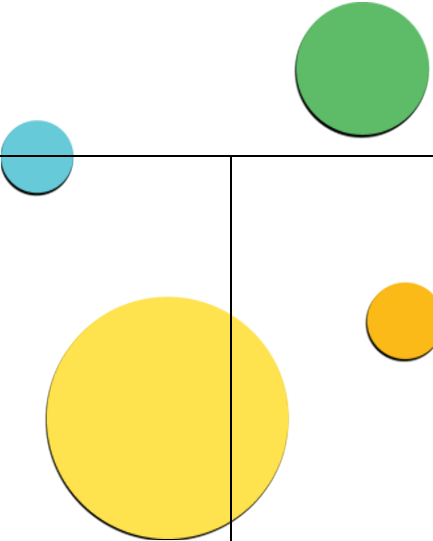


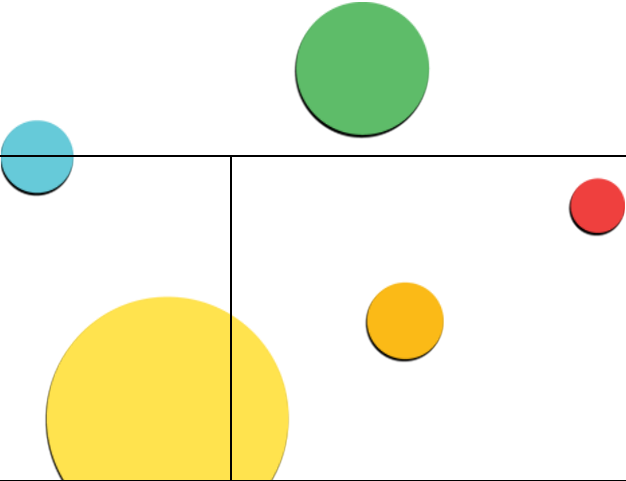
Straits International School Rawang

Curriculum Overview – Year 4

Autumn Term 1.1 2026/2027

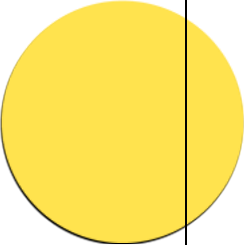
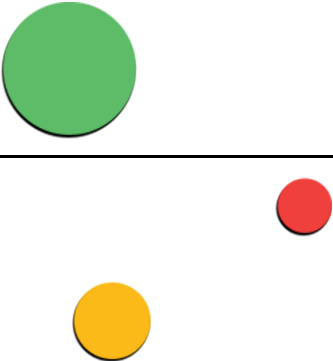
Autumn - Term 1.1	What will we learn?	What KSU will we gain?	What will excellence look like?
English	Writing - Plan and write a non-chronological report using information collected from other texts. - Understand the function of paragraphs in non-chronological reports. - Summarise a paragraph of text in a sentence. Reading Reading Fluency and Comprehension - Retrieving and Recording Information - Summarising and Explaining - Comparing and Contrasting Texts	Writing Knowledge - The features of non-chronological report within a given text. - The function of a paragraph. - The difference between first and third person. Skills - Identify the features of non-chronological reports in a given text. - Using simple organisational devices. - Independently plan a non-chronological report using given facts. - Write using complete paragraphs to structure their writing. - Use further prefixes and suffixes. - Increase the legibility, consistency and quality of their handwriting.	Writing - An extended non-chronological report that applies all features of the genre using cursive handwriting with a rich vocabulary and range of punctuation. - Self-assessment conducted effectively allowing children to make improvements and editions by applying their knowledge of grammar and non-chronological reports. 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.

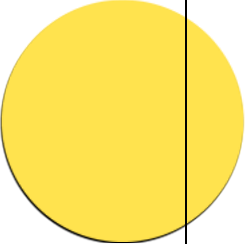
		Understanding - Assess the effectiveness of their own and others' writing and suggesting improvements. - Apply their knowledge of features to produce a written text. Reading Reading Fluency and Comprehension Knowledge: Read a variety of texts fluently and understand vocabulary in context. Skills: Decode 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.	Integrates information coherently from various parts of the text. Comparing and Contrasting Texts Provides thoughtful, evidence-based comparisons. Clearly understands and explains differences in authorial style and purpose.
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		• 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.	
How will this be assessed?		Reading: comprehension assessment Writing: An extended non-chronological report written independently.	
Maths	Place value • Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s). • Order and compare numbers beyond 1,000 • Identify, represent and estimate numbers using different representations • Round any number to the nearest 10, 100 or 1,000 • Read Roman numerals to 100 (I to C)	Knowledge • The value of a digit changes based on its place. • Numbers can be represented in different forms, both pictorially and when partitioning. • The value of each Roman numeral to 100. Skills • Order and compare numbers by largest to smallest and vice versa. • Round numbers up and down. • Make accurate estimations. Understanding • Apply knowledge of representing numbers by offering multiple answers for the same number. • Explain the rules for rounding to 10, 100 or 1000.	• Able to use part-whole model to partition and flexibly partition a whole number, as well as using base ten materials to present a number up to 10000. • When given a series of numbers with missing digits, can suggest appropriate answers. • When given 5 digits, can list all possible numbers that can be derived from those digits and order them largest to smallest and vice versa.
How will this be assessed?		End of unit assessment papers	
IPC	<u>Brainwave</u> • Understanding the differences between	<u>Brainwave</u> • Mindsets	<u>Brainwave</u> • Mindsets and Strategies: Demonstrating an ability to identify and shift mindsets and

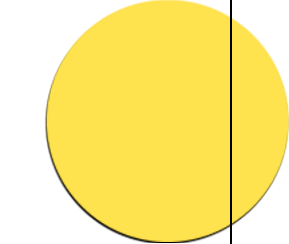
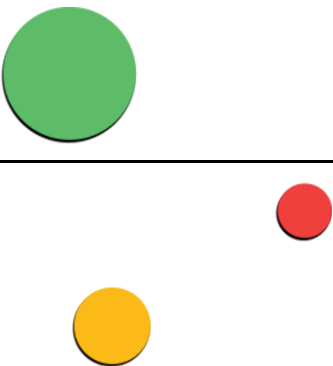
	fixed and growth mindsets, and the role of mnemonic devices in memory retention. • Personal Learning Goals: Exploring the 8 Personal Learning Goals and their impact on our educational journey. • Techniques for managing emotions and using communication strategies to resolve conflicts. • Insights into how neurons function and how sugar affects brain health and learning. <u>Nature of life</u> Science • Classification and Life Cycles: Identifying and classifying living, non-living, and once-living things, as well as understanding different animal and human life cycles. • Biodiversity and Adaptation: Learning about biodiversity and adaptation, and how	Knowledge: Understanding the difference between fixed and growth mindsets, and knowing how mnemonic devices aid in memory retention. Skills: Applying mnemonic devices effectively to improve memory and demonstrating an ability to shift between fixed and growth mindsets. Understanding: Recognising how adopting a growth mindset can influence learning and personal development, and evaluating the effectiveness of mnemonic devices in retaining information. • Learning Goals Knowledge: Understanding the 8 Personal Learning Goals and their significance. Skills: Applying the Personal Learning Goals to set objectives and enhance learning experiences. Understanding: Integrating the 8 Personal Learning Goals into personal and academic contexts to achieve improved learning outcomes and personal growth. • Emotional and Conflict Management Knowledge: Understanding the principles of emotional regulation and conflict resolution strategies. Skills: Demonstrating effective techniques for managing emotions and resolving conflicts through clear communication.	effectively use mnemonic devices to aid learning. • Application of Learning Goals: Integrating the 8 Personal Learning Goals into personal and academic growth. • Emotional and Communication Proficiency: Exhibiting advanced emotional regulation and conflict resolution skills through clear communication strategies. • Neuroscience and Health Awareness: Applying knowledge of neuronal connections and the effects of sugar to make informed decisions about learning and health. Nature of Life Science • Classification Skills: Accurately identifying whether things are living, non-living, or once-living, and explaining various life cycles clearly. • Understanding Biodiversity: Demonstrating a strong grasp of biodiversity and adaptation, and applying this knowledge to real-life examples. • Awareness of Human Impact: Clearly explaining how human actions affect species and suggesting practical ways to support their survival. International • SDGs Involvement: Showing how specific actions aligned with the SDGs can help protect and sustain different forms of life
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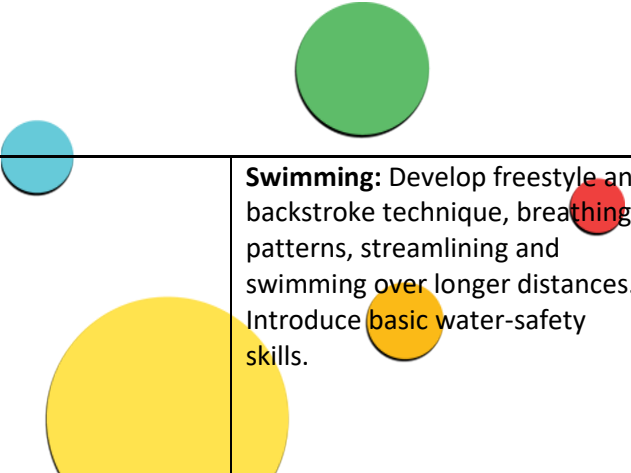
	they help different species survive. - Human Impact and Support: Exploring how human actions affect various species, both negatively and positively, and understanding how we can support their survival. International - Sustainable Development Goals: Discovering how taking action on Sustainable Development Goals (SDGs) helps protect and support different forms of life.	Understanding: Applying emotional regulation and conflict resolution strategies to navigate and improve interpersonal relationships and learning environments. Neuroscience and Health Knowledge: Understanding how neuronal connections contribute to learning and how sugar affects cognitive functions. Skills: Identifying the impact of dietary choices on brain health and recognising how neuronal connections facilitate learning. Understanding: Evaluating the relationship between brain health, learning processes, and dietary impacts, and applying this knowledge to make informed choices about health and learning strategies. Nature of Life Science Classification and Life Cycles Knowledge: Understanding what constitutes living, non-living, and once-living things, and knowing the life cycles of animals and humans. Skills: Sorting and classifying different items into appropriate categories and explaining the stages of life cycles. Understanding: Applying knowledge of classification and life cycles to identify and explain the differences	
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		and similarities among various entities and organisms. Biodiversity and Adaptation Knowledge: Understanding the concepts of biodiversity and adaptation and how they contribute to the survival of species. Skills: Demonstrating the ability to identify examples of biodiversity and adaptation in different environments. Understanding: Explaining how biodiversity and adaptation processes support species survival and contribute to ecosystem health. Human Impact Knowledge: Recognising how human activities impact species and ecosystems, both positively and negatively. Skills: Identifying and describing specific examples of human activities that endanger or support species. Understanding: Evaluating the consequences of human actions on species and suggesting strategies for mitigating negative effects and enhancing support. International Sustainable Development Goals (SDGs) Knowledge: Knowing how specific actions related to SDGs contribute to	
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 	  	the survival and health of different species. Skills: Identifying and explaining how actions aligned with SDGs can positively impact various forms of life. Understanding: Assessing the effectiveness of SDG-related actions in supporting biodiversity and sustainability, and making connections between global goals and local impacts.	
How will this be assessed?		Nature of life: end of unit knowledge assessment, observation, project	
Bahasa Melayu	Selamat Berkenalan, Masa Bersama-sama Keluarga	Knowledge Students will learn key vocabulary and phrases related to introducing themselves and discussing family time, including greetings, family members, and activities. Skills Students will develop the ability to use appropriate greetings, introduce themselves and their family members, and describe activities they enjoy with their families in both spoken and written Malay. Understanding Students will understand the importance of family time, cultural norms related to greetings and introductions, and how these practices strengthen family bonds and social connections.	• Confidently using key vocabulary and phrases to introduce themselves and describe their family in clear, simple sentences. • Correctly using greetings and polite expressions appropriate to their age and cultural context. • Writing well-structured sentences that include details about their family members and activities they enjoy together. • Actively participating in class discussions and activities, showing enthusiasm for learning about family life and social interactions.
How will this be assessed?		Vocabulary quizzes, writing assignments, class participation	

Mandarin	Beginner: Our School Uniform Advanced: School environment; School facilities; Giving directions; Classroom instructions	Beginner: In Year 4 Mandarin, the topic "Our School Uniform" will be assessed through: Knowledge: - Learning vocabulary for colours (e.g., 红色 hóngsè - red) and clothing items (e.g., 衬衫 chènshān - shirt) etc. Understanding: - Recognizing and using the correct terms for various colours and clothing items in context. Advanced: Knowledge: Students will learn vocabulary related to the school environment, including different school facilities and classroom locations, together with common classroom instructions and polite expressions. They will develop a wider range of sentence structures to describe places, give simple directions and communicate appropriately in classroom situations while expanding their knowledge of Chinese characters and grammatical patterns. Understanding: Students will understand how vocabulary, sentence structures and conjunctions are used to communicate information about familiar environments and everyday interactions. They will understand that reading strategies such as identifying key	Beginner: Excellence means students can accurately name and describe colors and clothing items in Mandarin, use terms correctly in context, and write clear sentences about them. They show strong proficiency in listening, speaking, reading, and writing about colours and clothing. Advanced: Students read short texts fluently and accurately, identifying both explicit and key supporting information. They communicate confidently using complete and connected sentences, apply a wide range of school-related vocabulary appropriately, and respond naturally during conversations and role-play activities. Their written work demonstrates accurate character formation, well-organised ideas and appropriate grammatical structures. They show independence by extending responses with additional details, using conjunctions to link ideas and applying newly learnt vocabulary confidently in unfamiliar contexts.
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		information and using context support comprehension, and that polite language changes according to different social situations and audiences. Skills: Students will develop greater fluency in reading short passages, answering comprehension questions and expressing ideas using complete and connected sentences. They will strengthen their speaking through role-play, discussions and presentations, improve character writing accuracy and apply new vocabulary confidently in both spoken and written communication. Students will also develop independent reading and paragraph-writing skills by organising ideas clearly and supporting them with appropriate vocabulary.	
How will this be assessed?		Students will be assessed through reading comprehension activities, oral presentations, pair and group discussions, role-play, vocabulary quizzes, character writing and paragraph-writing tasks. Assessment will focus on their ability to understand and interpret written texts, communicate ideas clearly using complete sentences, apply new vocabulary accurately, write Chinese characters correctly, and organise ideas effectively in both spoken and written Mandarin. Ongoing teacher observation and formative assessment will be used to monitor students' progress across listening, speaking, reading and writing.	
Physical Education	IPC Fitness: Develop different components of fitness through circuits and physical challenges. IPC Badminton: Develop forehand, backhand, serving, movement and basic positioning.	Knowledge: Identify components of fitness, basic badminton rules and key swimming safety principles. Understanding: Understand how different exercises develop fitness and how body	Students demonstrate good technique and control. They can explain the purpose of fitness activities. In badminton, they move effectively and begin using space.



	Swimming: Develop freestyle and backstroke technique, breathing patterns, streamlining and swimming over longer distances. Introduce basic water-safety skills.	position and breathing affect swimming efficiency. Skills: Improve agility, endurance, coordination and strength. Develop badminton strokes and movement. Improve swimming technique, breathing, kicking and arm coordination.	In swimming, they demonstrate improved stroke technique, controlled breathing and the ability to swim continuously with greater confidence.
How will this be assessed?		Fitness circuit performance, teacher observation and student reflection. Badminton through serving, strokes, movement and modified games. Swimming through stroke technique, breathing, distance swimming and water-safety activities.	
Music	Xylophone (Technique & Ensemble) Students will learn to perform melodies, harmonies, and rhythms with greater independence on the xylophone.	Students will gain knowledge of scales and harmony, understanding of ensemble roles, and skills in improvisation, hand coordination, and group composition.	Students will confidently switch between melody and harmony parts, improvise within a scale, and contribute effectively to ensemble performances.
How will this be assessed?		Practical demonstrations	