able to learn about the importance of nature Students will learn to describe and explain the items below <ul style="list-style-type: none"> Rain cycle Planting plants Needs of a plant Stages of growth of a plant <p>Assessment: Describe the rain cycle and the importance of meeting the needs of a plant. Label the different parts of a plant.</p>	<p>Animals Skills:</p> <ol style="list-style-type: none"> To be able to describe the life cycle of the animal. To be able to differentiate the animals according to the correct category . <ul style="list-style-type: none"> Wild animals Tame animals Reptiles Mammals <p>Assessment: Categorise the animals according to the correct category. Describe their characteristics according to their category.</p>	<p>Occupations Skills:</p> <ol style="list-style-type: none"> To be able to distinguish the different types of occupations. To be able to talk about their ambition when they grow up. <p>Assessment: Name the occupation according to the places. E,g, School - Teacher. Talk about their ambitions and how to achieve it.</p>	<p>Transportations Skills:</p> <ol style="list-style-type: none"> To be able to talk about the different modes of transportation. To be able to label the different parts of a vehicle. <p>Assessment: Label parts of the car and categorise the vehicles to the correct category. E.g. car belongs to land transportation.</p>
Computing	<p><u>Computer Safety</u></p> <p>Skills covered: Turning the computer on and off safely.</p>	<p><u>Paint</u></p> <p>Skills covered: Use the mouse to draw a portrait. Repeat</p>	<p><u>Giving directions</u></p> <p>Skills covered: Using the paint programme,</p>	<p><u>Photo stories</u></p> <p>Skills covered: Using photos, add text to add a</p>	<p><u>Photography on Natural Phenomena</u></p> <p>Skills covered: Looking for pictures</p>	<p><u>Revision of units then Problem solving</u></p> <p>Skills covered: Using discussions as a</p>



Straits International School. Kindergarten - Reception class Long Term Plan

	<p>Using a mouse. Working in pairs. Playing educational games and typing games.</p> <p>Assessment points: Use educational games independently.</p>	<p>activity to show progression through the unit.</p> <p>Assessment points: A final portrait with improved features</p>	<p>give/record a partner's instructions for them to follow to create a route across the screen.</p> <p>Assessment points: Match the instructions to the drawing</p>	<p>storyline.</p> <p>Assessment points: A class photo story</p>	<p>on Google and write short sentences.</p> <p>Assessment points: Searching for images independently.</p>	<p>class, with support solve a problem that the class has been presented. Decide on a programme to solve the problem with.</p> <p>Assessment points: Present solution to the problem.</p>
Personal, Social and Emotional Development	<p><u>Help me see and do</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> 1. Social Skills 2. Consideration 3. Respect 4. Courtesy 5. Cheerfulness 	<p><u>Help me see and do</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> 1. Happiness 2. Unselfishness 3. Sharing 4. Kindness 5. Shyness 6. Courage 	<p><u>Help me see and do</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> 1. Good Health 2. Exercise 3. Helping 	<p><u>Help me see and do</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> 1. Diligence 2. Patience 3. Table etiquette 4. Love 5. Please and Thank You 6. Healthy diet 	<p><u>Help me see and do</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> 1. Truthfulness 2. Forgiveness 3. Helping in the home 4. Faithfulness 5. Self-esteem 6. Good health 	<p><u>Help me see and do</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> 1. Cleanliness 2. Be on time 3. Obedience 4. Unity



Straits International School. Kindergarten - Reception class Long Term Plan

Physical Development	<p><u>Athletics Play</u></p> <p>Skills covered: Development of: Throwing Jumping Running</p> <p>Assessment points: Demonstrate correct technique while running, jumping and throwing</p>	<p><u>Dance & Gymnastics</u></p> <p>Gymnastics</p> <p>Skills covered: Development of: Static Positions Balance Hula hoop Spring Landing</p> <p>Assessment points: Demonstrate correct technique when performing skills</p>	<p><u>Throw & Catch</u></p> <p>Skills covered: Development of: Throwing Catching Throwing and catching in a team play situation Aim at Target</p> <p>Assessment points: Demonstrate some ability to throw and catch</p> <p>Throw towards a target with some accuracy</p>	<p><u>Perceptual Motor Programme (PMP) - Fitness</u></p> <p>Skills covered: Development of: Movement Agility Speed Locomotion Teamwork Balance</p> <p>Assessment points: Demonstrate to ability to share equipment.</p> <p>Understand simple instructions.</p> <p>Move with increased speed and balance</p>	<p><u>Perceptual Motor Programme (PMP) - Games</u></p> <p>Skills covered: Development of: Throwing and catching while moving</p> <p>Striking and Fielding during invasion games</p> <p>Assessment points: Understand the importance of teamwork and sportsmanship.</p> <p>Demonstrate ability to hit a ball with consistency</p>	<p><u>Aquatics</u></p> <p>Skills covered: Development of: Submerge and Blow bubbles Floating kick front and back Water safety Awareness Using arms to swim with floating device</p> <p>Assessment points: Demonstrate floating and submerging Independent swim with float.</p>
-----------------------------	--	---	--	---	--	--



Straits International School. Kindergarten - Reception class Long Term Plan

Bahasa Malaysia	<p><u>Continuation of Greetings</u></p> <p>Skills covered & Assessment points:</p> <ol style="list-style-type: none"> To be able to pronounce the correct greetings in Bahasa To learn rhymes in Bahasa Malaysia <p>Phonics: Beginning to recognise letter sounds</p>	<p><u>Continuation of All About Me</u></p> <p>Skills covered & Assessment points: To name and recognise body parts.</p> <p>Phonics: CV syllables</p>	<p><u>Continuation of My Family and friends</u></p> <p>Skills covered & Assessment points:</p> <ol style="list-style-type: none"> To name and understand the difference within the family. To be able to construct a family tree. <p>Phonics:</p> <ol style="list-style-type: none"> CV syllables Revise CV syllables 	<p><u>Continuation of Things around Me</u></p> <p>Skills covered & Assessment points:</p> <ol style="list-style-type: none"> To recognise and name things around the environment. To be able to relate the object to its use. <p>Phonics:</p> <ol style="list-style-type: none"> Blending CVCV syllables Reading simple CVCV words 	<p><u>Continuation of Malaysia</u></p> <p>Skills covered & Assessment points: To learn all about Malaysia – flag, anthem, fruits, animals, festivals</p> <p>Phonics: Blend CV + CV words and to read with support</p>	<p><u>Continuation of Food and Health</u></p> <p>Skills covered & Assessment points:</p> <ol style="list-style-type: none"> Healthy food Healthy Emotions <p>Phonics:</p> <ol style="list-style-type: none"> Blend CV+CV+C words and reading with support. To write simple sentence using CVCV and CVCVC words.
Mandarin	<p><u>Continuation of Greetings</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> To recognise the character and pronunciation. Say greeting word when meeting people. <p>Assessment points: Say greeting words to a friend correctly by following the instruction.</p>	<p><u>Continuation of My Family</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> To recognise the word and pronunciation. Say the correct word and write the word. <p>Assessment points: Tell the correct terms for the correct person. Able to write the characters</p>	<p><u>Continuation of Actions</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> To recognise the difference between laugh/cry; sit/stand etc. Able to compare things by saying out the words <p>Assessment points: Able to compare things through saying and writing</p>	<p><u>Continuation of Food</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> To recognise the word regarding food in Mandarin. Telling friends that the food they like. <p>Assessment points: Drawing two of the foods and tell their friends about it.</p>	<p><u>Continuation of Clothing</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> recognise the pronunciation and character To master the meaning of the character <p>Assessment points: Reading test and writing character</p>	<p><u>Continuation of Colours</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> recognise the pronunciation and character Able to point out the parts and say the word. <p>Assessment points: Able to read, write and match the characters with different colours</p>



Straits International School. Kindergarten - Reception class Long Term Plan

Music	<p><u>Beat and Tempo</u></p> <p>Skills covered: Move, sing and play sounds at different speed</p> <p>Assessment points: Respond to experience offered</p>	<p><u>High and low</u></p> <p>Skills covered: Sing a song with steps and leaps, accompanied by pitch instruments</p> <p>Assessment points: sustain attentive listening, responding to what they have heard</p>	<p><u>Structures</u></p> <p>Skills covered: Sing cumulative songs with actions and accompaniment on instruments and other sound sources.</p> <p>Assessment points: Talk about, recognise and recreate simple patterns, including sound patterns</p>	<p><u>Texture</u></p> <p>Skills covered: Create and perform combinations of sounds used expressively to illustrate a town at night</p> <p>Assessment points: To be able to look closely at similarities, differences, patterns and changes.</p>	<p><u>Loud and quiet</u></p> <p>Skills covered: Recognise growth and changes of music in terms of dynamics</p> <p>Assessment points: Listen to music and respond with appropriate actions in relation to dynamics</p>	<p><u>Timbre</u></p> <p>Skills covered: Explore creating and changing sounds</p> <p>Assessment points: Respond in a variety of ways to what they see, hear, smell, touch and feel.</p>
Speech and Drama (Communication , Language and Literature Development)	<p><u>Nursery Rhymes</u></p> <p>Skills covered: Finger play Movement (big/small) Voice (loud/soft) Rhythm and rhyme Phonics and readings Creative thinking</p> <p>Assessment points: To speak a nursery rhyme with actions with group.</p>	<p><u>Exploring Our Senses</u></p> <p>Skills covered: Spatial awareness Movement Mime Communication Perception Atmosphere/mood</p> <p>Assessment points: Participate in sensory activities focusing on what they see, hear, smell and feel. Show personal responses of ideas and</p>	<p><u>Puppet and Object Play</u></p> <p>Skills covered: Movement Voice Manipulating the inanimate. Pretend play Storytelling Characterisation Empathy</p> <p>Assessment points: To create and communicate a character using a</p>	<p><u>Animal Stories</u></p> <p>Skills covered: Movement Voice Creating sounds Setting Phonics and reading Storytelling Empathy</p> <p>Assessment points: To participate in a whole class performance of a story.</p>	<p><u>Role-play: Occupations and Ambitions</u></p> <p>Skills covered: Movement Voice Pretend play Improvisation Speech</p> <p>Assessment points: To improvise, and show understanding of, a variety of occupations.</p>	<p><u>Dance and Movement</u></p> <p>Skills covered: Expressive movement Balance Rhythm Spatial awareness Stretching and flexibility</p> <p>Assessment points: To improvise movement to music. To learn and perform a dance routine.</p>



Straits International School. Kindergarten - Reception class Long Term Plan

		feelings during and after activities.	puppet/toy/object.			
Expressive Art and Design	<p>All about Me Skills:</p> <ol style="list-style-type: none"> To be able to express and represent in drawing, painting or creating a model what "All about Me" means. To be able to create models of body parts. <p>Assessment</p> <ol style="list-style-type: none"> Individual art demonstration assessment based on their ability to draw. 	<p>Food and Nutrition Skills:</p> <ol style="list-style-type: none"> To be able to create a food pyramid. To be able to produce a balanced meal plate. <p>Assessment</p> <ol style="list-style-type: none"> Cutting skills 	<p>Nature and Environment Skills:</p> <ol style="list-style-type: none"> To be able to sketch, draw or paint different types of plants. To be able to do leaf printing and leaf stamping. . <p>Assessment</p> <ol style="list-style-type: none"> Ability to recreate independently 	<p>Animals Skills:</p> <ol style="list-style-type: none"> To be able to make a mini zoo. To be able to make origami or animals. <p>Assessment</p> <ol style="list-style-type: none"> Ability to use art resources critically in creating their own invention. 	<p>Occupations Skills:</p> <ol style="list-style-type: none"> To be able to create finger puppets of different occupations To be able to create the uniform or equipment needed for an occupation. <p>Assessment</p> <ol style="list-style-type: none"> Working independently during art lesson. 	<p>Transportation Skills:</p> <ol style="list-style-type: none"> To be able to use recycle items to produce vehicles. <p>Assessment</p> <ol style="list-style-type: none"> Working as a group to create different types of vehicles.