

1ST TERM PROGRESS REPORT (2025)



**NAME : ABDUL MALIK BIN MOHD
SYAHMI**

Date of Birth : 6th MARCH 2019

PHYSICAL DEVELOPMENT

Fine Motor Skill

- **Coloring within lines**

He has shown some improvement to colour the pictures neatly but he still needs to improve and control his fingers to colour within the define lines.

Writing

- **Copy from book**

He is able to copy from a book, maintaining appropriate spacing by leaving a finger- width space between each word.

- **Copy from whiteboard**

He is able to copy from whiteboard independently but needs practice on speed in writing.

- **Cutting with scissor**

He is able to hold the scissors in the correct way.

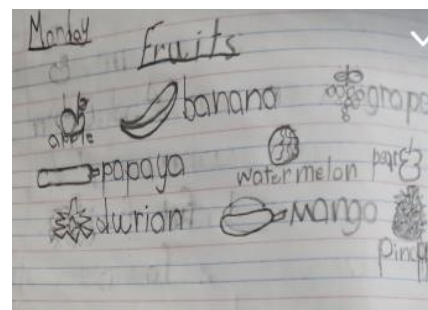
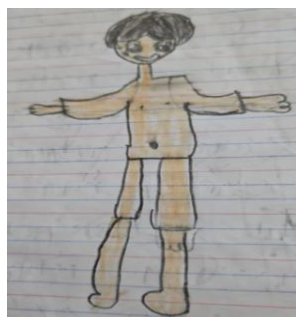
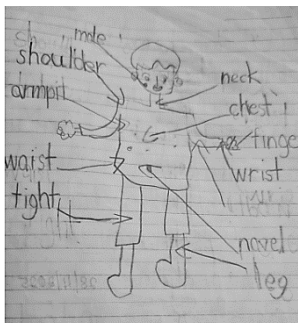
He is needs practice to cut neatly around the shapes.

- **Buttoning and zipping**

He is able to buttons his (pink shirt) and zips his (pants) on clothing without help.

- **Copy drawing**

He is working on copying drawings from a whiteboard. Teacher needs to show him step by step how to draw an object.

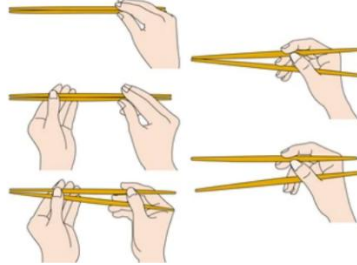


- **Draw a line using a ruler.**

He needs practice on it.

- Transferring pom pom beads from bowl to bowl using chopsticks.

He is able to transfer pom pom beads using chopsticks, however he needs practice to hold the chopsticks in a correct way.



Gross Motor Skill

- Running with control

He is able to run smoothly and may stop/start easily during play.

- Jumping and Hopping

He is able to jump forward, jump over the objects with 2 legs.

He still needs practice to hop on one foot multiples times.

- Catching a small ball (colourfull ball)

He still needs practice to catch a small ball with both hands.

- Throwing a ball with aim

He stills needs practice to throw a ball accurately, whether at a target point or to a person .

- Balancing on one foot (10 seconds)

He is unable to balance on one leg without wobbling.

- Following the dancing steps.

He needs a lot of practice on it.

LANGUAGE

Speech

He is still shy when the teacher asked him to introduce himself in front of his friends.

In the midst of introduction his voice will be getting softer and teacher needs to remind him to speak louder.

Communication Skill

- He is able to get permission from his teacher when he want go to the washroom or to drink water.
- He still needs practice to answer the question from teacher.

Eg : " Why were you absent yesterday?". He just looks at teacher's face without answering the question.

- He needs practice to follows multi-step directions.

Eg: Teacher says: "Please get your math book, then copy the question on the whiteboard and solve the problem." After a few minutes he will ask again "Teacher nak kene tulis ke?".

Listening Skill

He needs practice to listens attentively to instructions, stories, or classroom discussions.

Eg: During story telling or reading by group.

COGNITIVE DEVELOPMENT

Matching

- **Knobbed cylinder**

He has been reintroduced to knobbed cylinders presentation 1. He is able to place the cylinders to the correct hole accurately.



- **Binomial Cube**

He is reintroduced to binomial cube. He is able to take out and place the objects on a mat according to the layers (2 layers), shape, colour and size after several times of practice. He is also able to return the objects into the box correctly.



Binomial Cube



Recognition

He needs practice on recognizing: -

- His extended family. (Eg: Uncle, Aunt, cousin)
- 3D shapes using Geometric Solid. (Eg: sphere, cuboid, cube, pyramid, trapezium etc.)

Seriation



Geometric Solid

- **Colour Box 3**

He is able to arrange colour tablets from darkest to the lightest after a few times of practice.



Colour Box 3

Concentration

He needs practice to stay and give attention for the presentation, reading by group or group discussion. Sometimes he like to play with his fingers and he'll be dreaming in the classroom.

SOCIAL DEVELOPMENT & EMOTION

Care of Self

He knows and follows some of the classroom rules.

Eg :

- Manage himself to wear clothes after checking his body and after shower.
- Washing hands independently before snacks time.
- Throwing rubbish into a dustbin.
- Sit on his place and not move around in the classroom.
- Do not scribble anything on the table, chair or wall.
- Turn off the tap after use.
- Close door when using the washroom
- Asking permission before going out from the classroom
- Do not shout at friends.
- Keep his bag nicely inside the locker.

He is an independent boy. He is able to complete his work in the given time.

Care of Others

He needs to be reminded to follow some of the classroom rules.

Eg:

- Offering help to his friends
- Saying "excuse me" when he wants to cross behind his friends.
- Walking on the staircase quietly.
- Take turn / line up when he wants to take book or stationery.
- Do not fight and play rough with friends
- Avoid talking during lessons.

Care of Environment

Responsibility

He is introduced to duties on today's leader.

- Passing books, pencils, erasers and ruler to his friends.
- Placing rubbish bag on the dustbin.

He is able to:-

- Return the materials to the correct place.
- Place his shoe on the shoe rack.
- Clean up his place after eating.

He is unable to pick up the trash on the floor and throw into the dustbin without reminders.

Cooperative Learning

He has shown some improvement during group activities. He will help his friends when asked.

Eg: Complete the puzzle

He tries to support his team during competition or physical activities. At times, he will be busy talking with his friends instead of cheering his team.

Leadership

He is trained to be a leader to take care and control his group during group activities or competition. He needs practice on it. He still needs practice to convey teacher's instructions to his group.

ACADEMIC PROGRESS

ENGLISH

Reading

- **Phonogram (combination of two consonants or two vowels)**

He has been introduced to:

ch	chair, bench, chip, bunch etc.
sh	sharp, ship, wash, radish etc.
th	three, bath, mother, thread etc.
wh	when, whip, what, which etc.
ph	phone, photo, graph, dolphin etc.
ai	snail, tail, mail, trail, train etc.
ee	tree, three, bee, sneeze, green etc.
ea	eat, seat, read, beach etc.
oa	boat, road, toad, coat etc.
ay	tray, play, slay, May, clay etc.
ow	snow, grow, throw, blow etc.
ar	car, star, farm, bark etc.
er	Her, fern, term, verb etc.
ir	bird, girl, stir, firm etc.
or	horn, corn, storm, short etc.
ur	fur, turn, burn, hurt etc.
a-e	cake, make, name, tape etc.
i-e	like, bike, five, slide etc.
o-e	rope, hope, nose, home etc.
u-e	cube, mute, use, huge etc.
e-e	these, theme, here, complete etc.

- **Short Story & Long Story**

He is introduced to read short and long story book :

Eg:

- Aladdin and the Magic Lamp.
- Joseph and His Son.
- A fight with My Brother
- The Shepherdess
- A Gold Star

- A Kind Crocodile
- When Kim Lost Her Doll
- **Group Reading (Taking Turns)**
He is introduced to group reading. He is able to take turn during group reading.
He needs help to read longer words. Eg: Shepherdess, favourite

Story Comprehension

Understanding Simple Passage or Comprehension

Example : Title : Penelope The Pony

Penelope is a little pony.
She is dark brown in colour.
She has a beautiful mane and a long tail.
Penelope likes to eat carrots and sugar.
Penelope likes to trot on the beach.

❖ Answering WH Question Verbally

He has been introduced to: -

- **Identify of main idea of the story**
He needs guidance to identify the main idea of a simple story.
Eg: What is the story about?
He needs help to answer that question.
- **Identify the main character of the story**
He is unable to identify the main character in a short story with teacher's guidance.
Eg: Who is the main character in this story?
Who is dark brown in colour ?
- **Identify the activities from a story**
He needs practice to tell what the activity from the passage.
Eg: What does Penelope like to do?

❖ Answering Written Question

- He is working on answering WH questions based on a simple story.

Eg:

- What : What is the title of this story?
- Who : Who is Penelope?
- Where : Where does Penelope like to trot?
- Why : Why does Penelope like to go to the beach?
- How : How many animals are there in this story?

- He is learning to understand the usage of 'He' and 'She' in a story.

Penelope is a little pony.
She is dark brown in colour.
She has a beautiful mane and a long tail.
Penelope likes to eat carrots and sugar.
Penelope likes to trot on the beach.

Eg : Who is dark brown in colour?

Who has a beautiful mane and a long tail?

Spelling

He is introduced to spell words according to the theme:

1. **Stationery:** pen, pencil, book, ball pen, paper etc.
2. **Furniture in the classroom:** chair, book shelf, notice board etc.
3. **Family members:** father, mother, sister, brother, aunt, uncle etc.
4. **Outer body parts:** head, forehead, nose, cheek etc.
5. **Inner body parts:** brain, heart, lungs, intestine etc.

He needs practice to spell most of the words that he just learnt.

Vocabulary

- He is learning new vocabs according to the theme.

Eg : My Family (cousin, niece, nephew)

Outer Body Parts (calf, tight)

Inner body Parts (bladder, pancreas, rectum)

He is working on:

- Filling in the blanks using the correct words
- Complete sentences using given words.
- Write the correct words based on the given pictures.
- Matching the sentences to the correct picture.

MATHEMATIC

Addition & Subtraction

He is continued practicing on:

- 2 digits addition without changing
- 2 digits addition with changing
- 2 digits subtraction without changing
- 2 digits subtraction with changing

Eg:

$$\begin{array}{r} 41 \\ + 27 \\ \hline \end{array} \quad \begin{array}{r} 35 \\ + 24 \\ \hline \end{array} \quad \begin{array}{r} 62 \\ + 31 \\ \hline \end{array} \quad \begin{array}{r} 77 \\ + 21 \\ \hline \end{array} \quad \begin{array}{r} 82 \\ + 17 \\ \hline \end{array}$$

Addition without changing

$$\begin{array}{r} 54 \\ + 89 \\ \hline \end{array} \quad \begin{array}{r} 77 \\ + 74 \\ \hline \end{array} \quad \begin{array}{r} 68 \\ + 84 \\ \hline \end{array} \quad \begin{array}{r} 49 \\ + 68 \\ \hline \end{array} \quad \begin{array}{r} 28 \\ + 84 \\ \hline \end{array}$$

Addition with changing

$$\begin{array}{r} 74 \\ - 52 \\ \hline \end{array} \quad \begin{array}{r} 79 \\ - 33 \\ \hline \end{array} \quad \begin{array}{r} 85 \\ - 23 \\ \hline \end{array} \quad \begin{array}{r} 73 \\ - 52 \\ \hline \end{array}$$

Subtraction without changing

$$\begin{array}{r} 75 \\ - 58 \\ \hline \end{array} \quad \begin{array}{r} 82 \\ - 67 \\ \hline \end{array} \quad \begin{array}{r} 44 \\ - 39 \\ \hline \end{array} \quad \begin{array}{r} 96 \\ - 48 \\ \hline \end{array}$$

Subtraction with changing

1. $\begin{array}{r} 93 \\ + 61 \\ \hline \end{array}$	2. $\begin{array}{r} 39 \\ + 56 \\ \hline \end{array}$	3. $\begin{array}{r} 57 \\ - 23 \\ \hline \end{array}$	4. $\begin{array}{r} 54 \\ + 68 \\ \hline \end{array}$	5. $\begin{array}{r} 35 \\ - 29 \\ \hline \end{array}$
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Addition & Subtraction without and with changing

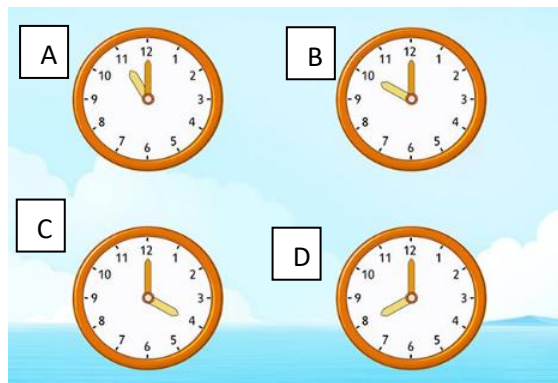
Clock

He is reintroduced to telling the time.

- By Hour

He is able to recognize clock by an hour.

Eg:



- A) 11 O'clock
- B) 10 O'clock
- C) 4 O'clock
- D) 8 O'clock

- **By Half an hour**

He is unable to tell the time correctly. Teacher needs to remind him, if short hand between ___and ___, we must tell number before.

Eg:



A) Short hand between 4 and 5 ,
its means 4:30

B) Short hand between 3 and 4,
its means 3:30

C) Short hand between 2 and 3,
its means 2:30

MEASUREMENT

- ***Compare pictures***

He is able to recognize which picture is less and which picture is more.

- ***Compare Numbers***

He is introduced to compare number 'less than' and 'more than' between 1-100.

He is able to tell which number is less than and which number is more than.

BAHASA MELAYU

Reading Skills

Short and Long Story.

- He is introduced to read short and long story book:

Eg:

- Tentera Bergajah Abrahah
- Burung Merpati Yang Dihidupkan Semula
- Penyu Gergasi Mengalirkan Airmata
- Tongkat Nabi Musa Menjadi Ular
- Sang Kancil dan Sang Buaya
- Bintang Emas
- Seruling Panda

Group Reading (Take Turn)

- He is introduced to group reading. He is able to take turns during group reading.
- He is working on reading with the correct intonation. Teacher needs to remind him to stop for a while at the full stop and comma.

Story Comprehension (Pemahaman)

Understanding Simple Passage or Comprehension

Example: Title: Seruling Panda



He is introduced to:

❖ **Answering WH Question Verbally**

▪ **Identify of main idea of the story**

Eg: Apakah kisah cerita ini?

He tries to identify the main idea of a simple story

▪ **Identify the main character of the story**

Eg: Siapakah yang disebut di dalam cerita ini?

He tries to identify the main character in a short story with teacher's guidance

▪ **Identify the activities from a story**

Eg: Apakah yang dilakukan oleh panda itu?

He tries to tell certain activities from the story.

❖ **Answering Written Question (Subjective)**

- Apakah: Apakah yang dilakukan oleh panda itu?
- Siapakah: Siapakah yang meniup seruling itu?
- Dimanakah: Dimanakah tempat didalam cerita ?
- Kenapakah: Kenapakah panda itu berasa aneh?
- Berapakah: Berapakah ekor haiwan yang terdapat didalam cerita ini?

He needs guidance to answer certain questions.

Ejaan

He is reintroduced to spell :

- **KVKV words:** mata, bahu, siku, dada, kali etc.
- **KVKVK words:** mulut, lidah, perut, jalan, tapak etc.

He is introduced to spell

- **Konsonan berganding (ng) words:** telinga, mengguna

Kosa Kata

He is working on:

- **Nama hari dalam seminggu** : Isnin, Selasa, Rabu etc.
- **Alat tulis** : pensel, buku, pembaris, pengasah pensel etc.
- **Biodata diri** : nama penuh, hobi
- **Nama - nama ahli keluarga** : ibu, ayah, datuk, nenek, pak cik
- **Anggota badan (luaran)** : dahi, lutut, kening, anak rambut
- **Anggota badan (dalaman)** : otak, jantung, paru - paru, hati, usus etc.

JAWI

Reading

سوڪوڪات تريوك :كونسونن +فوكل+كونسونن+فوكل

- He is able to read short story of Suku kata Terbuka with colour coding words independently.

سوڪوڪات ترتوتوف :كونسونن +فوكل +كونسونن +فوكل +كونسونن

- He is working on :
 - Reading short sentences and long sentences without color coding
 - Reading short story without color coding.

ارنب يڻ فمالس
دسبواه هوتن تيڻگل سفاسڻ صحابه.
مريڪ اياله ساڻيڪور ارنب دان
ساڻيڪورتوفاي. ستياڻ هاري مريڪ
مڻهابيسڪن ماس برساما
قد سواتو هاري, توفاي برڪات كڏ.
ارنب "ماري ڪيت بوات سارڻ. سڪارڻ
داه تيبا موسيم هوجن, ڪيت ادا تمڻت
اونتوق برتدوه". "ايا, بتول ڪات اواق,
تاڻي بيارله ساي بريحت داهولو,
جواب سڻ ارنب.

توليسن

He is introduced to:

- Menyambung huruf ن ث ت ب pada awalan, pertengahan dan akhir perkataan.
- Menyambung huruf چ ح خ ج pada awalan, pertengahan dan akhiran perkataan.
- Menyambung huruf ي pada awalan, pertengahan dan akhiran perkataan.
- Menyambung huruf د ز ر و ا pada awalan, pertengahan dan akhiran perkataan.

AGAMA

Akidah

He is continued to learning:

- **Pillars of Iman.**

- Belief in Allah.
 - Belief in only one true God.
 - Things created by Allah.
 - Things created by human.
- Belief in His Angel
 - Knowing 10 names of His Angel and their duties.

Angel's Name	Duties
Jibril	The angel of revelation.
Mikha'il	In charge of providing sustenance.
Ridhuan	Guardian of Paradise
Malik	Guardian of Hellfire
Munkar	Questions the dead in the grave.
Nakir	Questions the dead in the grave.
Raqib	Records good deeds.
Atid	Records bad deeds.
Izrail	Takes the souls of the dead.
Israfil	The angel who will blow the trumpet.

- Belief in His Books
 - Knowing the names 4 books of Allah and the prophets to whom they were revealed

Book Names	Revealed To (Prophet)
Zabur	Prophet Daud A.S
Taurat	Prophet Musa A.S
Injil	Prophet Isa A.S
Al- Quran	Prophet Muhammad ﷺ

➤ Belief in His Messengers

▪ Knowing 25 names of His Messengers

Adam	Idris	Nuh	Hud	Soleh
Ibrahim	Luth	Ismail	Ishak	Yaqub
Yusuf	Ayub	Shuib	Musa	Harun
Zulkifli	Daud	Sulaiman	Ilyas	Ilyasa'
Yunus	Zakaria	Yahya	Isa	Muhammad

➤ Belief in the Day of Judgment

➤ Belief in Devine and Decree

• Pillars of Islam

➤ Declaration of Faith (Syahadah)

➤ Ritual Prayer (Solat) 5 times in a day

➤ Almsgiving (Zakat)

➤ Fasting during Ramadhan from dawn until sunset.

➤ Pilgrimage to Mecca (Hajj)

Hafazan

He is reintroduced to memorize:

- Surah An Nas
- Surah Al Falaq
- Surah Al Ikhlas
- Surah Al Masad
- Surah An Nasr
- Surah Al Kafirun
- Surah Al - Kausar
- Surah Al Maun
- Surah Al- Quraishy
- Surah Al - Fil

Iqra' : Iqra 5 يلا سيلون برحركة كسرة ملك هندقله دباچ نيغيس كلمه الله **بِسْمِ اللَّهِ (بِاللَّهِ)**

وَالْحَمْدُ لِلَّهِ
وَلَا قُوَّةَ إِلَّا بِاللَّهِ ۝ خَلَقَ الْمَوْتَ وَالْحَيَاةَ ۝
أَفَأَمِنُوا مَكْرَ اللَّهِ ۝ وَيُرْسِلُ عَلَيْكُمْ حَفَظَةً ۝
وَهُوَ بِكُلِّ شَيْءٍ عَلِيمٌ ۝ وَهُوَ الْعَلِيُّ الْعَظِيمُ ۝
يُحَاسِبُكُمْ بِهِ اللَّهُ ۝ وَاللَّهُ بِمَا تَعْمَلُونَ عَلِيمٌ ۝
قُلِ اللَّهُ أَسْرَعُ مَكْرًا ۝ فَكَفَى بِاللَّهِ شَهِيدًا ۝
وَالَّذِي أَخْرَجَ الْمَرْعَى ۝ فَجَعَلَهُ غُثَاءً أَحْوَى ۝

Teacher's Signature :



Name : HALIMATUN SAADIAH BT MD SALEH

Date : 21/06/2025

Principal's Signature :



Name : MANJEET KAUR D/O PRITAM SINGH

Date : 21/06/2025