



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	<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	<u>Calculating</u> Skills covered: 1. Using a number line to count on (addition) 2. Using a number line to count back (subtraction)	<u>Calculating</u> Skills covered: 1. Counting and recognising money 2. Recognise odd and even numbers Assessment points	<u>Shape, space and measures</u> Skills covered: 1. Comparing quantities and using words such as 'greater', 'smaller', 'heavier' or 'lighter'	<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:



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	<p>3. Comparing 3 attributes such as 'big', 'bigger' and 'biggest'</p> <p>Assessment points: Counting and writing numbers 1-10 (or 20)</p>	<p>Assessment points: Sorting activities</p>	<p>Assessment points: Addition and Subtraction tasks</p>	<p>1. Odd and even numbers test. 2. Money counting task and cafe role play</p>	<p>2. Shapes and patterns</p> <p>Assessment points: Tasks and drawing</p>	<p>putting familiar events in sequence.</p> <p>Assessment points: Demonstrations and tasks</p>
<p>Understanding the World</p>	<p><u>All About Me</u> 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><u>Food and Nutrition</u> 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><u>Nature and Environment</u> 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><u>Animals</u> 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</p>	<p><u>Occupations</u> 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><u>Transportations</u> 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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				according to their category.		
Computing	<u>Computer Safety</u> Skills covered: Turning the computer on and off safely. Using a mouse. Working in pairs. Playing educational games and typing games. Assessment points: Use educational games independently.	<u>Paint</u> Skills covered: Use the mouse to draw a portrait. Repeat activity to show progression through the unit. Assessment points: A final portrait with improved features	<u>Giving directions</u> Skills covered: Using the paint programme, give/record a partner's instructions for them to follow to create a route across the screen. Assessment points: Match the instructions to the drawing	<u>Photo stories</u> Skills covered: Using photos, add text to add a storyline. Assessment points: A class photo story	<u>Photography on Natural Phenomena</u> Skills covered: Looking for pictures on Google and write short sentences. Assessment points: Searching for images independently.	<u>Revision of units then Problem solving</u> 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. Assessment points: Present solution to the problem.
Personal, Social and Emotional Development	<u>Emotions</u> Skills covered: 1. Happy 2. Sad 3. Angry 4. Excited 5. Worried Assessment points:	<u>Emotions</u> Skills covered: 1. Frustrated 2. Tired 3. Healthy Diet 4. Healthy Lifestyle 5. I am special 6. Embracing differences Assessment points: Accept that they are all different and are able to	<u>Characters</u> Skills covered: 1. Responsibility 2. Gratefulness 3. Attentiveness 4. Forgiveness Assessment points: Knows the characters above and is able to apply it in their daily life.	<u>Characters</u> Skills covered: 1. Compassion 2. Helpful 3. Truthfulness 4. Please and thank you 5. Kindness Assessment points: Knows the characters above and is able to	<u>Social Skills</u> Skills covered: 1. Bullying 2. Being Fair 3. Taking turns 4. Sharing 5. Courtesy Assessment points: Knows the characters above and is able to talk about them.	<u>Social Skills</u> Skills covered: 1. Making the right choice 2. Being a good friend 3. Respecting others 4. Listening 5. Putting things away Assessment points: Knows the characters above and is able to talk about them.



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



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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 sentences 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</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:</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 what food they like. <p>Assessment points: Draw 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>



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	by following the instruction.		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 an audience. Repetition of beat and follows tempo. Showing more understanding of High and low. Follows structures in songs Can identify 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 an entire song independently Singing whilst dancing Performing confidently to an audience Repetition of beat and follows tempo. Showing more understanding of High and low. Follows structures in songs Can identify 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 clear actions and accompaniment on instruments and other sound sources. Repetition of beat and follows tempo. Showing more understanding of High and low. Follows structures in songs Can sing Loud and Quiet</p> <p>Assessment points: Talk about, recognise and recreate different patterns, including sound patterns.</p>	<p><u>Music with Animals</u></p> <p>Skills covered: Sing and perform cumulative songs with actions independently and in a group. Creating beats and selecting fast and slow tempo. Giving examples of high and low sounds Notices different structures Plays Loud and Quiet on a variety of instruments</p> <p>Assessment points: To be able to look closely at similarities, differences, patterns and changes and explain these verbally in class.</p>	<p><u>Music for Jobs</u></p> <p>Skills covered: Describes and identifies instruments by sound. Inventing own beats to share with the group. Sing and perform cumulative songs with actions. 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 identify pitch of a variety of sounds. Can describe the tempo of a variety of music. Beginning to become confident</p>	<p><u>Music of transport</u></p> <p>Skills covered: Explore creating and changing sounds. Inventing own beats. Identifies high and low sounds Recognises simple structures Performs Loud and Quiet on a variety of instruments to the group. Beginning to explore the texture of sounds through description and recreation.</p> <p>Assessment points: Can talk confidently about the sounds they hear and can use the language of pitch, tempo and rhythm when describing music. Moves confidently and in a variety of way to different songs. Is confident performing independently and in groups.</p>



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					performing to small groups.	
Speech and Drama (Communication , Language and Literature Development)	<u>Nursery Rhymes</u> Skills covered: Finger play Movement (big/small) Voice (loud/soft) Rhythm and rhyme Phonics and readings Creative thinking Assessment points: To speak a nursery rhyme with actions with group.	<u>Exploring Our Senses</u> Skills covered: Spatial awareness Movement Mime Communication Perception Atmosphere/mood 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.	<u>Puppet and Object Play</u> Skills covered: Movement Voice Manipulating the inanimate. Pretend play Storytelling Characterisation Empathy Assessment points: To create and communicate a character using a puppet/toy/object.	<u>Animal Stories</u> Skills covered: Movement Voice Creating sounds Setting Phonics and reading Storytelling Empathy Assessment points: To participate in a whole class performance of a story.	<u>Role-play: Occupations and Ambitions</u> Skills covered: Movement Voice Pretend play Improvisation Speech Assessment points: To improvise, and show understanding of, a variety of occupations.	<u>Dance and Movement</u> Skills covered: Expressive movement Balance Rhythm Spatial awareness Stretching and flexibility Assessment points: To improvise movement to music. To learn and perform a dance routine.
Expressive Art and Design	<u>All about Me</u> 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.	<u>Food and Nutrition</u> Skills: 1. To be able to create a food pyramid. 2. To be able to produce a balanced meal plate. Assessment 1. Cutting skills	<u>Nature and Environment</u> 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. .	<u>Animals</u> Skills: 1. To be able to make a mini zoo. 2. To be able to make origami or animals. Assessment 1. Ability to use art resources critically in	<u>Occupations</u> 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.	<u>Transportation</u> Skills: 1. To be able to use recycle items to produce vehicles. Assessment 1. Working as a group to create different types of vehicles.



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	Assessment 1. Individual art demonstration assessment based on their ability to draw.		Assessment 1. Ability to recreate independently	creating their own invention.	Assessment 1. Working independently during art lesson.	
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