

# Curriculum Overview - Year 6

## Subject: English



### Topics

#### Writing

- Students will plan and write their own mystery story.
- Students will explore how writers build suspense and tension.
- Students will create clues, red herrings, and plot twists to engage the reader.
- Students will develop characters with secrets and motives.
- Students will describe settings that create a mysterious atmosphere.
- Students will write a resolution that reveals the solution to the mystery.

#### Reading

Students will read Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Stewart

- Reading Fluency and Comprehension
- Retrieving and Recording Information
- Summarising and Explaining
- Comparing and Contrasting Texts



### What KSU will we gain?

- Creative writing skills – developing imaginative plots and original ideas
- Critical thinking – solving problems and linking clues logically
- Planning and organisation – structuring a story with clear sequence and pacing
- Inference and deduction – showing rather than telling to keep readers guessing
- Descriptive writing – using powerful vocabulary to create mood and suspense
- Characterisation – building believable, complex characters with motives
- Editing and reflection – improving writing through redrafting and feedback
- Reader awareness – anticipating what readers know and how to surprise them



### What Excellence Looks Like

- Students will write engaging mystery stories with clear structure, suspense, and resolution.
- Students will create believable characters and clues that keep readers guessing.
- Students will use descriptive language and varied sentences to build tension and atmosphere.

#### Reading

- Reading Fluency and Comprehension
- Reads fluently with expression and deep understanding.
- Makes detailed explanations and accurate inferences from texts.
- Retrieving and Recording Information
- Efficiently locates and records key information.
- Provides clear and logical summaries of complex details.
- Summarising and Explaining
- Offers insightful summaries and thorough explanations of key ideas and themes.
- Integrates information coherently from various parts of the text.
- Comparing and Contrasting Texts
- Provides thoughtful, evidence-based comparisons.



### HOW WE WILL BE ASSESSED

Skills developed in lessons, Big Write (Assessed), Spelling Test, VIPERS/Reading Comprehension Assessment, SPAG test

# Curriculum Overview - Year 6

## Subject: Maths



### Topics

- Four Operations
- Fractions A
- Fractions B
- Converting Units



### What KSU will we gain?

#### Fractions A

- Equivalent fractions and simplifying
- Equivalent fractions on a number line
- Compare and order (denominator)
- Compare and order (numerator)
- Add and subtract simple fractions
- Add and subtract any two fractions
- Add mixed numbers
- Subtract mixed numbers

#### Fractions B

- Multiply fractions by integers
- Multiply fractions by fractions
- Divide a fraction by an integer
- Divide any fraction by an integer
- Mixed questions with fractions
- Fraction of an amount
- Fraction of an amount – find the whole

#### Converting Units

- Metric measures
- Convert metric measures
- Calculate with metric measures
- Miles and kilometers
- Imperial measures
- Solve number and practical problems that involve the above.
- Apply knowledge of Fractions and Converting Units to reason about numbers and make decisions in problem-solving scenarios.
- They also practise mental strategies with both large and small numbers, using their understanding of fractions.
- Students will solve multi-step problems, choosing which operations and methods to use based on the context of the problem and the types of numbers involved. The use of concrete manipulatives can support children's understanding, especially when manipulation of fractions is required.



### What Excellence Looks Like

#### Fractions A

- Students confidently find and simplify equivalent fractions, showing clear understanding of relationships between numerators and denominators.
- Students accurately compare and order fractions using reasoning, visual models, and number lines.
- Students add and subtract simple and mixed fractions with accuracy, showing clear working and simplified answers.

#### Fractions B

- Students fluently multiply and divide fractions by integers and other fractions, explaining their reasoning clearly.
- Students solve multi-step fraction problems, selecting efficient strategies and simplifying where possible.
- Students find fractions of amounts and use inverse operations to find the whole with confidence and accuracy.

#### Converting Units

- Students accurately convert between metric units and understand how place value changes across units.
- Students apply conversions confidently to real-world problems involving measures and calculations.
- Students understand and use both metric and imperial units, including converting miles and kilometres with accuracy.



### HOW WE WILL BE ASSESSED

End of unit assessments, End of term assessment (Paper 1 & Paper 2), Mental Maths weekly test

# Curriculum Overview - Year 6

Subject: IPC



## Topics

Being Human: Living Things



## What KSU will we gain?

### In Science we will be learning about:

- The function of bones and muscles in the body.
- The human heart and how it works.
- What the respiratory system does.
- The connection between the respiratory and circulatory systems.
- The characteristics that offspring can inherit from their parents.
- The nature versus nurture debate.
- The nutrients our body systems need and how they get them.

### In Health and Wellbeing, we will be learning about:

- Inherited characteristics vs. environmental factors.
- What can be done to help with the ageing process?
- Puberty: physical, social and emotional changes.
- The impact of social media on health and body image.

### In International we will be learning about:

- Life expectancy around the world.
- History and culture of sports.



## What Excellence Looks Like

### Science

- Explains clearly how bones support the body and how muscles work in pairs to create movement, using accurate scientific vocabulary.
- Describes the structure and function of the heart and explains how it pumps blood through the body with detail and accuracy.
- Explains how air travels through the respiratory system and how gas exchange happens in the lungs, using clear diagrams.
- Describes how the respiratory and circulatory systems work together to transport oxygen and carbon dioxide effectively.
- Identifies traits inherited from parents and explains how these differ from learned or environmental traits.
- Explains both sides of the debate with real-life examples, showing how genetics and environment influence who we are.
- Explains how nutrients are absorbed and transported to body systems and why a balanced diet is essential for health.

### Health & Wellbeing

- Explains how lifestyle choices and the environment can influence health alongside genetics, using examples.
- Describes physical and emotional changes with age and suggests positive ways to stay healthy and active.
- Explains key physical, social and emotional changes confidently and sensitively, showing understanding and empathy.
- Explains both the positive and negative impacts of social media and promotes healthy, balanced attitudes towards body image.

### International

- Compares life expectancy across countries and explains how factors like lifestyle, healthcare and the economy affect it.
- Explains how sports reflect cultural values and how they have evolved over time, showing curiosity and global awareness.



## HOW WE WILL BE ASSESSED

IPC Knowledge Assessment, Experiments, Health Fair Exit Point and Learning Journey.

# Curriculum Overview - Year 6

**Subject: Bahasa Melayu**



## Topics

Melawat Datuk dan Nenek di Kampung (Visiting Grandparents in Hometown) and Tanaman dan Tumbuhan (Plants)



## What KSU will we gain?

- K – Students will learn vocabulary related to visiting grandparents in the village, village surroundings, animals and activities. They will also learn plant names, adjectives to describe plants, and vocabulary for planting activities.
- S – Students will identify and describe village surroundings, animals and plants, compare village and city life, and discuss activities they can do when visiting their grandparents. They will construct meaningful Bahasa Melayu sentences and short texts about village visits and planting activities.
- U – Students will understand the differences between village and city surroundings and how to describe their features. They will understand how vocabulary and adjectives are used to describe plants and explain simple planting activities.



## What Excellence Looks Like

- Use vocabulary about village surroundings, animals, plants and planting activities accurately.
- Clearly describe and compare village and city surroundings.
- Describe activities they can do when visiting their grandparents in the village.
- Name familiar plants and use suitable adjectives to describe their size, colour and appearance.
- Explain planting activities in a logical sequence.
- Write clear, developed Bahasa Melayu sentences and short texts with accurate vocabulary and sentence structures.



## HOW WE WILL BE ASSESSED

Students will be assessed through vocabulary quizzes, picture matching, class discussions, sentence-building activities, sequencing steps and short writing tasks. Teacher observation will assess their understanding, participation and ability to use vocabulary, adjectives and sentence structures accurately in Bahasa Melayu.

# Curriculum Overview - Year 6

## Subject: Mandarin



### Topics

**Beginner:**

The Tiger Is Here! Quickly Close the Door!

老虎来了，快关上门

**Advanced:**

Food, Preferences, Meals & Descriptive Language



### What KSU will we gain?

- Beginner:
- K - Students will learn Mandarin vocabulary for animals, actions and simple instructions, alongside the sentence structures “快.....” (quickly...) and “正在.....” (be doing...).
- S - Students will practise following and giving simple instructions and using familiar vocabulary and sentence structures to describe animals, actions and everyday situations.
- U - Students will understand how “快.....” encourages someone to act quickly and “正在.....” describes an action currently taking place.

**Advanced:**
**K – Knowledge**

- Vocabulary for food, meals, preferences, dates and locations.
- Sentence structures for expressing opinions and giving reasons.
- Location expressions such as 上面、下面、里面、外面、前面、后面、左边 and 右边.

**S – Skills**

- Express opinions and support them with reasons.
- Infer meaning from written and spoken descriptions.
- Describe food, meals, dates and locations in detail.
- Apply familiar language creatively in extended speaking, reading and writing tasks.

**U – Understanding**

- Understand how to express and justify food preferences.
- Understand how dates and location expressions are used to give precise information.
- Understand how to infer meaning from descriptions and context.



### What Excellence Looks Like

**Beginner:**

- Students can briefly describe animals and what they are doing.
- They can accurately use the vocabulary and grammar they have learned.
- They have mastered the grammar patterns “快.....” (quickly...) and “正在.....” (be doing...).

**Advanced:**

- Communicate independently using connected and increasingly detailed Mandarin.
- Give reasons and supporting details when expressing ideas.
- Make meaningful comparisons.
- Use location, date and descriptive structures accurately.
- Transfer familiar vocabulary and structures to unfamiliar contexts.
- Sustain an extended spoken or written response without relying heavily on sentence frames.



### HOW WE WILL BE ASSESSED

Students will be assessed through listening and reading for detail and inference, food preference discussions, descriptive tasks, creative presentations and extended writing. Assessment will focus on comprehension, vocabulary range, grammatical accuracy, development of ideas, fluency and the ability to transfer language to new contexts.

# Curriculum Overview - Year 6

## 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 6

## Subject: Music



### Topics

Ukulele (Advanced Technique & Performance)

Students will learn to perform more complex chord progressions, strumming styles, and group arrangements on the ukulele.



### What KSU will we gain?

**Knowledge:** Extended chords (G and D), chord progressions, and ensemble roles.

**Skills:** Syncopated strumming, composition, and performance.

**Understanding:** How chord progressions, rhythm, and ensemble roles work together to create effective musical performances.



### What Excellence Looks Like

Students confidently perform chord progressions using varied strumming patterns, collaborate effectively to create group arrangements, and compose and perform original ensemble pieces with creativity, accuracy, and musical expression.



### HOW WE WILL BE ASSESSED

Practical demonstration in class, and end of unit assessments where appropriate.