

Curriculum Overview - Year 4

Subject: English



Topics

Writing

- Consider how
- persuasive texts are structured and ordered to make a convincing argument.
- Explore the language of persuasive texts.
- Plan and write a persuasive text.

Reading:

- Reading Text: Charlie and Chocolate Factory
- Reading Fluency and Comprehension - Retrieving and Recording Information
- Summarising and Explaining
- Comparing and Contrasting Texts



What KSU will we gain?

Writing

- Knowledge: Recall the features and language of persuasive text.
- Skills: Identify examples of persuasive features. Write complete paragraphs.
- Understanding: Compare texts for persuasiveness. Explain how language is used to persuade.

Reading Fluency and Comprehension

- Knowledge: Read a variety of texts fluently and understand vocabulary in context.
- Skills: Decode words accurately and read with expression.
- Understanding: Grasp main ideas and details, and make inferences

Retrieving and Recording Information

- Knowledge: Identify specific details and facts in texts.
- Skills: Use skimming and scanning to locate and record information.
- Understanding: Summarise and present information clearly

Summarising and Explaining

- Knowledge: Recognise main ideas and themes in texts.
- Skills: Summarise text passages and explain understanding in their own words.
- Understanding: Integrate information from different parts of a text for clear summaries.

Comparing and Contrasting Texts

- Knowledge: Compare texts for similarities and differences.
- Skills: Analyse and provide evidence based comparisons.
- Understanding: Explain how different authors' styles and purposes affect the text.



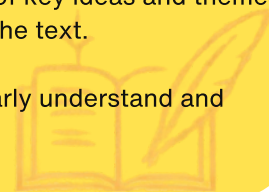
What Excellence Looks Like

Writing

- A written text that follows all the genre's features and uses language to make it persuasive.

Reading

- Reading Fluency and Comprehension
- Read fluently with expression and deep understanding.
- Make detailed explanations and accurate inferences from texts.
- Retrieving and Recording Information
- Efficiently locate and record key information. Provide clear and logical summaries of complex details.
- Summarising and Explaining
- Offer insightful summaries and thorough explanations of key ideas and themes. Integrate information coherently from various parts of the text.
- Comparing and Contrasting Texts
- Provide thoughtful, evidence-based comparisons. Clearly understand and explain differences in authorial style and purpose.



HOW WE WILL BE ASSESSED

Reading: end of term reading comprehension

Writing: an end of unit extended piece of persuasive writing



Curriculum Overview - Year 4

Subject: Maths



Topics

Area

- Calculate the area of 2D shapes.

Multiplication & Division

- Times tables practice - Multiply & Divide by 0,1,3,6,7,9 and the number itself
- Multiply three numbers



What KSU will we gain?

- Knowledge: Area is the amount of space taken up by a 2D shape/within the perimeter. The times tables up to 12 x 12. Multiplying and dividing by 0 is 0.
- Skills: Calculate area by counting squares and using the formula for simple 2D shapes. Multiply and divide using 1 and 2-digit numbers.
- Understanding: Multiple and division facts have patterns. Apply the patterns when predicting unknown products and quotients. Solve word problems by applying multiplication and division knowledge.



What Excellence Looks Like

- Rapid recall of times tables to 12 x 12.
- Application of multiplication and division skills to solve multi-step word problems and puzzles.



HOW WE WILL BE ASSESSED

- End of unit assessments

Curriculum Overview - Year 4



Subject: IPC

Topics

Unit: Chocolate
Geography - Where chocolate is grown and why
The Cacao Belt



What KSU will we gain?

Geography

- Knowledge: Understanding where chocolate is grown (Cacao Belt) and manufactured.
- Skills: Mapping and analysing geographic locations.
- Understanding: Recognizing the pros and cons of commercial farming.

History

- Knowledge: Learning about the origins of chocolate and its journey from the Aztec Empire to Europe.
- Skills: Researching historical events and analysing their significance.
- Understanding: Recognising the ethical issues surrounding the trading of chocolate.

International

- Knowledge: Understanding the benefits of fair trade for cocoa farms and recognizing major companies' efforts in fair trade.
- Skills: Evaluating fair trade practices and their impact on communities.
- Understanding: Comparing fair trade products and analysing global chocolate consumption.

Science

- Knowledge: Understanding chocolate consumption patterns and its nutritional values.
- Skills: Conducting experiments related to calories and materials.
- Understanding: Exploring states of matter (solids, liquids, gases) and their properties.

Health and Wellbeing

- Knowledge: Learning about dental care related to chocolate consumption and its emotional effects.
- Skills: Developing strategies for healthy eating habits.
- Understanding: Exploring the connection between food and mood

Design and Technology

Knowledge: Understanding the chocolate-making process and flavour development.

Skills: Designing and marketing a chocolate product.

Understanding: Applying creativity in product development.

Art - Knowledge: Learning about branding and visual design in the chocolate industry.

Skills: Creating original art for packaging and advertising.

Understanding: Recognising the importance of aesthetics in marketing.



What Excellence Looks Like

Geography

- Students can clearly map the Cacao Belt, explain why certain regions are chosen for cacao farming, and critically evaluate the impacts of commercial farming on the environment and local communities.

History

- Students can narrate the history of chocolate, highlighting key events and figures, and articulate the injustices faced by certain groups in the chocolate trade.

International

- A student who can discuss the significance of fair trade in the cocoa industry and provide examples of how companies support ethical practices while comparing these to other fair trade products.

Science

- Students can accurately analyse data on chocolate consumption, explain its nutritional benefits and drawbacks, and conduct experiments demonstrating how calories are used in the body.

Health and Wellbeing

- Students who can create a balanced plan for enjoying chocolate while maintaining good dental health and can discuss how chocolate impacts emotions.

Design and Technology

- Students who successfully creates a unique chocolate flavor, designs appealing packaging, and develops a compelling marketing strategy for their product.

Art

- Students can design a visually striking chocolate wrapper and an engaging billboard that effectively communicates the product's unique qualities.



HOW WE WILL BE ASSESSED

End of unit knowledge assessment, observation, project

Curriculum Overview - Year 4

Subject: Bahasa Melayu



Topics

Di Rumah (At Home) and Jiran Saya (My Neighbor)



What KSU will we gain?

K – Knowledge

- Learn vocabulary for rooms, parts of a house and household activities.
- Learn vocabulary for neighbours, places and activities in the community.
- Recognise common imbuhan meN- words.

S – Skills

- Identify, read, pronounce and spell familiar vocabulary.
- Match pictures with appropriate words and sentences.
- Use simple sentences to describe rooms, activities and places.
- Ask and answer simple questions about people and activities.

U – Understanding

- Understand how vocabulary is used to describe people, places and activities.
- Understand simple sentences about where people are and what they are doing.
- Understand how imbuhan meN- changes words to describe actions.



What Excellence Looks Like

- Confidently recognise, pronounce, read and spell familiar vocabulary.
- Use vocabulary accurately to describe the home, neighbours and places.
- Construct clear sentences about people, activities and locations.
- Use common imbuhan meN- words accurately.
- Understand and respond to simple questions in Bahasa Melayu.
- Connect several simple sentences to communicate ideas clearly in speaking and writing.



HOW WE WILL BE ASSESSED

Students will be assessed through vocabulary recognition, listening, speaking, reading and writing tasks. Assessment will focus on vocabulary accuracy, pronunciation, spelling, sentence structure, understanding of imbuhan meN-, and the ability to communicate simple ideas clearly.

Curriculum Overview - Year 4

Subject: Mandarin



Topics

Beginner:
Fruits and Vegetable

Advanced:
Classroom Communication,
Numbers & Telling the Time



What KSU will we gain?

Beginner:
Knowledge

- Learn vocabulary for a range of fruits (e.g. 苹果、香蕉、西瓜、草莓、橙子) and vegetables (e.g. 西红柿、黄瓜、土豆、胡萝卜、白菜).
- Recognise and write key characters for some common fruits and vegetables.
- Know the measure word 个 for fruits/vegetables and use it correctly.
- Learn simple sentence structures to describe preferences (e.g. 我喜欢... / 我不喜欢...).

Skills

- Say the names of fruits and vegetables with correct pronunciation and tones.
- Ask and answer simple questions such as “你喜欢什么水果/蔬菜?”
- Use basic characters and pinyin to read and write short phrases and participate in role-play activities (e.g. buying fruit at a market).

Understanding

- Understand how Chinese characters often contain radicals that hint at meaning (e.g. the 艹 “grass” radical in many vegetable/fruit words).
- Understand that food vocabulary is useful for daily life and cultural contexts (e.g. markets in China, meals at home).
- Recognize the difference between singular and plural forms in Chinese (no “-s” ending like in English).

Advanced:

K – Knowledge

- Vocabulary for classroom instructions, time and numbers.
- Selected Chinese characters and radicals.
- Number patterns and time expressions using 点、分、刻 and 半.

S – Skills

- Listen and respond appropriately to classroom instructions.
- Speak accurately when giving instructions and telling the time.
- Read and interpret familiar Chinese sentences.
- Recognise and write selected characters using appropriate stroke order.
- Apply number patterns and time expressions accurately.

U – Understanding

- Understand and respond to common classroom instructions.
- Understand how Chinese characters are formed using radicals and components and how different time expressions are used to communicate precise times.



What Excellence Looks Like

Beginner:

- Students can confidently pronounce and tone fruit and vegetable words correctly.
- Students can recognise, read, and write at least 6–8 key fruit and vegetable characters.
- Students can use full sentences to express likes/dislikes (我喜欢苹果, 不喜欢西红柿).
- Students can engage in a short dialogue (Q&A about fruits/vegetables, or role-play shopping).
- Students begin to notice patterns in characters (radicals) and apply them when learning new words.
- Students show active participation in games, songs, or pair work activities involving the topic.

Advanced:

- Respond accurately to a range of classroom instructions.
- Communicate precise information without relying heavily on prompts.
- Use time expressions accurately, including 点、分、刻 and 半.
- Demonstrate clear and accurate pronunciation.
- Form Chinese characters correctly.
- Manipulate familiar language structures to create new sentences.



HOW WE WILL BE ASSESSED

Students will be assessed through listening-to-action activities, reading aloud, number and character tasks, paired speaking, time challenges and short written responses. Assessment will focus on comprehension, accuracy, pronunciation, character knowledge and independent language production.

Curriculum Overview - Year 4

Subject: Physical Education



Topics

IPC Fitness: Students will be assessed on behaviour, reaction time, agility, balances and coordination.

IPC Badminton: Students will be assessed on badminton grip, serving, return a serve and games situation.



What KSU will we gain?

- Knowledge:

Students will gain knowledge and understanding of the basic components of fitness.

Students will learn the basic rules and regulations of badminton.

- Skills:

Students will learn on how to improve their reaction time in variety of games, the important of strength in balances, the correct movement of body parts in coordination and changing direction of movement in rapid motion.

Students will learn on how to perform a serve with a correct grip and return a shot with a good technique.

- Understanding:

Students will gain understanding the important of reaction times in invasion games, the relation of body posture and strength in balances, the correct movement of body parts in coordination and changing direction of movement in rapid motion.

Students will learn on how to perform a serve with a good technique, return a shot within a good space and beat the opposition games.



What Excellence Looks Like

IPC Fitness unit:

Students able to react quickly into the games and able to follow teachers' instructions

Students can change the direction in a fast motion and well timing

Students able to show a good body balances, strength and body posture

Students able to demonstrate a good coordination of their body parts movement in striking skills.

IPC Badminton unit:

Students able to demonstrate a correct badminton grip in serving and return

Students able to perform a serve over the net

Students able to return a shot in a games

Students able to maintain a rally in a games



HOW WE WILL BE ASSESSED

Practical assessment



Curriculum Overview - Year 4

Subject: Music



Topics

In this unit, students will deepen their understanding of musical notation, learning to read notes and rhythms accurately. They will also explore the Kodály Hand Sign system, which uses hand signals to represent solfège syllables (Do, Re, Mi, etc.), helping students internalize pitch. These concepts will be applied through practical recorder playing, where students will read music and use the hand signs to reinforce their pitch awareness.



What KSU will we gain?

- **Knowledge:** Students will learn about different types of musical notation, including note values, rests, and the treble clef. They will also learn the Kodály Hand Sign system, which corresponds to solfège syllables used for vocal pitch training.
- **Skills:** Students will develop practical skills in reading musical notation and playing the recorder. They will improve their ability to follow written music and use hand signs to reinforce pitch accuracy. Additionally, they will enhance their recorder playing skills by matching notes to the corresponding Kodály hand signs for improved pitch control.
- **Understanding:** Students will understand how to interpret musical notation and apply it to their performance on the recorder. They will also gain an understanding of how the Kodály hand signs represent pitch and can be used to help visualize and produce accurate musical notes.

Students will use the recorder to apply their knowledge of musical notation and the Kodály Hand Sign system. They will practice playing melodies by reading sheet music and using the hand signs to guide their pitch accuracy. Practical sessions will focus on combining the theoretical aspects of notation with hands-on recorder performance, helping students connect what they see in the music with the sounds they produce. Group activities will involve practicing hand signs while singing and playing together on the recorder.



What Excellence Looks Like

Excellence will be demonstrated by students who can confidently read and interpret musical notation, applying it accurately in their recorder playing. These students will be able to use Kodály hand signs fluently to represent and internalize pitch, transitioning smoothly between the hand signs and their instrument. In playing the recorder, they will show precise control over rhythm, pitch, and expression, demonstrating both a solid grasp of notation and strong coordination between hand signs and playing.



HOW WE WILL BE ASSESSED

Practical and written assessments

