



Straits International School. Kindergarten - Nursery Long Term Plan

YEAR: NURSERY (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>Fine Motor Skills covered and Literacy Letters a-c</u> Skills covered: 1. To recognise letters and say the phonics sound accurately 2. To master the letter formation correctly Assessment points: Writing the alphabet	<u>Literacy Letters d-j</u> Skills covered: To recognise letters and sound the phonics sound accurately. Assessment points: Recognise the letters correctly and letter formation.	<u>Revise Literacy Letters a-j</u> <u>Jolly Phonics Phase 1 (s.a.t)</u> Skills covered: To recognise letters and sound the phonics sound accurately. Assessment points: Recognise the letters correctly and letter formation.	<u>Literacy Letters k-s</u> <u>Jolly Phonics Phase 1 (p.i.n)</u> Skills covered: To recognise letters and sound the phonics sound accurately. Assessment points: Recognise the letters correctly and letter formation.	<u>Literacy Letters t-z</u> <u>Jolly Phonics Phase 1</u> Skills covered: To read words with blends aloud Assessment points Writing test. Draw and describe.	<u>Literacy Jolly Phonics Phase 2</u> Skills covered: 1. To recognise all 26 sounds correctly with correct pronunciation of all the letters. 2. Write short words. Assessment points: Reading test. Write short words.
Numeracy Development	<u>Shape, space and measures</u> Skills covered: 1. Recognise basic shapes in numeracy. 2. Recognise basic colours.	<u>Numbers as labels and for counting</u> Skills covered: Recognise numbers 0 - 6 Assessment points: Number formation	<u>Numbers as labels and for counting</u> Skills covered: 1. Recognise numbers 7-10. 2. Number formation 7-10.	<u>Calculating</u> Skills covered: 1. Estimating a number of objects and checking by counting 2. Matching and comparing the number of objects in two groups	<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	<u>Calculating</u> Skills covered: Estimating a number of objects by basic subtraction. Assessment points: Subtraction tasks



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	Assessment points: Recognise shapes		Assessment points: Number formation	Assessment points Addition tasks	Assessment points: Drawing different measures	
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>



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Computing	<p><u>Computer Safety</u></p> <p>Skills covered: Turning the computer on and off safely. Using a mouse. Working in pairs. Playing educational games and typing games.</p> <p>Assessment points: Use educational games independently.</p>	<p><u>Paint</u></p> <p>Skills covered: Use the mouse to draw a portrait. Repeat activity to show progression through the unit.</p> <p>Assessment points: a final portrait with improved features</p>	<p><u>Giving directions</u></p> <p>Skills covered: Using the paint programme, 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><u>Photo stories</u></p> <p>Skills covered: Using photos, add text to add a storyline.</p> <p>Assessment points: A class photo story</p>	<p><u>Photography on Natural Phenomena</u></p> <p>Skills covered: Turning on a camera, pointing and capturing a subject in the middle of the screen, use photos to create a collage.</p> <p>Assessment points: Photos captured clearly.</p>	<p><u>Revision of units then Problem solving</u></p> <p>Skills covered: Using discussions as a 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



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Physical Development	<p><u>Athletics Play</u></p> <p>Skills covered: An introduction to: 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: An introduction to: Static Positions Balance Hula hoop Skipping Spring Landing</p> <p>Assessment points: Demonstrate correct technique when performing skills</p>	<p><u>Throw & Catch</u></p> <p>Skills covered: An introduction to: Throwing Catching Throwing and catching in a team play situation</p> <p>Assessment points: Demonstrate some ability to throw and catch</p>	<p><u>Perceptual Motor Programme (PMP) - Fitness</u></p> <p>Skills covered: An introduction to: Movement Agility Speed Locomotion Teamwork</p> <p>Assessment points: Demonstrate to ability to share equipment. Understand simple instructions.</p>	<p><u>Perceptual Motor Programme (PMP) Games</u></p> <p>Skills covered: An introduction to: Throwing and catching while moving Striking and Fielding Invasion games</p> <p>Assessment points: Understand the importance of teamwork and sportsmanship. Begin to strike a ball</p>	<p><u>Aquatics</u></p> <p>Skills covered: An introduction to: Submerge and Blow bubbles Floating kick front and back Water safety awareness Using arms to swim unaided</p> <p>Assessment points: Demonstrate floating and submerging Independent swim unaided.</p>
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Bahasa Malaysia	<p><u>Introduction to 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>Introduction to All About Me</u></p> <p>Skills covered & Assessment points: To name and recognise body parts.</p> <p>Phonics: CV syllables (a,e,i)</p>	<p><u>Introduction to 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 (o,u) Revise CV syllables (a,e,i,o,u) 	<p><u>Introduction to 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>Introduction to 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>Introduction to 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>Introduction to Greetings and Numbers</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:</p>	<p><u>Introduction to Body Parts and Foods</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>Introduction to 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:</p>	<p><u>Introduction to Nature</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> To recognise the word regarding Nature in Mandarin. Telling friends the part of nature they like. <p>Assessment points: Drawing</p>	<p><u>Introduction to Animals</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>Introduction to 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>



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	Say greeting words to a friend correctly by following the instructions.		Able to compare things through saying and writing			
Music	<p><u>Production</u> <u>All about me</u></p> <p>Skills covered: Singing – call and response Moving to music Performing in a group to a small audience. Simple repetition of beat and beginning to follow tempo. Showing some understanding of High and low. Follows simple structures Can sing Loud and Quiet</p> <p>Assessment points: Participating in rehearsals</p>	<p><u>Production</u> <u>Food and nutrition</u></p> <p>Skills covered: Singing– call and response Moving to music Performing in a group to an audience Simple repetition of beat and beginning to recognise fast and slow. Showing some understanding of High and low. Follows simple structures Can sing Loud and Quiet</p> <p>Assessment points: Performing in production</p>	<p><u>Music in nature</u></p> <p>Skills covered: Sing cumulative songs with simple actions in a group. Simple repetition of beat and beginning to recognise fast and slow. Beginning to identify high and low sounds Follows simple structures Can identify Loud and Quiet sounds.</p> <p>Assessment points: Talk about, recognise and recreate simple patterns, including sound patterns</p>	<p><u>Music with Animals</u></p> <p>Skills covered: Sing and perform cumulative songs with simple actions in a group. Experimenting with different beats and recognising fast and slow tempo. Beginning to give examples of high and low sounds Follows simple structures Attempting Loud and Quiet on a variety of instruments</p> <p>Assessment points: To be able to look closely at similarities, differences, patterns and changes.</p>	<p><u>Music for Jobs</u></p> <p>Skills covered: Inventing own beats. Sing and perform cumulative songs with simple actions in a group. Beginning to give examples of high and low sounds Beginning to recognise simple structures Attempting Loud and Quiet on a variety of instruments</p> <p>Assessment points: Can describe the pitch of sounds. Can describe the speed of music. Beginning to become confident performing in small groups.</p>	<p><u>Music of transport</u></p> <p>Skills covered: Explore creating and changing sounds with support. Inventing own beats. Beginning to give examples of high and low sounds Beginning to recognise simple structures Attempting Loud and Quiet on a variety of instruments Beginning to explore the texture of sounds through description and recreation.</p> <p>Assessment points: Can talk about the sounds they hear. Moves in a variety of ways to different songs. Is beginning to performing independently and in small groups.</p>



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<p>Speech and Drama (Communication , Language and Literature Development)</p>	<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 perform 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 feelings during and after activities.</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 puppet/toy/object.</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>
<p>Expressive Art and Design</p>	<p><u>All about Me</u></p> <p>Skills: 1. To be able to express and represent in drawing, painting or creating a model what “All about Me” means. 2. To be able to create models of body parts.</p> <p>Assessment Individual art</p>	<p><u>Food and Nutrition</u></p> <p>Skills: 1. To be able to create a food pyramid. 2. To be able to produce a balanced meal plate.</p> <p>Assessment Cutting skills</p>	<p><u>Nature and Environment</u></p> <p>Skills: 1. To be able to sketch, draw or paint different types of plants. 2. To be able to do leaf printing and leaf stamping.</p> <p>Assessment Ability to recreate independently</p>	<p><u>Animals</u></p> <p>Skills: 1. To be able to make a mini zoo. 2. To be able to make origami or animals.</p> <p>Assessment Ability to use art resources critically in creating their own invention.</p>	<p><u>Occupations</u></p> <p>Skills: 1. To be able to create finger puppets of different occupations 2. To be able to create the uniform or equipment needed for an occupation.</p> <p>Assessment</p>	<p><u>Transportation</u></p> <p>Skills: 1. To be able to use recycle items to produce vehicles.</p> <p>Assessment Working as a group to create different types of vehicles.</p>



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	demonstration assessment based on their ability to draw.				Working independently during art lesson.	
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