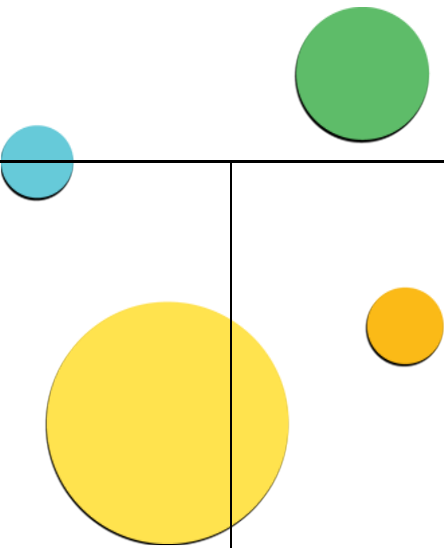
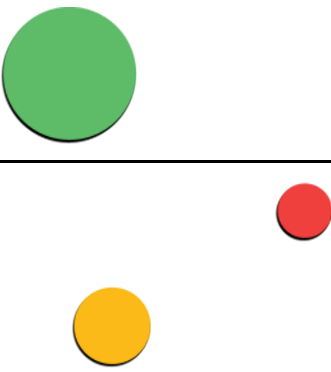


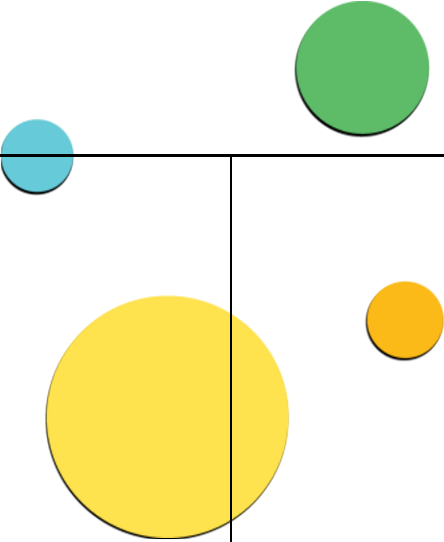
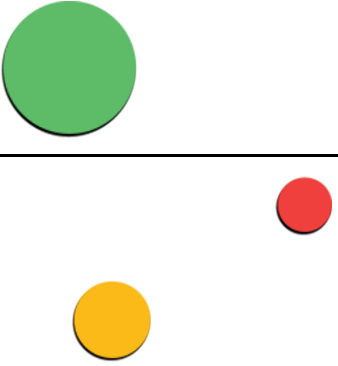
Straits International School Rawang

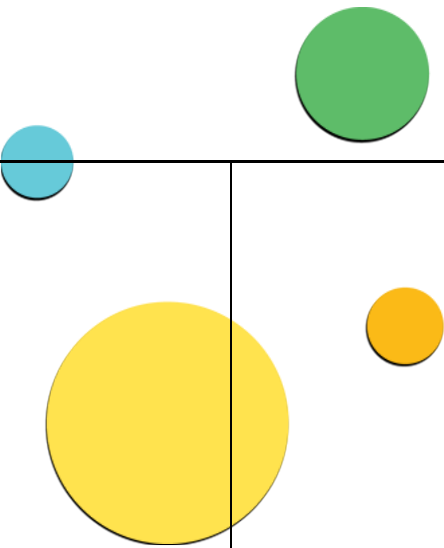
Curriculum Overview – Year 5

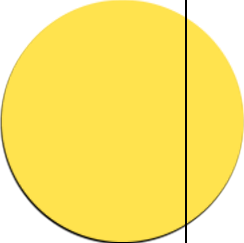
Autumn Term 1.1 2026/2027

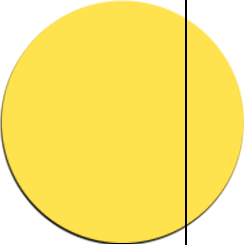
Autumn - Term 1.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	- Students will read 'James and the Giant Peach' by Roald Dahl. - They will explain and discuss what they have read. - Students will describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action	- Students will learn about relative clauses and relative pronouns. - Students will identify and consider how authors have developed characters and settings in texts they have read. - Students will apply the literary techniques they have identified in existing written texts (e.g. similes, personification, metaphors) and use this in their own narrative writing.	- Students will independently write a story set in a different world, ensuring tense, subject/verb agreement, person and paragraphing. - Through their description they will confidently evoke the reader's imagination of where the story is set. - Students will accurately use a wide range of punctuation and use and apply relative clauses in their writing. - Students will use a mixture of simple, compound and complex sentences and explain the effect of this has on their writing. - Students will independently use a thesaurus to extend their vocabulary choices.
How will this be assessed?		Students will write their own story set in a different world, with emphasis on their descriptive settings. Students will also have weekly spelling tests and a reading comprehension assessment.	
Maths	Place Value Addition and Subtraction Multiplication & Division	Place Value Knowledge: - Recognise the value of digits in numbers up to 1,000,000. - Understand place value in numbers including the use of zero as a placeholder. - Roman numerals up to 1,000.	Place Value: - Accurately reads, writes, and compares numbers up to 1,000,000. - Fluently counts forwards and backwards in powers of 10. - Consistently rounds large numbers correctly and applies place value knowledge in problem-solving contexts.

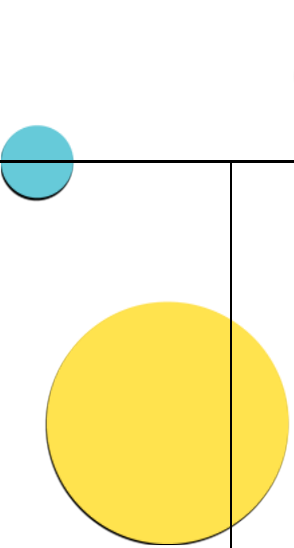
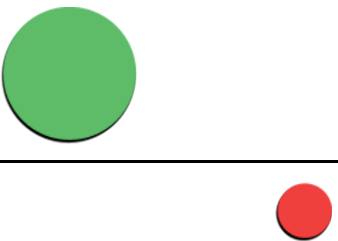
		Skills: • Read, write, order, and compare numbers to 1,000,000. • Count forwards or backwards in powers of 10 for any given number up to 1,000,000. • Round numbers up to 1,000,000 to the nearest 10, 100, 1,000, 10,000, and 100,000. • Solve number problems and practical problems that involve all of the above. Understanding: • Grasp how place value works within larger numbers and how it is applied in different contexts. • Understand the importance of zero and how it functions as a placeholder in large numbers. Addition and Subtraction Knowledge: • Understand the use of formal written methods for addition and subtraction of large numbers (more than 4 digits). • Recognize the importance of estimation and mental arithmetic in addition and subtraction. Skills: • Add and subtract whole numbers with more than 4 digits using formal written methods. • Use rounding to check the accuracy of answers.	• Addition and Subtraction: ○ Effortlessly adds and subtracts large numbers using formal methods. ○ Uses mental strategies for efficient calculation. ○ Solves multi-step problems accurately, choosing the most effective method and checking answers using estimation.
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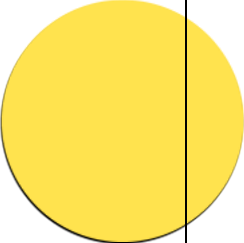
		• Solve addition and subtraction multi-step problems in context, choosing appropriate operations and methods. • Perform mental calculations with increasingly large numbers. Understanding: • Comprehend the relationship between addition and subtraction and how they can be used to check each other's answers. • Develop a deeper understanding of how to apply these operations in solving real-life problems. • Understand the importance of accuracy in both mental and written calculations. Multiplication and Division Knowledge: • Mastery of multiplication and division facts up to 12 x 12. • Understanding formal written methods for multiplication and division. • Knowledge of factors, multiples, primes, squares, and cubes. Skills: • Multiplying and dividing numbers using formal written methods, including long multiplication and short division.	• Multiplication and Division: ○ Rapid recall of multiplication and division facts up to 12 x 12. ○ Applies knowledge of factors, multiples, and prime numbers to solve complex problems.
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		- Solving problems involving multiplication and division with remainders interpreted appropriately. - Identifying and using factors, multiples, and prime numbers in calculations. - Recognizing and using square and cube numbers in problem-solving. Understanding: - Understanding the connection between multiplication and division. - Applying multiplication and division concepts to solve complex problems. - Using knowledge of factors, multiples, and primes to simplify and solve problems efficiently.	
How will this be assessed?		End of unit assessments, End of term assessment (Paper 1 & Paper 2), Mental Maths weekly test	
IPC	Brainwave: The Brain Roots, Shoots and Fruits	<u>Brainwave: The Brain</u> Knowledge: - Understanding the basic structure and function of the brain, including major parts like the cerebrum, cerebellum, and brainstem. - Understanding that learning involves forming new connections (synapses) between neurons. - Understanding various memory techniques such as chunking, visualization, and mnemonic devices. - Knowing how repetition and review can help consolidate memory.	<u>Brainwave: The Brain</u> How the Brain Works: - Clearly explaining the basic functions of the brain and nervous system, including how neurons communicate and process information. How Making Connections Impacts Learning: - Confidently explaining understanding how neuron connections strengthen with practice, enhancing learning and memory.

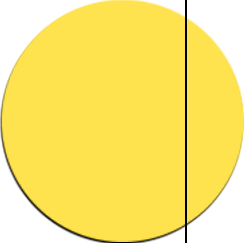
	  	• Understanding that a growth mindset leads to persistence, resilience, and a willingness to learn from mistakes. • Knowing that students with a growth mindset are more likely to take on challenges and seek out feedback. • Understanding the principles of mindfulness and how it can help manage emotions and reduce stress. • Knowing various mindfulness techniques such as deep breathing, meditation, and focused attention. • • Skills: • Identifying the parts of the brain and describing their functions. • Recognizing patterns and connections in new information. • Using memory strategies to retain and recall information effectively. • Setting learning goals and reflecting on progress. • Embracing challenges and viewing setbacks as opportunities for growth. • Practicing mindfulness techniques to stay calm, focused, and emotionally balanced. • Understanding: • Grasping how the brain controls and processes information, enabling	Strategies for Remembering Things: • Effectively using and explaining various memory strategies, such as visualization and chunking, and how they improve recall. Impact of a Growth Mindset on Learning: • Articulating how a growth mindset leads to resilience, persistence, and better learning outcomes. Using Mindfulness to Manage Emotions and Support Learning: • Regularly practicing mindfulness and explaining how it helps manage emotions, reduce stress, and enhance focus and learning.
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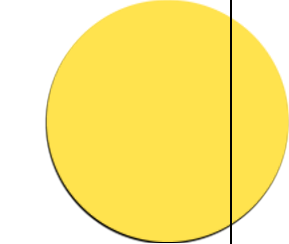
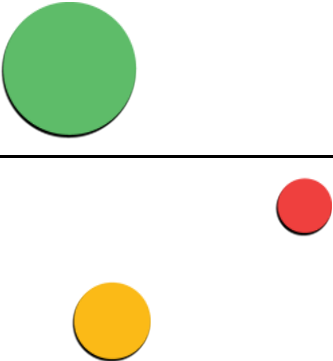
 	  	thought, movement, and sensory experiences. • Comprehending the importance of making connections between new and existing knowledge to enhance learning. • Comprehending how different strategies can enhance memory retention. • Understanding the importance of active engagement in learning to improve memory. • Comprehending how adopting a growth mindset can lead to improved academic performance and personal development. • Comprehending how mindfulness can enhance emotional regulation, reduce stress, and improve overall well-being. <u>Roots, Shoots and Fruits</u> Knowledge: • Understanding the key parts of a flower, such as petals, stamens, pistils, and sepals. • Understanding the differences between taproot and fibrous root systems. • Knowing the essential conditions for seed germination, including moisture, temperature, and oxygen. • Understanding how pollen is transferred from the male to the	<u>Roots, Shoots and Fruits</u> • Accurately labels all flower parts and clearly explains each function in reproduction. • Accurately identifying and distinguishing between taproot and fibrous root systems • Providing a clear explanation of how each type benefits plants in different environments. • Designing a well-structured experiment to determine the optimal conditions for seed germination, • Analysing data accurately and explaining how factors like moisture and temperature impact the process.
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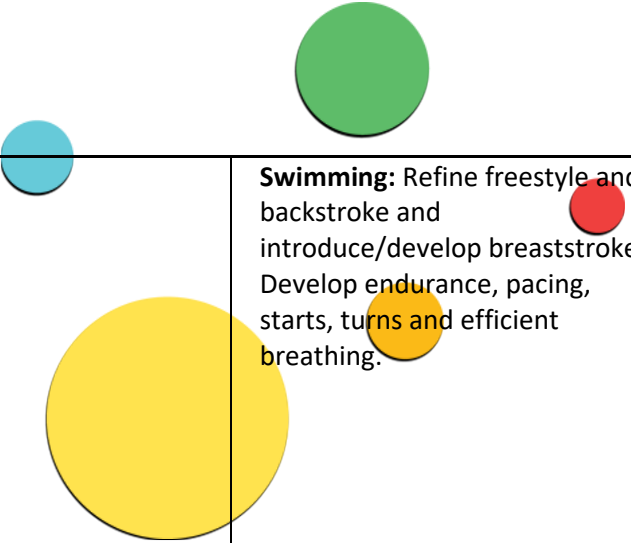
		female parts of a flower, often by insects or other pollinators. • Understanding the differences between sexual reproduction (involving flowers and seeds) and asexual reproduction (such as runners, tubers, and cuttings). • Understanding the factors that influence the early stages of seedling growth, such as light, water, and soil quality. • Understanding the various methods of seed dispersal, including wind, water, animals, and mechanical ejection. Skills: • Identifying and labeling the parts of a flower in diagrams and actual specimens. • Observing and categorizing various plants based on their root systems. • Conducting experiments to test different conditions for seed germination. • Observing pollination in action and explaining how pollinators contribute to the reproductive cycle of plants. • Identifying examples of plants that reproduce in different ways and explaining the processes involved. • Conducting controlled experiments to observe how different conditions affect the growth of fruit seeds.	• Clear explanation of how pollen is transferred by pollinators and the mutual benefits of this relationship for both plants and insects, with accurate observations of pollination in action. • A thorough understanding of both sexual and asexual reproduction in plants • Confidently give examples and explain the significance of each method for plant survival and propagation. • Conducting a detailed investigation to identify the key conditions that affect the initial growth of fruit seeds, with precise observations and well-reasoned conclusions. • Accurately describing and categorizing different methods of seed dispersal • Confidently explaining how each method supports the spread and survival of plant species in various environments.
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How will this be assessed?	IPC Knowledge Assessment, Exit Point presentation and learning journey		

Bahasa Melayu	Keluarga Bahagia, Peristiwa di Sekolah	Knowledge Students will learn vocabulary and phrases related to family life and school events, including terms for family relationships, school activities, and important occasions. Skills Students will develop the ability to describe their family members and school events in both spoken and written Malay, using appropriate sentence structures and vocabulary. Understanding Students will understand the significance of family happiness and the role of positive relationships at home and school, as well as the importance of participating in and reflecting on school events.	• Confident and accurate use of vocabulary to describe family members and school events in both written and spoken Malay. • Ability to write well-structured sentences that clearly convey ideas about family life and school experiences. • Active participation in discussions, showing thoughtful reflections on the importance of family happiness and school events. • Creative presentations that illustrate their understanding of the topic, incorporating personal experiences and insights.
How will this be assessed?		Vocabulary quizzes, writing assignments, class participation	
Mandarin	Beginner: Food and drinks; Preferences; Daily life; Animals; Transport; Reading and writing longer sentences. Advanced: 你去过哪里？	Beginner: Knowledge: Students will learn vocabulary related to family members, occupations, friends, physical appearance and familiar places. They will develop their knowledge of sentence patterns used to introduce family members, describe people and talk about where someone lives or works. Students will continue to expand their character recognition, pronunciation, pinyin and tone accuracy while strengthening their understanding of Chinese sentence structure.	Beginner: Students communicate confidently using complete sentences to introduce family members and describe people with appropriate vocabulary and accurate pronunciation. They read short passages fluently, recognise and write taught Chinese characters independently with correct stroke order, and organise their ideas clearly in simple paragraphs. They actively participate in discussions, respond confidently to questions without relying on sentence frames, and extend their responses by adding relevant details and descriptive language.

 	  	Understanding: Students will understand how descriptive vocabulary and sentence structures are used to communicate information about themselves and others. They will recognise that word order, accurate pronunciation and character writing are essential for effective communication, and understand how simple texts are organised to present information about people and relationships. Skills: Students will develop confidence in introducing family members, describing people's appearance and occupations, and participating in simple conversations using complete sentences. They will improve their reading fluency through guided texts, strengthen character writing using correct stroke order, and develop their ability to write short descriptive paragraphs using familiar vocabulary and sentence patterns. Advanced：在五年级汉语课程中，主题“你去过哪里？”将通过以下方面进行评估：	Advanced：优秀表现包括：学生能够流利地描述自己去过的地方，使用准确的词汇和句型。他们能理解和使用与旅行相关的词汇，清晰地书写旅行经历。
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		知识: - 学习与旅行和地点相关的词汇，如“北京” (Běijīng) 和“博物馆” (bówùguǎn - museum)。 理解: - 认识并正确使用与旅行经历相关的词汇和句型，能够描述去过的地方。	
How will this be assessed?		Students will be assessed through teacher observation, paired conversations, role-play activities, reading comprehension tasks, vocabulary quizzes, character writing, listening activities and short paragraph-writing tasks. Assessment will focus on their ability to communicate using complete sentences, read and understand familiar texts, apply new vocabulary accurately, write Chinese characters correctly, and organise ideas effectively in spoken and written Mandarin. Ongoing formative assessment will monitor progress across listening, speaking, reading and writing throughout the unit.	
Physical Education	IPC Fitness: Explore fitness in greater depth and understand how training can improve performance. Students begin setting personal fitness goals. IPC Badminton: Develop more advanced strokes, movement, attacking and defensive play and tactical awareness.	Knowledge: Know the main components of fitness, badminton rules/scoring and key swimming principles. Understanding: Understand how exercise intensity and training can improve fitness and how stroke technique affects swimming performance. Understand how positioning and shot selection affect badminton performance.	Students work independently and consistently. They can explain how activities improve fitness. In badminton, they make appropriate tactical decisions. In swimming, they demonstrate efficient stroke technique, controlled breathing and improved endurance, maintaining technique over longer distances.



	Swimming: Refine freestyle and backstroke and introduce/develop breaststroke. Develop endurance, pacing, starts, turns and efficient breathing.	Skills: Develop endurance, strength, agility, speed and coordination. Improve badminton accuracy and tactical play. Develop efficient swimming strokes, starts, turns, breathing and pacing.	
How will this be assessed?		Fitness challenges, personal targets and reflection. Badminton through skills and modified/competitive games. Swimming through stroke technique, distance, pacing, starts, turns and ability to maintain technique over time.	
Music	Ukulele (Foundations) Students will learn to play basic chords and strumming patterns on the ukulele.	Students will gain knowledge of ukulele parts and tuning, understanding of chord changes, and skills in unison playing, simple melodies, and rhythm coordination.	Students will confidently change between C, Am, and F chords, keep a steady strumming pattern, and perform simple songs together in time.
How will this be assessed?		Practical demonstration	