

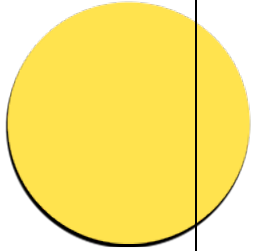


**Straits International School Rawang**  
**Curriculum Overview – Year 4**  
**Autumn Term 1.2 2025/2026**

Autumn - Term 1.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p>Writing</p> <ul style="list-style-type: none"> <li>Consider how persuasive texts are structured and ordered to make a convincing argument.</li> <li>Explore the language of persuasive texts.</li> <li>Plan and write a persuasive text.</li> </ul> <p>Reading: Reading Text: Charlie and Chocolate Factory</p> <ul style="list-style-type: none"> <li>Reading Fluency and Comprehension</li> <li>Retrieving and</li> </ul>	<p>Writing</p> <ul style="list-style-type: none"> <li>Knowledge: Recall the features and language of persuasive text.</li> <li>Skills: Identify examples of persuasive features. Write complete paragraphs.</li> <li>Understanding: Compare texts for persuasiveness. Explain how language is used to persuade.</li> </ul> <p>Reading Reading Fluency and Comprehension</p> <ul style="list-style-type: none"> <li>Knowledge: Read a variety of texts fluently and understand vocabulary in context.</li> <li>Skills: Decode words accurately and read with expression.</li> </ul>	<p>Writing</p> <ul style="list-style-type: none"> <li>A written text that follows all the genre's features and uses language to make it persuasive.</li> </ul> <p>Reading Reading Fluency and Comprehension</p> <ul style="list-style-type: none"> <li>Read fluently with expression and deep understanding.</li> <li>Make detailed explanations and accurate inferences from texts.</li> </ul> <p>Retrieving and Recording Information Efficiently locate and record key information. Provide clear and logical summaries of complex details.</p> <p>Summarising and Explaining</p>



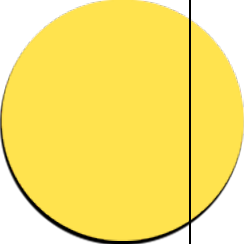
Recording Information

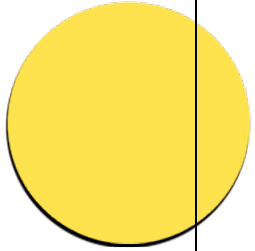


- Understanding: Grasp main ideas and details, and make inferences

Offer insightful summaries and thorough explanations of key ideas and themes. Integrate

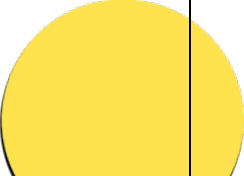



	<ul style="list-style-type: none"> <li>• Summarising and Explaining</li> <li>• Comparing and Contrasting Texts</li> </ul>	<p>Retrieving and Recording Information</p> <ul style="list-style-type: none"> <li>• Knowledge: Identify specific details and facts in texts.</li> <li>• Skills: Use skimming and scanning to locate and record information.</li> <li>• Understanding: Summarise and present information clearly</li> </ul> <p>Summarising and Explaining</p> <ul style="list-style-type: none"> <li>• Knowledge: Recognise main ideas and themes in texts.</li> <li>• Skills: Summarise text passages and explain understanding in their own words. Understanding: Integrate information from different parts of a text for clear summaries.</li> </ul> <p>Comparing and Contrasting Texts</p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting Texts Provides thoughtful, evidence based comparisons. Clearly understands and explains differences in authorial style and purpose.</li> </ul>	<p>information coherently from various parts of the text.</p> <p>Comparing and Contrasting Texts Provide thoughtful, evidence-based comparisons. Clearly understand and explain differences in authorial style and purpose.</p>
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- Knowledge: Compare texts for similarities and differences.
- Skills: Analyse and provide evidence based comparisons.




	 	<ul style="list-style-type: none"> <li>• Understanding: Explain how different authors' styles and purposes affect the text.</li> </ul>	
<p>How will this be assessed?</p>		<p>Reading: end of term reading comprehension Writing: an end of unit extended piece of persuasive writing</p>	
<p><b>Maths</b></p>	<p>Area</p> <ul style="list-style-type: none"> <li>• Calculate the area of 2D shapes.</li> </ul> <p>Multiplication &amp; Division</p> <ul style="list-style-type: none"> <li>• Times tables practice</li> <li>• Multiply &amp; Divide by 0,1,3,6,7,9 and the number itself</li> <li>• Multiply three numbers</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Skills: Calculate area by counting squares and using the formula for simple 2D shapes. Multiply and divide using 1 and 2-digit numbers.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Rapid recall of times tables to 12 x 12.</li> <li>• Application of multiplication and division skills to solve multi-step word problems and puzzles.</li> </ul>
<p>How will this be assessed?</p>		<p>EoU assessments</p>	

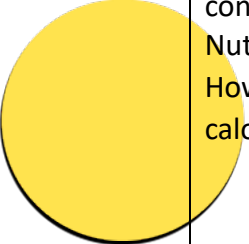


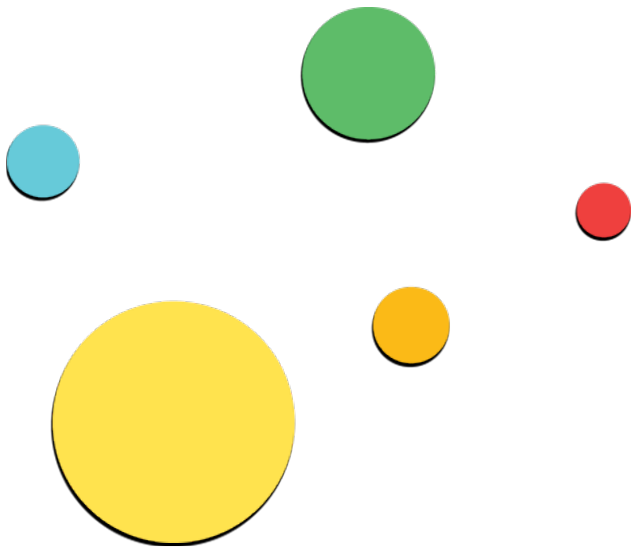
<p><b>IPC</b></p> 	<p><u>Unit: Chocolate</u></p>  <p>Geography Where chocolate is grown and why The Cacao Belt</p>	<p>Geography</p> <ul style="list-style-type: none"> <li>• Knowledge: Understanding where chocolate is grown (Cacao Belt) and manufactured.</li> <li>• Skills: Mapping and analysing geographic locations.</li> </ul>	<p>Geography</p> <p>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.</p>
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	<p>Where chocolate is manufactured The advantages and disadvantages of commercial farming.</p> <p>History The first people to enjoy chocolate many years ago How chocolate made its way from the Aztec Empire in Mexico to Europe How some people were not treated well in the trading of chocolate.</p> <p>International he benefits of fair trade to commercial cocoa farms What major chocolate companies are doing to support fair trade practises Other fair trade products Chocolate consumption around the world.</p> <p>Science</p>	<ul style="list-style-type: none"> <li>• Understanding: Recognizing the pros and cons of commercial farming.</li> </ul> <p>History</p> <ul style="list-style-type: none"> <li>• Knowledge: Learning about the origins of chocolate and its journey from the Aztec Empire to Europe.</li> <li>• Skills: Researching historical events and analysing their significance.</li> <li>• Understanding: Recognising the ethical issues surrounding the trading of chocolate.</li> </ul> <p>International</p> <ul style="list-style-type: none"> <li>• Knowledge: Understanding the benefits of fair trade for cocoa farms and recognizing major companies' efforts in fair trade.</li> <li>• Skills: Evaluating fair trade practices and their impact on communities.</li> </ul>	<p>History</p> <p>Students can narrate the history of chocolate, highlighting key events and figures, and articulate the injustices faced by certain groups in the chocolate trade.</p> <p>International</p> <p>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.</p> <p>Science</p> <p>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.</p> <p>Health and Wellbeing</p>
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	<p>How much chocolate we consume</p> <p>Nutritional values of chocolate</p> <p>How our bodies use (burn) calories</p>	<ul style="list-style-type: none"><li>Understanding: Comparing fair trade products and analysing global chocolate consumption.</li></ul>	<p>Students who can create a balanced plan for enjoying chocolate while maintaining good dental</p>
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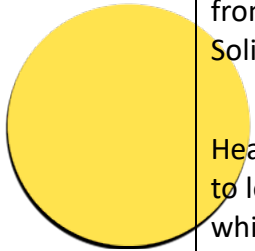


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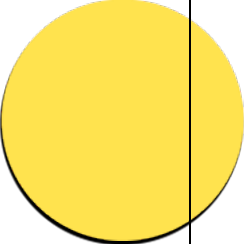

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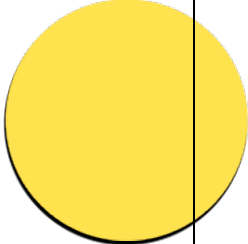

	<p>Which materials best protect from unwanted smells Solids, liquids and gases.</p> <p>Health and wellbeing How to look after our teeth whilst still eating chocolate How eating chocolate may change how we feel.</p> <p>Design and Technology How to make chocolate Designing flavour combinations for our own chocolate bar Marketing designs for our product.</p> <p>Art Creating a chocolate wrapper for our own bar Creating a billboard advert for our new chocolate bar.</p>	<p>Science</p> <ul style="list-style-type: none"> <li>• Knowledge: Understanding chocolate consumption patterns and its nutritional values.</li> <li>• Skills: Conducting experiments related to calories and materials.</li> <li>• Understanding: Exploring states of matter (solids, liquids, gases) and their properties.</li> </ul> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Knowledge: Learning about dental care related to chocolate consumption and its emotional effects.</li> <li>• Skills: Developing strategies for healthy eating habits.</li> <li>• Understanding: Exploring the connection between food and mood</li> </ul> <p>Design and Technology</p>	<p>health and can discuss how chocolate impacts emotions.</p> <p>Design and Technology</p> <p>Students who successfully creates a unique chocolate flavor, designs appealing packaging, and develops a compelling marketing strategy for their product.</p> <p>Art</p> <p>Students can design a visually striking chocolate wrapper and an engaging billboard that effectively communicates the product's unique qualities.</p>
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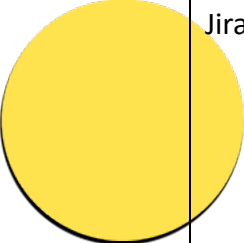



		<p>Knowledge: Understanding the chocolate-making process and flavour development.</p>	
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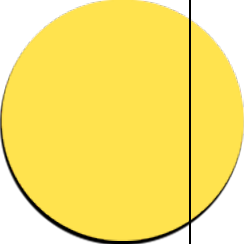



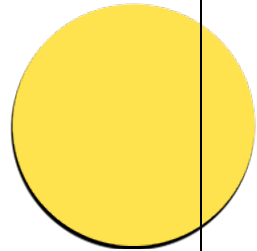
 		<ul style="list-style-type: none"> <li>• Skills: Designing and marketing a chocolate product.</li> <li>• Understanding: Applying creativity in product development.</li> </ul> <p>Art •</p> <p>Knowledge: Learning about branding and visual design in the chocolate industry.</p> <ul style="list-style-type: none"> <li>• Skills: Creating original art for packaging and advertising.</li> <li>• Understanding: Recognising the importance of aesthetics in marketing.</li> </ul>	
How will this be assessed?		End of unit knowledge assessment, observation, project	



<p><b>Bahasa Melayu</b></p> 	<p>Di Rumah (At Home) Jiran Saya (My Neighbor)</p> 	<p><b>Knowledge :</b></p> <ul style="list-style-type: none"> <li>- Learn vocabulary related to the different parts of a home (e.g., living room, kitchen, bedroom, bathroom).</li> <li>- Recognize the names of common furniture and household items (e.g., table, bed, sofa, cupboard).</li> <li>- Understand the functions of different rooms in the house (e.g., the kitchen is used for cooking, the bedroom is for sleeping).</li> </ul> <p><b>Skills :</b></p>	<ol style="list-style-type: none"> <li>1. Accurate Use of Vocabulary</li> <li>2. Clear Descriptions of the function of each room and item in their home using full sentences (e.g., "The kitchen is where we cook food" or "The bed is in my bedroom").</li> <li>3. Students actively engage in discussions, ask relevant questions, and share details about their own homes and their neighbours' homes with enthusiasm.</li> <li>4. Creative Presentation: Students create detailed and well-organized drawings of their homes, labeling rooms and items accurately.</li> </ol>
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 	<ul style="list-style-type: none"> <li>- Ability to describe the function of each room in simple sentences (e.g., "The bedroom is where I sleep").</li> <li>- Practice asking and answering questions about their own homes and their neighbours' homes in Bahasa Melayu. - Use descriptive language to talk about furniture and items in the home (e.g., "There is a big sofa in the living room").</li> </ul> <p><b>Understanding :</b></p> <ul style="list-style-type: none"> <li>- Understand the role and importance of different rooms in a home.</li> <li>- Appreciate that different homes may have different setups, but each serves essential functions for the people living there.</li> <li>- Recognize similarities and differences between their home and their neighbours' homes, fostering an understanding of community and diversity.</li> </ul>	<p>5. Students show an understanding of how homes may differ and demonstrate respect when talking about the homes of their neighbors.</p>
<p>How will this be assessed?</p>	<p>Participation, Group Activities, Written Work, Creative Task</p>	



**Mandarin**

**Beginner:** Fruits and  
Vegetable

**Advanced:** 礼貌用语

**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...).

**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).

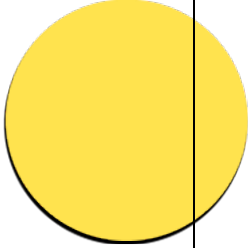

**Beginner:**

- Students can confidently pronounce and tone fruit and vegetable words correctly.
- Students can recognize, 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:**

1. 朗读短文
2. 书写与礼貌用语有关的词汇 (如请进、请坐下、谢谢、对不起等)
3. 正确回答相关问题
4. 书写简短的句子和文章



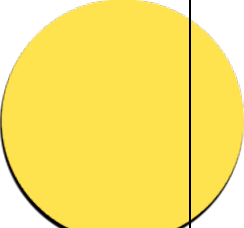

		<ul style="list-style-type: none"> <li>Recognize the difference between singular and plural forms in Chinese (no “-s” ending like in English).</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Say the names of fruits and vegetables with correct pronunciation and tones.</li> <li>Ask and answer simple questions such as “你喜欢什么水果/蔬菜?”</li> <li>Use basic characters and pinyin to read and write short phrases.</li> <li>Participate in role-play activities (e.g. buying fruit at a market).</li> </ul> <p><b>Advanced:</b> 学生学习如何在不同的情境下使用礼貌用语，并掌握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，同时依照所给的词汇进行造句及书写简短文章。</p>	
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How will this be assessed?		Reading and writing tasks distributed throughout the term, and end of term assessments where appropriate.	
<b>Physical Education</b>	<p>IPC Fitness: Students will be assessed on behaviour, reaction time, agility, balances and coordination.</p> <p>IPC Badminton: Students will be assessed on badminton grip, serving, return a serve and games situation.</p>	<p><b>Knowledge:</b></p> <p>Students will gain knowledge and understanding of the basic components of fitness.</p> <p>Students will learn the basic rules and regulations of badminton.</p> <p><b>Understanding:</b></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><b>Skills:</b></p> <p>Students will learn on how to improve their reaction time in variety of games, the important of strength in balances, the correct</p>	<p>IPC Fitness unit:</p> <p>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.</p> <p>IPC Badminton unit:</p> <p>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</p>



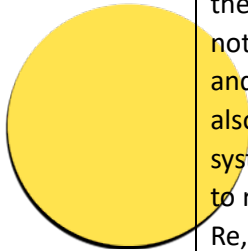
		<p>movement of body parts in coordination and changing direction of movement in rapid motion.</p> <p>Students will learn on how to perform a serve with a correct grip and return a shot with a good technique.</p>	
<p>How will this be assessed?</p>		<p>Practical assessment</p>	



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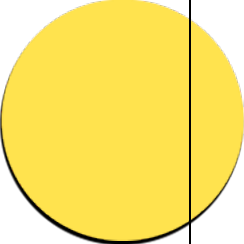

**Music**



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.

- **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.
  - **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.
  - **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
- 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.



 		<p>pitch accuracy. Additionally, they will enhance their recorder playing skills by matching notes to the corresponding Kodály hand signs for improved pitch control.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<p>How will this be assessed?</p>		<p>Practical and written assessment</p>	