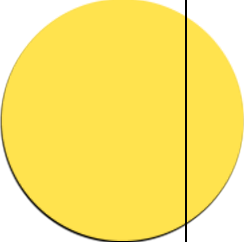





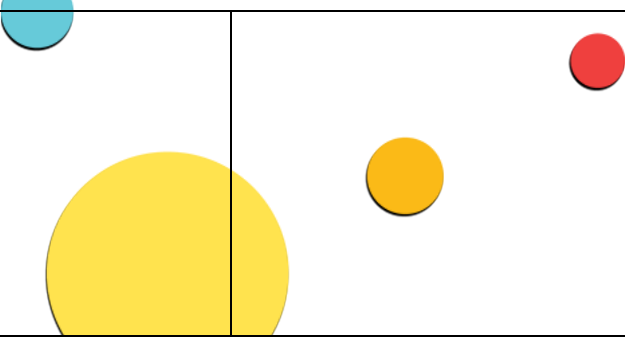
Straits International School Rawang

Curriculum Overview – Year 4

Autumn Term 1.1 2025/2026

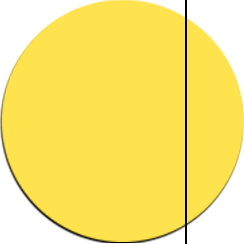
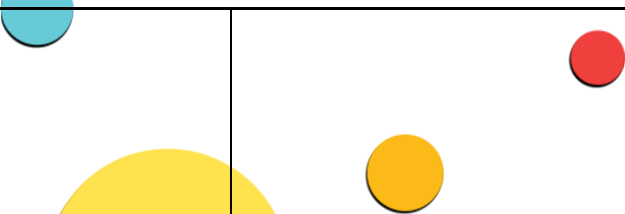
Autumn - Term 1.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p>Writing</p> <ul style="list-style-type: none"> Plan and write a non-chronological report using information collected from other texts. Understand the function of paragraphs in non-chronological reports. Summarise a paragraph of text in a sentence. <p>Reading</p> <p>Reading Fluency and Comprehension</p> <ul style="list-style-type: none"> Retrieving and Recording Information Summarising and Explaining Comparing and Contrasting Texts 	<p>Writing Knowledge</p> <ul style="list-style-type: none"> The features of non-chronological report within a given text. The function of a paragraph. The difference between first and third person. <p>Skills</p> <ul style="list-style-type: none"> 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. 	<p>Writing</p> <ul style="list-style-type: none"> 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. <p>Reading</p> <ul style="list-style-type: none"> 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.

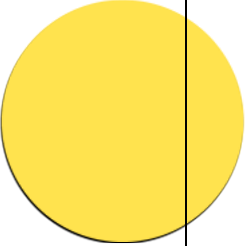




	  	<p>Understanding</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggesting improvements. Apply their knowledge of features to produce a written text. <p>Reading</p> <ul style="list-style-type: none"> Reading Fluency and Comprehension Knowledge: Read 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. 	<p>Integrates information coherently from various parts of the text.</p> <ul style="list-style-type: none"> Comparing and Contrasting Texts Provides thoughtful, evidence-based comparisons. <p>Clearly understands and explains differences in authorial style and purpose.</p>
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		<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Order and compare numbers by largest to smallest and vice versa. • Round numbers up and down. • Make accurate estimations. Understanding <ul style="list-style-type: none"> • Apply knowledge of representing numbers by offering multiple answers for the same number. • Explain the rules for rounding to 10, 100 or 1000. 	<ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • Understanding the differences between 	<u>Brainwave</u> <ul style="list-style-type: none"> • Mindsets 	<u>Brainwave</u> <ul style="list-style-type: none"> • Mindsets and Strategies: Demonstrating an ability to identify and shift mindsets and

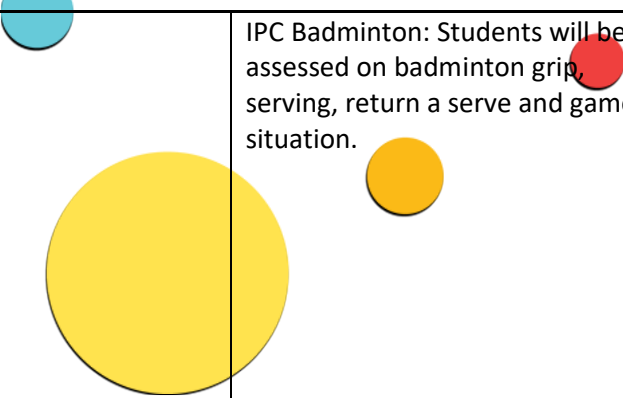
	<p>fixed and growth mindsets, and the role of mnemonic devices in memory retention.</p> <ul style="list-style-type: none"> • Personal Learning Goals: Exploring the 8 Personal Learning Goals and their impact on our educational journey. • Techniques for managing emotions and using communication strategies to resolve conflicts. • Insights into how neurons function and how sugar affects brain health and learning. <p><u>Nature of life</u></p> <p>Science</p> <ul style="list-style-type: none"> • 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 	<p>Knowledge: Understanding the difference between fixed and growth mindsets, and knowing how mnemonic devices aid in memory retention.</p> <p>Skills: Applying mnemonic devices effectively to improve memory and demonstrating an ability to shift between fixed and growth mindsets.</p> <p>Understanding: Recognising how adopting a growth mindset can influence learning and personal development, and evaluating the effectiveness of mnemonic devices in retaining information.</p> <ul style="list-style-type: none"> • 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. 	<p>effectively use mnemonic devices to aid learning.</p> <ul style="list-style-type: none"> • 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. <p>Nature of Life</p> <p>Science</p> <ul style="list-style-type: none"> • 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. <p>International</p> <ul style="list-style-type: none"> • SDGs Involvement: Showing how specific actions aligned with the SDGs can help protect and sustain different forms of life
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	<p>they help different species survive.</p> <ul style="list-style-type: none"> • Human Impact and Support: Exploring how human actions affect various species, both negatively and positively, and understanding how we can support their survival. <p>International</p> <ul style="list-style-type: none"> • Sustainable Development Goals: Discovering how taking action on Sustainable Development Goals (SDGs) helps protect and support different forms of life. 	<p>Understanding: Applying emotional regulation and conflict resolution strategies to navigate and improve interpersonal relationships and learning environments.</p> <ul style="list-style-type: none"> • Neuroscience and Health Knowledge: Understanding how neuronal connections contribute to learning and how sugar affects cognitive functions. <p>Skills: Identifying the impact of dietary choices on brain health and recognising how neuronal connections facilitate learning.</p> <p>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.</p> <p>Nature of Life</p> <p>Science</p> <ul style="list-style-type: none"> • Classification and Life Cycles Knowledge: Understanding what constitutes living, non-living, and once-living things, and knowing the life cycles of animals and humans. <p>Skills: Sorting and classifying different items into appropriate categories and explaining the stages of life cycles.</p> <p>Understanding: Applying knowledge of classification and life cycles to identify and explain the differences</p>	
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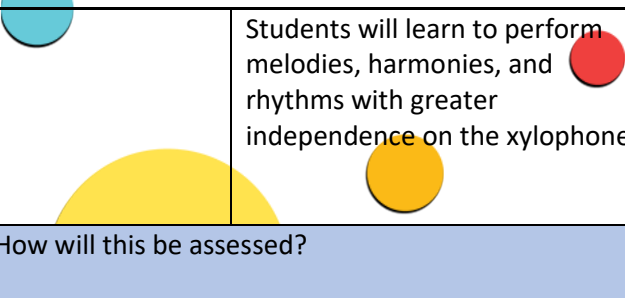
		<p>and similarities among various entities and organisms.</p> <ul style="list-style-type: none"> Biodiversity and Adaptation Knowledge: Understanding the concepts of biodiversity and adaptation and how they contribute to the survival of species. Skills: Demonstrating the ability to identify examples 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. <p>International</p> <ul style="list-style-type: none"> Sustainable Development Goals (SDGs) Knowledge: Knowing how specific actions related to SDGs contribute to 	
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 	  	<p>the survival and health of different species.</p> <p>Skills: Identifying and explaining how actions aligned with SDGs can positively impact various forms of life.</p> <p>Understanding: Assessing the effectiveness of SDG-related actions in supporting biodiversity and sustainability, and making connections between global goals and local impacts.</p>	
How will this be assessed?		Nature of life: end of unit knowledge assessment, observation, project	
Bahasa Melayu	Selamat Berkenalan, Masa Bersama-sama Keluarga	<p>Knowledge</p> <p>Students will learn key vocabulary and phrases related to introducing themselves and discussing family time, including greetings, family members, and activities.</p> <p>Skills</p> <p>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.</p> <p>Understanding</p> <p>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.</p>	<ul style="list-style-type: none"> • 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	

<p>Mandarin</p>	<p>Beginner: Our School Uniform</p> <p>Advanced: 我会说汉语&我的学校</p>	<p>Beginner: In Year 4 Mandarin, the topic "Our School Uniform" will be assessed through:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Learning vocabulary for colours (e.g., 红色 hóngsè - red) and clothing items (e.g., 衬衫 chènshān - shirt) etc. <p>Understanding:</p> <ul style="list-style-type: none"> Recognizing and using the correct terms for various colours and clothing items in context. <p>Advanced: 学生了解了不同国家的名称及与学校有关的词汇，并掌握了这些词汇的书写方法。此外，学生根据文章进行阅读与理解，回答相关问题。</p>	<p>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.</p> <p>Advanced:</p> <ul style="list-style-type: none"> 朗读短文 书写与学校有关的词汇（如学校、教室、礼堂、游泳池等） 正确回答相关问题 书写简短的文章
<p>How will this be assessed?</p>		<p>Reading and writing tasks distributed throughout the term, and end of term assessments where appropriate.</p>	
<p>Physical Education</p>	<p>IPC Fitness: Students will be assessed on behaviour, reaction time, agility, balances and coordination.</p>	<p>Knowledge:</p> <p>Students will gain knowledge and understanding of the basic components of fitness.</p>	<p>IPC Fitness unit:</p> <p>Students able to react quickly into the games and able to follow teachers' instructions</p> <p>Students can change the direction in a fast motion and well timing</p>



	<p>IPC Badminton: Students will be assessed on badminton grip, serving, return a serve and games situation.</p>	<p>Students will learn the basic rules and regulations of badminton.</p> <p>Understanding:</p> <p>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.</p> <p>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.</p> <p>Skills:</p> <p>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.</p> <p>Students will learn on how to perform a serve with a correct grip and return a shot with a good technique.</p>	<p>Students able to show a good body balances, strength and body posture</p> <p>Students able to demonstrate a good coordination of their body parts movement in striking skills.</p> <p>IPC Badminton unit:</p> <p>Student able to demonstrate a correct badminton grip in serving and return</p> <p>Student able to perform a serve over the net</p> <p>Student able to return a shot in a games</p> <p>Student able to maintain a rally in a games</p>
How will this be assessed?		Class observations, and skills testing at the end of each term.	
Music	Xylophone (Technique & Ensemble)	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.



	Students will learn to perform melodies, harmonies, and rhythms with greater independence on the xylophone.		
How will this be assessed?		Practical demonstrations	