**Straits International School Rawang**
**Curriculum Overview – Year 4**
**Year 4 Summer Term 3.1 2025-2026**

| Summer Term 3.1 | What will we learn? | What KUS will we gain? | What will excellence look like? |
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| **English** | • Read and enjoy fantasy fiction.<br>• Understand how the fantasy setting and tension are created.<br>• Understand how the unreal aspects are created in fantasy fiction.<br>• Understand how the story is structured.<br>• Plan and write a fantasy story. | Writing<br>Knowledge:<br>• The features and purpose of all genres covered.<br>• The difference between layout and language features.<br>• The definition of setting and tension<br><br>Skills:<br>• Use a range of grammar and punctuation such as conjunctions and apostrophes.<br>• Write direct speech accurately.<br>• Identify the features of all genres covered.<br>• Use figurative language techniques.<br><br>Understanding:<br>• Apply concepts such as fronted adverbials to extend sentences and provide information.<br>• Compare and contrast pieces of fantasy fiction in terms of how setting and tension are created.<br>Reading | Writing<br>Fantasy Fiction<br>A piece of fantasy fiction with a magical, engaging setting and tension created using a range of techniques. The features of fantasy fiction are included, and the writer is clearly thinking about audience. |

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| | **Reading**<br>**Reading Text:** Cakes in Space by Reeve, Philip McIntyre, Sara<br><br>• Reading Fluency and Comprehension<br>• Retrieving and Recording Information<br>• Summarising and Explaining<br>• Comparing and Contrasting Texts | **Reading Fluency and Comprehension**<br>• Knowledge: Read a variety of texts fluently and understand vocabulary in context.<br>• Skills: Decode words accurately and read with expression.<br>• Understanding: Grasp main ideas and details, and make inferences<br><br>**Retrieving and Recording Information**<br>• Knowledge: Identify specific details and facts in texts.<br>• Skills: Use skimming and scanning to locate and record information.<br>• Understanding: Summarise and present information clearly<br><br>**Summarising and Explaining**<br>• Knowledge: Recognise main ideas and themes in texts.<br>• Skills: Summarise text passages and explain understanding in their own words. Understanding: Integrate information from different parts of a text for clear summaries.<br><br>**Comparing and Contrasting Texts**<br>• Comparing and Contrasting Texts Provides thoughtful, evidence based comparisons. Clearly understands and explains differences in authorial style and purpose. | **Reading**<br>**Reading Fluency and Comprehension**<br>• Read fluently with expression and deep understanding.<br>• Make detailed explanations and accurate inferences from texts.<br><br>**Retrieving and Recording Information**<br>Efficiently locate and record key information. Provide clear and logical summaries of complex details.<br><br>**Summarising and Explaining**<br>Offer insightful summaries and thorough explanations of key ideas and themes.<br>Integrate Information coherently from various parts of the text.<br><br>**Comparing and Contrasting Texts**<br>Provide thoughtful, evidence-based comparisons. Clearly understand and explain differences in authorial style and purpose. |

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| | | • Knowledge: Compare texts for similarities and differences.<br>• Skills: Analyse and provide evidence based comparisons.<br>• Understanding: Explain how different authors' styles and purposes affect the text. | |
| How will this be assessed? | | End of term reading assessment. Extended individual pieces of writing. | |
| **Maths** | **Money**<br>• To convert between pounds and pence.<br>• To compare amounts of money.<br>• To estimate with money.<br>• To calculate with money.<br>• To solve problems with money.<br>**Time**<br>• To measure time in days, weeks, months and years.<br>• To measure time in seconds, minutes and hours.<br>• To convert between analogue and digital times.<br>• To convert to and from the 24-hour clock.<br>**Shape**<br>• To understand angles as turns.<br>• To identify angles.<br>• To compare and order angles. | Money<br>Knowledge:<br>• Different countries use different money.<br>• Different coins and notes used in the UK.<br>• The relationship between pounds and pence.<br>Skills:<br>• Calculate change received.<br>• Represent values using different coins and notes.<br>• Convert between pounds and pence and vice versa.<br>Understanding:<br>• Order values represented in mixed measures of money.<br><br>Time<br>Knowledge:<br>• Time can be measured in different ways.<br>• The relationship between the different measures of time. | Money<br>• Complete budgets and shopping lists.<br><br>Time<br>• Solve train timetable word problems.<br><br>Shape<br>• Confident use of specific mathematical language when describing shapes in real-life.<br>• Justification of shape choice for a category or pattern with accurate reasoning.<br><br>Statistics<br>• Independently collects and organises data clearly<br>• Accurately creates neat, well-labelled graphs and charts<br>• Explains findings using mathematical vocabulary |

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| | • To know the different types of triangles and their properties.<br>• To know the different quadrilaterals and their properties.<br>• To know the regular polygons and their properties.<br>• To find lines of symmetry.<br>• To complete a symmetrical figure.<br>**Statistics**<br>• Understand what data is and why we collect it<br>• Learn how to gather data using tally charts and surveys<br>• Create and read pictographs, bar charts, and tables<br>• Compare data using simple vocabulary (more than, less than, equal to)<br>• Interpret data to answer questions<br>• Understand basic concepts of averages (mode)<br>• Present data clearly using charts and graphs | • The reason for having the different measures of time.<br><br>Skills:<br>• Record time in different measures.<br>• Convert different measures of time.<br>• Read analogue and digital clocks.<br>Understanding:<br>• Order a series of times represented in different measures.<br>**Shape**<br>Knowledge<br>• Angles are measured in degrees using a protractor.<br>• Acute angles are less than 90°, right angles are 90°, obtuse angles are 91°-179°, a straight angle is 180° and reflex angles are 181°-359° and 360° is a full turn/angle.<br>• The properties of scalene, isosceles, right angle and equilateral triangles.<br>• The properties of quadrilaterals including square, rectangle, kite, rhombus, parallelogram, trapezium/trapezoid.<br>• The properties of pentagons, hexagons, heptagons, octagons, nonagons, decagons, hendecagons and dodecagons.<br>• A line of symmetry shows the exact reflection on both sides like a mirror.<br>Skills | • Makes simple conclusions based on data (e.g., trends, most/least common)<br>• Asks thoughtful questions about data<br>• Justifies answers using evidence from graphs or tables<br>• Presents data in more than one way and explains why |

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| | | • Use a protractor to measure angles of 180° or less.<br>• Identify different angles before and after measuring.<br>• Identify different triangles.<br>• Compare quadrilaterals by their properties.<br>• Identify the polygons up to 12-sides (dodecagon).<br>• Use a mirror to identify lines of symmetry and complete symmetrical shapes.<br>Understanding<br>• The relationship between the length of sides and size of angles in 2D shapes.<br>• The connection between geometry and real-life.<br>• Apply knowledge and skills to complete incomplete 2D shapes.<br>**Statistics**<br>Knowledge<br>• Know different types of data (categorical and numerical)<br>• Recognise different ways to display data (charts, tables, graphs)<br>**Understanding**<br>• Understand that data helps us make decisions<br>• Understand how information can be represented visually | |

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| | | • Understand that the same data can be shown in different ways<br>**Skills**<br>• Collect and organise data accurately<br>• Use tally marks correctly<br>• Create bar charts and pictographs with correct labels and scales<br>• Interpret graphs to answer questions<br>• Compare sets of data and explain findings | |
| How will this be assessed? | | End of unit and end of term written assessments. Multiplication test preparation. | |
| **IPC** | In **Science**, we'll be learning about:<br><br>Sources of light<br>How time relates to the movement of the Earth<br>Investigating to see if light passes through materials<br>How and why shadows change throughout the day<br>The Sun as a source of light and heat<br>What causes the seasons<br>Why the moon appears to change shape.<br><br>In **Geography,** we'll be learning about:<br>Weather and climate around the world | **Science**<br>• **Knowledge:** Light sources, Earth's movement, properties of materials, the Sun's influence, the Moon's phases, seasons.<br>• **Skills:** Conducting experiments, observing and recording the movement of shadows, investigating material properties, identifying seasonal patterns.<br>• **Understanding:** The relationship between light, Earth's rotation, and the seasons, how the Sun affects the Earth, and the cycle of day, night, and the Moon's phases.<br><br>**Geography**<br><br>• **Knowledge:** Different climates, geographic regions, map features | **Science**<br>Students will demonstrate the ability to explain the movement of the Earth and the Sun, accurately describe how shadows change throughout the day, and explain the seasonal patterns with a clear understanding of how light affects life on Earth.<br><br>**Geography**<br>Students will be able to accurately identify climate zones, understand the relationship between human activities and geography, and confidently use latitude and longitude to locate places on maps, explaining how time zones affect global interactions.<br><br>**History** |

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| | Human activities that need particular climates and terrain<br>The different lines that divide up globes and maps<br>How to latitude and longitude are used to locate places on a globe or map<br>Time zones.<br><br>In **History,** we'll be learning about:<br>Myths to explain the Earth, Sun, day and night<br>How different cultures have developed and used different calendars over time.<br>In Design, Technology and Innovation, we'll be learning about:<br>Making and using shadow puppets to tell a story<br>Designing and making perpetual calendars.<br><br>In **International**, we'll be learning about:<br>Festivals associated with the Sun, Moon or seasons of the year<br>Origins of different festivals. | (latitude, longitude), time zones, human-environment interactions.<br>• **Skills:** Reading maps, calculating time differences across time zones, understanding global climate zones, mapping geographic features.<br>• **Understanding:** How human activities are shaped by climate and terrain, the significance of coordinates in navigation, and the global time system.<br><br>History<br><br>• **Knowledge:** Mythologies about the Earth and Sun, historical use of calendars, cultural perspectives on time.<br>• **Skills:** Analysing cultural myths and their significance, comparing different calendars, understanding the historical development of time-keeping systems.<br>• **Understanding:** The role of myths and calendars in understanding the natural world, and how different cultures have contributed to the way we measure and think about time.<br><br>Design and Technology<br><br>• **Knowledge:** Principles of design, the mechanics of light and shadow, perpetual calendar functions. | Students will be able to compare and contrast myths from different cultures, explain the historical origins of different calendar systems, and reflect on how these influenced society's understanding of time and the natural world.<br><br>Design and Technology<br>Students will design and craft a set of shadow puppets that effectively tell a story, and create a functional perpetual calendar that shows an understanding of design principles and time measurement.<br><br>International<br>Students will research and present a detailed analysis of a specific festival, its origins, and its connection to the Sun, Moon, or seasonal changes, showing a deep appreciation for global cultural practices. |

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| | | • **Skills:** Creative design, crafting puppets, constructing functioning objects, and storytelling through shadow play.<br>• **Understanding:** How light can be used creatively for art and storytelling, the mechanics of time-keeping devices, and the design process.<br><br>International<br><br>• **Knowledge:** Cultural festivals, the significance of celestial events, seasonal traditions.<br>• **Skills:** Researching and presenting information on cultural celebrations, understanding the symbolism behind festivals.<br>• **Understanding:** The connection between celestial events and cultural traditions, the impact of seasons on celebrations worldwide. | |
| How will this be assessed? | | End of unit knowledge assessment, ongoing quiz, observation, exit point | |
| **Bahasa Melayu** | **Pakaian**<br><br>Students will be able to identify and name different types of clothing (e.g., shirt, pants, dress, shoes) and describe their uses. | • Knowledge:<br>  ○ Recognize and name common types of clothing in Bahasa Melayu such as *kemeja* (shirt), *seluar* (pants), *gaun* (dress), *kasut* (shoes), *topi* (hat), | • Students accurately name and identify a wide variety of clothing items in Bahasa Melayu (e.g., *kemeja*, *seluar*, *gaun*, *kasut*).<br>• Students can describe the use of different clothing items with correct |

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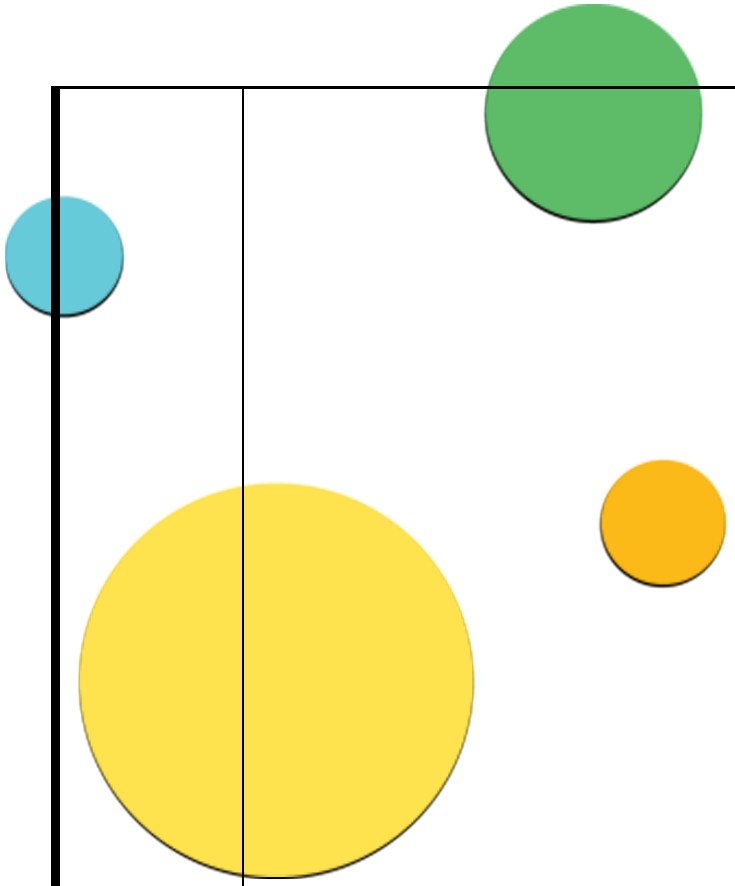
|  | | *seluar pendek* (shorts), and *jaket* (jacket).<br>○ Understand the difference between formal and casual clothing.<br>○ Identify materials used for clothing (e.g., *kapas* (cotton), *poliester* (polyester), *kulit* (leather)).<br>• Understanding:<br>○ Understand the purpose and use of different types of clothing (e.g., wearing a *gaun* for a party, *kemeja* for work).<br>○ Comprehend how weather or occasion influences the type of clothing choices (e.g., wearing *jaket* in cold weather, wearing *seluar pendek* in hot weather).<br>○ Recognize that different cultures and regions may wear different types of clothing.<br>• Skills:<br>○ Be able to name and identify various types of clothing in Bahasa Melayu.<br>○ Describe the use or occasion for different types of clothing (e.g., "Saya pakai gaun untuk majlis perkahwinan" – I wear a dress for a wedding).<br>○ Participate in activities where they match clothing items with appropriate occasions or weather. | context (e.g., *"Saya memakai jaket kerana cuaca sejuk"* – I wear a jacket because the weather is cold).<br>• Students confidently use clothing-related vocabulary to talk about different occasions and weather conditions where specific clothes are worn.<br>• Students can organize clothing items based on weather (e.g., *pakaian musim panas* – summer clothes, *pakaian musim sejuk* – winter clothes) and events (e.g., *pakaian formal* – formal wear, *pakaian santai* – casual wear).<br>• Students actively engage in interactive activities like fashion shows, matching games, or discussions where they practice describing clothing and its uses in various contexts. |

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| How will this be assessed? | | Worksheets, videos, simple quizzes, assessments, Q&A | |
| **Mandarin** | **Mandarin Advanced**:<br>我骑车上学<br><br>**Mandarin Beginner:**<br>Country (国家) | **Mandarin Advanced**:<br>学生将阅读《我骑车上学》一文，理解文章内容并掌握与交通工具相关的词汇。学生将学习正确的汉字笔顺，确保规范书写，并通过词汇练习提升书写准确性。此外，学生将运用所学词汇和句型，书写一篇短文，描述自己的出行方式或与交通工具相关的经历。<br><br>**Mandarin Beginner:**<br>Students will gain knowledge of country-related vocabulary such as 国家 (country), 马来西亚 (Malaysia), 美国 (USA), 中国 (China), 韩国 (Korea), etc. They will develop an understanding of how to use these words in sentences to introduce where they are from and talk about other countries. Key skills include speaking in simple phrases like "我是马来西亚人," reading short texts about countries, and practicing accurate character writing. Students will also begin to compare countries using basic adjectives (e.g., 大, 美丽) and express simple opinions. | **Mandarin Advanced**:<br>学生能够准确理解并流畅朗读《我骑车上学》，清晰表达文章的主要内容和自己的感受。在书写方面，学生能够正确运用笔顺，工整、美观地书写与交通工具相关的词汇，确保字体规范。在写作方面，学生能够运用丰富的词汇和多样的句式，书写内容完整、条理清晰、表达生动的短文，描述自己的出行方式或相关经历。<br><br>**Mandarin Beginner:**<br>Excellence will be shown when students can confidently say, read, and write country names and use them in full, meaningful sentences. They will be able to talk about "My Country" using key vocabulary and sentence patterns, such as "我住在马来西亚" and "马来西亚很美丽." In writing, they will use proper stroke order and spacing. Excellent students will speak clearly and independently, apply the vocabulary in both spoken and written tasks, and begin to show interest in exploring cultural differences between countries through Mandarin expressions. |
| How will this be assessed? | | Workbook, worksheet, Assessment, Q&A | |
| **Physical Education** | **Structure:** 1x Weekly Swimming Lesson \| 1x Weekly PE (Land-based) Lesson | • **Technical Refinement:** Students will master the "Overhead Clear" in Badminton and the "Gloved Fielding" technique in Teeball (using | • **In Swimming**, excellence is the ability to complete a 50m Freestyle with consistent bi-lateral breathing and a technically perfect Breaststroke kick that |

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| | **Swimming (Weekly Slot):** Consistent with Year 3, the focus remains on Stroke Refinement and the Breaststroke Kick. In Freestyle, we emphasize "Distance per Stroke" (DPS) by slowing down the pull and increasing the power of the kick. For the Breaststroke Kick, we transition from static drills to "Glide and Kick" sequences, ensuring students hold a streamlined position for 2 seconds after each kick to maximize propulsion.<br><br>**PE: Striking & Tactical Net Games (Weekly Slot):** The intensity increases as we move from basic mechanics to Game-Based Strategy. In Badminton, we move beyond the serve to "Rally Consistency," focusing on the clear and the drop shot to move an opponent around the court. In Teeball, we introduce "Takeout Strategy," teaching students how to make defensive plays at the bases (force-outs and tags) rather than just throwing to the pitcher. Games Carnival Prep reaches peak intensity with | the non-dominant hand to catch and dominant hand to transition for a throw).<br>• **Tactical "Takeout" Awareness:** Understanding where to throw the ball based on the number of "Outs" and the position of the runners. Students will learn to prioritize the "Lead Runner" to get a tactical takeout.<br>• **Rally Dynamics:** Learning the "Split-Step" in Badminton to react faster to shuttlecock direction and understanding how to maintain a rally through "High-Arc" clears.<br>• **Rules & Ethics:** Applying "Infield Fly" concepts in Teeball and "Service Fault" rules in Badminton. Students continue to demonstrate humble and professional behavior by accepting an umpire's "Out" call without frustration. | drives the body forward without "sinking" at the hips.<br>• **In Teeball**, it is shown through "Defensive Anticipation"—knowing exactly where to throw the ball *before* it is even hit.<br>• **In Badminton**, excellence is characterized by the ability to sustain a 5-6 hit rally while intentionally placing the shuttlecock in the "corners" to challenge an opponent.<br>• **Across all areas**, "excellent" students act as Technical Leaders, helping to organize team lineups and ensuring their group maintains a professional and focused atmosphere during transition times. |

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| | "Sprinting Endurance" and complex multi-skill relays. | | |
| How will this be assessed? | | • **Tactical Assessment:** During Teeball games, can the student successfully identify and execute a "force-out" at second or third base?<br>• **Rally Length:** Tracking the maximum number of successful hits in a Badminton rally under semi-competitive conditions.<br>• **Stroke Efficiency:** Measuring "Stroke Count" in the pool (aiming for fewer, more powerful strokes to cover the same distance).<br>• **Professionalism & Leadership:** Evaluating the student's ability to lead a small-sided game or drill, showing a humble yet authoritative coaching style toward their peers. | |
| **Music** | **We are focusing on rhythm around the world — learning traditional rhythms and drumming techniques from different cultures.** | • **Knowledge**: Learn about different percussion instruments and rhythm patterns from cultures (e.g., African, Latin American).<br>• **Understanding**: Recognize how rhythm is used in celebrations, traditions, and dances globally.<br>• **Skills**: Perform layered rhythms, explore polyrhythms, and work in ensembles using body percussion and classroom instruments. | Students perform world rhythms with accurate timing and coordination in group settings, demonstrating an appreciation of cultural music styles. |
| How will this be assessed? | | Practical observations | |