

Straits International School Rawang

Curriculum Overview – Year 4

Year 4 Spring Term 2.1 2025/2026

Spring Term 2.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p>Writing</p> <ul style="list-style-type: none"> Use conjunctions to make detailed sentences Use an apostrophe to show singular and plural possession Use inverted commas for direct speech Use fronted adverbials Know and name different features in a newspaper. Read newspaper reports and recognise that they usually contain both facts and opinion. Consider the style of writing in different newspapers. Plan and write a newspaper report 	<p>Writing</p> <p>Knowledge:</p> <ul style="list-style-type: none"> The features and purpose of all genres covered. The difference between layout and language features. The definition of setting. <p>Skills:</p> <ul style="list-style-type: none"> Identify the different styles of poem and their defining features. Using a range of poetic techniques such as figurative language. Use a range of grammar and punctuation such as conjunctions and apostrophes. Write direct speech accurately. Identify fact and opinion. Identify the features of all genres covered. <p>Understanding:</p> <ul style="list-style-type: none"> Apply different poetic techniques into various genres of poem. 	<p>Writing</p> <p>Newspaper Reports</p> <ul style="list-style-type: none"> An original article with a length of more than one pages written in neat handwriting with accurate use of paragraphs. All grammar concepts are applied and there is clear evidence of newspaper writing style used. <p>Poetry</p> <ul style="list-style-type: none"> An original poetry piece in the style of the student's choice, written and performed appropriately. Making correct use of the different poetic techniques showing understanding of the technique and style throughout. <p>Reading Reading Fluency and Comprehension</p>

- Read and enjoy historical fiction.
- Understand how the historical setting and mood are created, and recognise how much we need implicit knowledge to read historical fiction.
- Understand how the characters are created in historical fiction.
- Understand how the story is structured.
- Plan and write a historical story.
- Speak audibly and fluently with an increasing command of Standard English
- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Preparing poems and play scripts to read aloud and to perform, showing understanding

- Apply concepts such as fronted adverbials to extend sentences and provide information.
- Compare and contrast pieces of historical fiction in terms of how setting and mood are created.

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.

- Read fluently with expression and deep understanding.
 - Make detailed explanations and accurate inferences from texts.

Retrieving and Recording Information

Efficiently locate and record key information. Provide clear and logical summaries of complex details.

Summarising and Explaining

Offer insightful summaries and thorough explanations of key ideas and themes. Integrate Information coherently from various parts of the text.

Comparing and Contrasting Texts

Provide thoughtful, evidence-based comparisons. Clearly understand and explain differences in authorial style and purpose.

	<p>through intonation, tone, volume and action</p> <ul style="list-style-type: none"> Recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Reading Reading Text: The Brockspectre</p> <ul style="list-style-type: none"> Reading Fluency and Comprehension Retrieving and Recording Information Summarising and Explaining Comparing and Contrasting Texts 	<ul style="list-style-type: none"> Skills: Summarise text passages and explain understanding in their own words. <p>Understanding: Integrate information from different parts of a text for clear summaries.</p> <p>Comparing and Contrasting Texts</p> <ul style="list-style-type: none"> Comparing and Contrasting Texts Provides thoughtful, evidence based comparisons. Clearly understands and explains differences in authorial style and purpose. 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?		Extended individual pieces of writing. End of term reading assessments.	
Maths	<ul style="list-style-type: none"> Equivalent lengths (kilometres and metres) Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes Find missing lengths in rectilinear shapes 	<p>Length & Perimeter</p> <p>Knowledge:</p> <ul style="list-style-type: none"> The definition of perimeter The different metric measures of length and their relationship The need to measure length with real life examples. <p>Skills:</p>	<p>Length & Perimeter</p> <ul style="list-style-type: none"> Independently identify missing lengths in a wide range of polygons and notice the relationship between area and perimeter. <p>Multiplication & Division</p> <ul style="list-style-type: none"> Accurately multiply and divide 3-digit numbers by 1-digit numbers by applying

- Calculate the perimeter of rectilinear shapes
- Perimeter of regular polygons
- Perimeter of polygons
- Divide by 10
- Divide by 100
- Related facts – multiplication and division
- Informal methods written for multiplication
- Multiply a 2-digit number by a 1-digit number
- Multiply a 3-digit number by a 1-digit number
- Divide a 2-digit number by a 1-digit number
- Divide a 2-digit number by a 1-digit number (1)

- Convert lengths in metres to kilometres and vice versa.
- Calculate the perimeter of rectangles, rectilinear shapes and polygons.

Understanding:

- Apply equations or methods such as repeated addition to find the missing lengths in polygons.
- Investigate shapes with the same perimeter.

Multiplication & Division

Knowledge:

- Multiplication and division are inverse operations.
- A variety of methods for solving multiplication and division problems.
- The definition of product and quotient.

Skills:

- Multiply and divide by 10 and 100.
- Multiply and divide 2-digit and 3-digit numbers by a 1-digit number.

Understanding:

- Peer teaches the written method for multiplying and dividing a 3-digit number by a 1-digit number.

knowledge of times tables quickly. Solve multi-step word problems and challenges.

Fractions & Decimals

- Provide a range of ways to represent a number based on a diagram of a number greater than 1 e.g. in tenths, hundredths, mixed numbers.

- Divide a 2-digit number by a 1-digit number (2)
- Divide a 3-digit number by a 1-digit number
- Correspondence problems
- Efficient multiplication
- Understand the whole
- Count beyond 1
- Partition a mixed number
- Number lines with mixed numbers
- Compare and order mixed numbers
- Understand improper fractions
- Convert mixed numbers to improper fractions
- Convert improper fractions to mixed numbers
- Equivalent fractions on a number line
- Equivalent fraction families
- Add two or more fractions

- Write and answer multi-step multiplication and division word problems.
- Apply knowledge and skills to identify the missing numbers.

Fractions

Knowledge:

- A whole number can be split into parts.
- The definitions of numerator and denominator.
- The definition of common denominator and its role in equivalent fractions.

Skills:

- Identify the fraction shown.
- Find equivalent fractions.
- Convert mixed numbers to improper fractions and vice versa.
- Add and subtract fractions.

Understanding:

- Investigate equivalent fractions using mixed numbers and improper fractions.
- Solve fraction word problems.

Decimals

Knowledge:

- Decimals are a different way of displaying part of a whole number.

	<ul style="list-style-type: none"> • Add fractions and mixed numbers • Subtract two fractions • Subtract from whole amounts • Subtract from mixed numbers • Tenths as fractions • Tenths as decimals • Tenths on a place value chart • Tenths on a number line • Divide a 1-digit number by 10 • Divide a 2-digit number by 10 • Hundredths as fractions • Hundredths as decimals • Hundredths on a place value chart • Divide a 1- or 2-digit number by 100 	<ul style="list-style-type: none"> • The value of columns right to the decimal point. • The purpose of a decimal point. <p>Skills:</p> <ul style="list-style-type: none"> • Convert tenths and hundredths to fractions and vice versa. • Compare and order numbers to 2 decimal places. <p>Understanding:</p> <ul style="list-style-type: none"> • The relationship between fractions and decimals. • Order fractions and decimals. 	
How will this be assessed?		End of unit and end of term written assessments. Multiplication test preparation.	

IPC

Unit: Inventions that changed the world

In **History**, we'll be learning about:

- Inventions that changed how we live
- How to use different sources to find out historical information
- Creating an invention timeline
- Reasons for inventions
- Consequences of inventions.

In **Science**, we'll be learning about:

- The forces of pushes and pulls
- Different types of simple machines
- Man-made materials and their properties.

History:

- **Knowledge:** Learn about inventions that changed the way we live and their impact on society.
- **Skills:** Use different sources to gather historical information.
- **Understanding:** Understand the reasons for inventions and their consequences, and create a timeline of key inventions.

Science:

- **Knowledge:** Explore forces like pushes and pulls and learn about simple machines.
- **Skills:** Identify and describe the properties of man-made materials.
- **Understanding:** Understand how forces and simple machines work in the real world.

Design, Technology, and Innovation:

- **Knowledge:** Learn how to make a pinhole camera and understand how cams work.
- **Skills:** Design and make a moving toy.

History:

Understanding how inventions shaped society, using historical sources well, and explaining reasons and consequences of inventions.

Science:

Understanding forces, describing simple machines, and applying knowledge of materials in real-life situations.

Design, Technology, and Innovation:



Designing and making functional projects like moving toys and pinhole cameras, showing creativity and technical skills.

Art:

Creating detailed patterns and landscapes, using techniques inspired by L.S. Lowry.

Music:

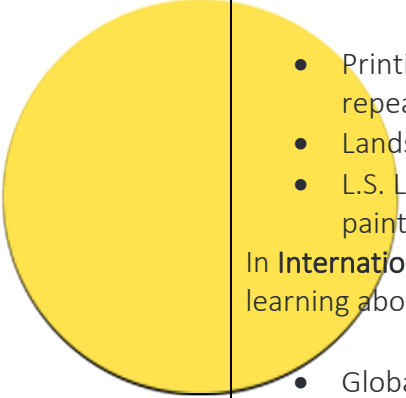
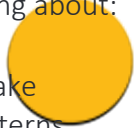
Identifying and understanding historical musical instruments and their role in music history.



In **Design, Technology and Innovation**, we'll be learning about:

- How to make a pinhole camera
- How cams work
- Designing and making a moving toy.

In **Art**, we'll be learning about:

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- Printing to make repeating patterns
 - Landscape painting
 - L.S. Lowry and how he painted.


In **International**, we'll be learning about:

- Global access to electricity
- International collaboration on the International Space Station.

In **Health and Wellbeing**, we'll be learning about:

- **Understanding:** Apply creative and technical skills to solve design challenges.

Art:

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- **Knowledge:** Learn about printing to create repeating patterns and explore landscape painting.
 - **Skills:** Study the work of L.S. Lowry and understand his painting techniques.
 - **Understanding:** Use artistic techniques to create patterns and landscapes in the style of Lowry.

International:

- **Knowledge:** Learn about global access to electricity and international space projects.
- **Skills:** Understand how countries collaborate on the International Space Station.
- **Understanding:** Recognise the importance of global cooperation for advancements in science and technology.

International:


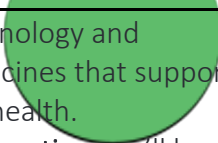
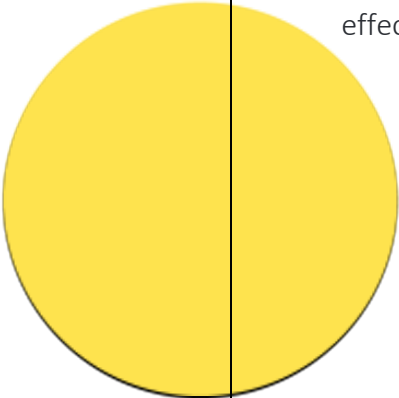

Understanding global issues like electricity access and international collaboration, especially on the Space Station.

Health and Wellbeing:

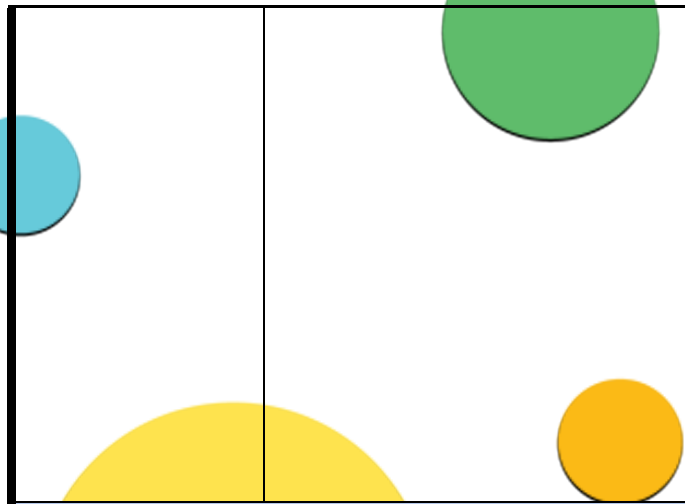
Understanding how technology and medicine support health and applying this knowledge to daily life.

ICT & Computing:

Using the internet safely, applying personal goals, and navigating digital spaces responsibly.

   	<ul style="list-style-type: none"> • Technology and medicines that support our health. <p>In ICT & Computing, we'll be learning about:</p> <ul style="list-style-type: none"> • Using the internet • How the Personal Goals can help us use the internet safely and effectively. 	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • Knowledge: Explore technologies and medicines that support our health. • Skills: Understand how these technologies work to improve well-being. • Understanding: Appreciate the role of technology in health and how it helps people. <p>ICT & Computing:</p> <ul style="list-style-type: none"> • Knowledge: Learn how to use the internet safely. • Skills: Understand and apply Personal Goals to navigate the internet effectively. • Understanding: Understand the importance of online safety and responsibility. 	
<p>How will this be assessed?</p>		<p>End of unit knowledge assessment, ongoing observation, quiz.</p>	
<p>Bahasa Melayu</p>	<p>Unit: Di Bandar Unit: Orang dan Tempat</p>	<p>By the end of the lesson, students will know common places and landmarks in a city, such as parks, schools, supermarkets, and hospitals. They will understand the significance and purpose of each place in daily life. Students will be able to show their knowledge by</p>	<ul style="list-style-type: none"> • Accurately identifying and naming common places and landmarks. • Clearly explaining the purpose of each place. • Actively engaging in discussions and activities, demonstrating deep understanding.

		identifying and naming these places in various contexts, such as maps or photographs.	
How will this be assessed?		End of term assessment, classwork, homework, Q&A	
Mandarin	<p>Beginner: 我喜欢快餐 I like fast-food, 我得的文具 My stationery</p> <p>Advanced: 现在几点、我八点上学</p>	<p>Beginner:</p> <ul style="list-style-type: none"> • Knowledge: Recognize and write words for food & beverage and Stationery. • Understanding: Use vocabulary to role-play ordering food and buying stationery. • Skills: Speak clearly, write characters neatly, and create short conversations. <p>Advanced: 学生了解了与学校及生活有关的词汇，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，并书写简短的文章。</p>	<p>Beginner:</p> <ul style="list-style-type: none"> • Confidently hold a e conversation in Mandarin. • Write characters accurately and neatly. • Use detailed sentences to describe favourite food and drinks issues and solutions. <p>Advanced:</p> <ul style="list-style-type: none"> • 朗读短文 • 写出与生活有关的词汇 • 正确回答相关问题 • 书写简短的文章
How will this be assessed?		Reading and writing tasks distributed throughout the term, and end of term assessments where appropriate.	
Physical Education	IPC Athletics	<p>K: Involves learning the rules, techniques, and essential facts about athletic events such as sprinting, long jump, or shot put. This includes understanding proper techniques, event-specific rules, and safety protocols.</p> <p>U: Focuses on grasping because specific techniques and strategies are effective, such as recognizing how proper form enhances performance and minimizes injury or how</p>	<ul style="list-style-type: none"> • Students demonstrate a blend of skill, understanding, and positive attitude. • Students showcase strong technical proficiency, such as executing proper running forms, accurate throws, or well-timed jumps, reflecting their dedication to mastering techniques. • Students' understanding is evident in their ability to apply strategies, adapt to challenges, and explain the importance of technique, safety, and sportsmanship in athletics.



		<p>spacing differs between sprints and long-distance races.</p> <p>S: Encompasses the practice and reflection necessary for improvement. Students refine their skills through repeated drills, analyze demonstrations to better understand techniques, and evaluate their own or peers' performances to identify strengths and areas for growth. By integrating these three aspects, students not only build their physical abilities but also develop a deeper appreciation and competence in athletics.</p>	<ul style="list-style-type: none"> • Students are focused and disciplined during practice, consistently striving for personal improvement while encouraging and supporting their peers. • These students also exhibit resilience, learning from mistakes and embracing feedback to refine their performance. • Students stand out through their skillful execution, insightful understanding, and exemplary attitude towards learning and teamwork.
How will this be assessed?			
Music	We are building on our knowledge of rhythm, pitch, melody, and musical structure, focusing on ensemble skills, creative composition, and recorder proficiency.	<ul style="list-style-type: none"> • Knowledge: Understand polyrhythms, pentatonic scales, rondo form, and recorder techniques. • Understanding: Apply rhythmic, melodic, and dynamic elements in ensemble and solo performances. • Skills: Demonstrate precision in recorder playing, composition, and group collaboration. 	Students will perform with confidence and accuracy, create unique compositions using musical concepts, and work collaboratively in ensembles. They will demonstrate a clear understanding of musical elements through creative and technical proficiency.
How will this be assessed?		Practical and written assessment	