

Straits International School Rawang

Curriculum Overview – Year 5

Year 5 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 Explanation Texts</p> <ul style="list-style-type: none"> To explore a range of explanation texts. To identify technical vocabulary. To know a range of causal conjunctions. To review the present simple and present continuous tenses. To identify sentences in the present perfect and present perfect continuous tense. To know the difference between passive and active voice. To identify the features of explanation texts. To compare the effectiveness explanation texts. To restructure and improve an explanation text. To research a class topic to explain. To plan a class explanation text. To write a class explanation text. 	<p>Writing Knowledge</p> <ul style="list-style-type: none"> The features of explanation texts (e.g., title, introduction, causal language, technical vocabulary, sequencing, diagrams). A range of technical vocabulary relevant to topics they are explaining. A variety of causal conjunctions (because, since, as a result, therefore, etc.). Tense forms: <ul style="list-style-type: none"> Present simple (e.g., “Plants need sunlight.”) Present continuous (e.g., “Water is evaporating from the soil.”) Present perfect (e.g., “Scientists have discovered new species.”) Present perfect continuous (e.g., “Researchers have been studying the effects of pollution.”) The difference between active and passive voice. <p>Skills</p> <ul style="list-style-type: none"> Identify technical vocabulary in texts. Use causal conjunctions to explain processes clearly. Recognise and apply different tenses appropriately in explanation writing. Compare active and passive voice in writing and choose appropriately. 	<p>Writing</p> <ul style="list-style-type: none"> The text has a clear, engaging title and well-structured sections (introduction, body, conclusion). Information is presented in logical order, with smooth transitions and clear sequencing of steps or processes. Paragraphs are well-developed with one main idea each, supported by examples or evidence. Use diagrams or labels effectively to support explanation. Uses a wide range of technical vocabulary accurately and naturally. Employs a variety of causal conjunctions to link ideas (because, as a result, therefore, since, due to). Correctly uses present simple, present continuous, present perfect, and present perfect continuous tenses. Alternates appropriately between active and passive voice to suit purpose (e.g., passive for processes). Language is precise, formal, and concise, avoiding ambiguity. Spelling, punctuation, and grammar are nearly flawless.

- To research a topic to explain.
- To plan an explanation text.
- To write an explanation text.
- To peer assess explanation texts and give feedback.
- To write the second draft of an explanation text.

- Analyse and compare the effectiveness of explanation texts.
- Restructure and improve an existing explanation text for clarity and coherence.
- Plan and organise ideas logically before writing.
- Write clear, structured explanation texts independently.
- Peer assess explanation texts and provide constructive feedback.
- Produce a second draft of a text, incorporating feedback and improvements.

Understanding

- How explanation texts inform or explain processes or phenomena to the reader.
- Why technical vocabulary and precise language are important in explanation texts.
- How causal conjunctions create clear links between ideas and actions.
- The effect of tense and voice on the clarity and style of explanation writing.
- How effective structuring and sequencing enhances the reader's understanding.
- The importance of research and evidence in creating accurate explanations.
- How feedback and revision improve the clarity and accuracy of writing.

Narrative Poetry

- To explore a range of poetry.
- To identify the features of narrative poetry.
- To review personification.
- To analyse a narrative poem.
- To perform a narrative poem.

Narrative Poetry Knowledge

- A range of poetry types, with a focus on narrative poetry.
- The features of narrative poetry, including:
 - Characters, setting, plot, and events
 - Use of stanzas and rhyme (where appropriate)

Narrative Poetry

- The poem has a clear narrative structure, with a beginning, middle, and end.
- Characters, setting, and plot are vivid and well-developed.
- Events are sequenced logically to tell a compelling story.
- Stanzas and lines are structured intentionally to enhance rhythm, meaning, or emphasis.

- To plan a class narrative poem.
- To write a class narrative poem.
- To plan a narrative poem.
- To write a narrative poem.

Skills

- Figurative language (similes, metaphors, personification, etc.)
- Personification and other figurative language techniques.
- How narrative poems differ from other types of poems (e.g., free verse, acrostic, limerick).
- Identify features of narrative poetry in examples.
- Analyse a narrative poem, considering structure, language, and meaning.
- Use figurative language, including personification, effectively in their own writing.
- Perform a narrative poem with appropriate expression, intonation, and pacing.
- Plan and structure a narrative poem, including developing a plot, characters, and setting.
- Write a narrative poem individually or collaboratively, using poetic devices and clear sequencing.

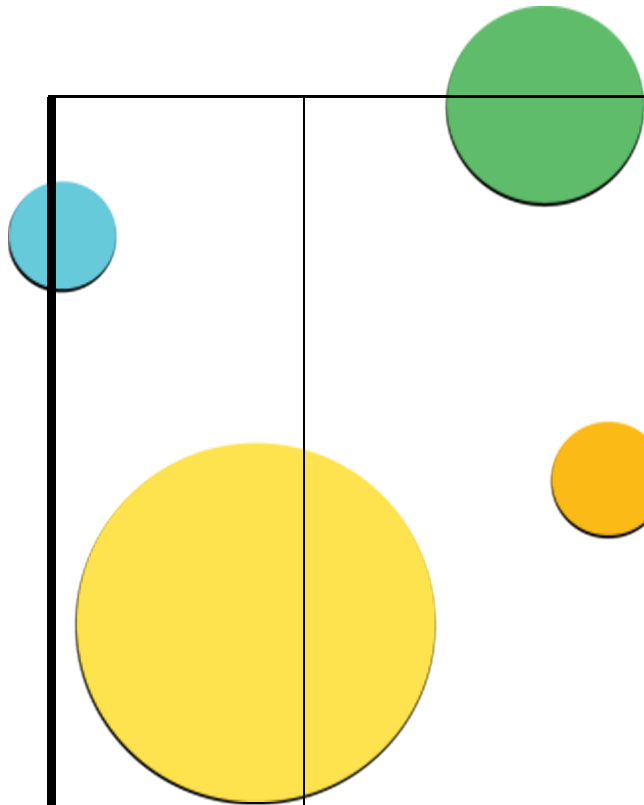
Understanding

- How narrative poems tell a story through verse.
- How language, structure, and poetic devices create mood, tone, and meaning.
- Why personification and other figurative language enhance imagery and engagement.
- How planning and drafting contribute to clarity and impact in writing poetry.
- How performing poetry can enhance understanding and appreciation of the text.

- Use figurative language effectively, including personification, similes, metaphors, and imagery.
- Word choice is precise, evocative, and enhances the mood or tone.
- Use rhyme, rhythm, or other poetic devices purposefully where appropriate.
- Show a strong sense of voice and style throughout the poem.
- Can analyse narrative poems, identifying techniques, themes, and effects with insight.
- Can perform a poem expressively, showing understanding of mood, pacing, and character.

	<p>Reading The Wild Robot VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise)</p> <ul style="list-style-type: none"> To read the text fluently and with expression. To understand vocabulary in context and make inferences. To locate and record key details and facts from the text. To summarise information clearly in their own words. To identify main ideas and themes. To explain understanding using evidence from the text. To compare texts or parts of a text for similarities and differences. To explain how authors' choices affect meaning and impact. 	<p>Reading Reading Fluency and Comprehension</p> <ul style="list-style-type: none"> 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 <p>Retrieving and Recording Information</p> <ul style="list-style-type: none"> Knowledge: Identify specific details and facts in texts. Skills: Use skimming and scanning to locate and record information. Understanding: Summarise and present information clearly <p>Summarising and Explaining</p> <ul style="list-style-type: none"> 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>Comparing and Contrasting Texts</p> <ul style="list-style-type: none"> 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. 	<p>Reading Reading Fluency and Comprehension</p> <ul style="list-style-type: none"> Reads fluently, with clear expression, pace, and intonation. Understands and explains vocabulary in context accurately. Makes insightful inferences, going beyond the obvious. <p>Retrieving and Recording Information</p> <ul style="list-style-type: none"> Accurately identifies and records key details and facts from the text. Summarises information clearly and concisely, showing understanding of the main ideas. Integrates information from different parts of the text to provide a complete picture. <p>Summarising and Explaining</p> <ul style="list-style-type: none"> Identifies main ideas and themes confidently. Explains understanding clearly in their own words, using evidence from the text. Shows the ability to interpret meaning and draw conclusions. <p>Comparing and Contrasting</p> <ul style="list-style-type: none"> Provides thoughtful, evidence-based comparisons between texts or parts of a text. Explains how authors' choices (style, structure, language) affect meaning, tone, and impact. Demonstrates insight into similarities and differences, showing a deep understanding of the text.
<p>How will this be assessed?</p>	<p>Reading: Reading Comprehension assessments ; Weekly Spelling Tests Writing: Extended independent pieces of writing with rubrics will be used to evaluate writing</p>		

<p>Maths</p>	<p>Multiplication and Division B</p> <ul style="list-style-type: none"> • To multiply a 4-digit number by a 2-digit number. • To multiply a 2-digit number by a 2-digit number. • To multiply a 3-digit number by a 2-digit number. • To solve problems with multiplication. • To use short division. • To divide a 4-digit number by a 1-digit number. • To divide with remainders. • To divide efficiently. • To solve problems with multiplication and division. 	<p>Multiplication and Division B</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Key multiplication facts up to 12×12 and related division facts. • Multiplication can be represented as repeated addition, arrays, area models and scaling. • Division can be represented as sharing and grouping. • The place value of digits in 2-, 3- and 4-digit numbers and how this relates to multiplying and dividing. • The formal written methods for: <ul style="list-style-type: none"> - multiplying 2-digit \times 2-digit, - multiplying 3-digit \times 2-digit, - multiplying 4-digit \times 2-digit, - short division (4-digit \div 1-digit). • Vocabulary such as: <i>product, factor, multiple, quotient, remainder, divisor, efficient method</i> • Remainders can be expressed in different ways depending on the context. <p>Skills</p> <ul style="list-style-type: none"> • Use formal written multiplication using the <i>compact</i> or <i>long multiplication</i> method. • Multiply numbers using mental strategies where appropriate (e.g., using factor pairs, partitioning, or doubling and halving). • Use short division to divide up to 4-digit numbers by a 1-digit number. • Interpret division with remainders and decide what to do with the remainder in a word problem. • Select <i>efficient</i> strategies for different types of multiplication or division problems (e.g., spotting when mental methods are quicker). 	<p>Multiplication and Division B</p> <ul style="list-style-type: none"> • Complete long multiplication (including 4-digit \times 2-digit) with no calculation errors. • Carry out short division (including 4-digit \div 1-digit) correctly and consistently. • Handle remainders accurately, including when converting them into contextual answers. • Check answers independently using inverse operations. • Choose the most suitable method for the task — mental, written, or a combination. • Recognise when a calculation is best solved by: partitioning, doubling and halving, rounding and adjusting, using formal written methods. • Work confidently with larger numbers without hesitation. • Can explain <i>why</i> a method works, not just how to perform it. • Understand the role of place value in multiplication and division (e.g., “when I multiply by 20, I multiply by 2 then by 10”). • Can represent problems using different models (area model, bar model, place value grid) and explain connections. • Understand and apply the relationship between multiplication and division to check and justify answers. • Apply multiplication and division confidently in multi-step problems. • Justify their strategies using correct vocabulary (product, factor, multiple, remainder, quotient). • Explain how they interpreted and used remainders in context (e.g. “I rounded up because you can’t have part of a bus”).
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Fractions B

- To multiply a unit fraction by an integer.
- To multiply a non-unit fraction by an integer.
- To multiply a mixed number by an integer.
- To calculate a fraction of a quantity.
- To find fractions of an amount.
- To find the whole.
- To use fractions as operators.

Fractions B

Knowledge

- A unit fraction has a numerator of 1, and a non-unit fraction has a numerator greater than 1.
- A mixed number combines a whole number and a fraction.
- Meaning of numerator and denominator and how these relate to multiplying fractions.
- Multiplying a fraction by an integer is repeated addition (e.g., $\frac{3}{4} \times 3 = \frac{3}{4} + \frac{3}{4} + \frac{3}{4}$).
- Fractions can represent operators (e.g., $\frac{3}{5}$ of a quantity).

Understanding

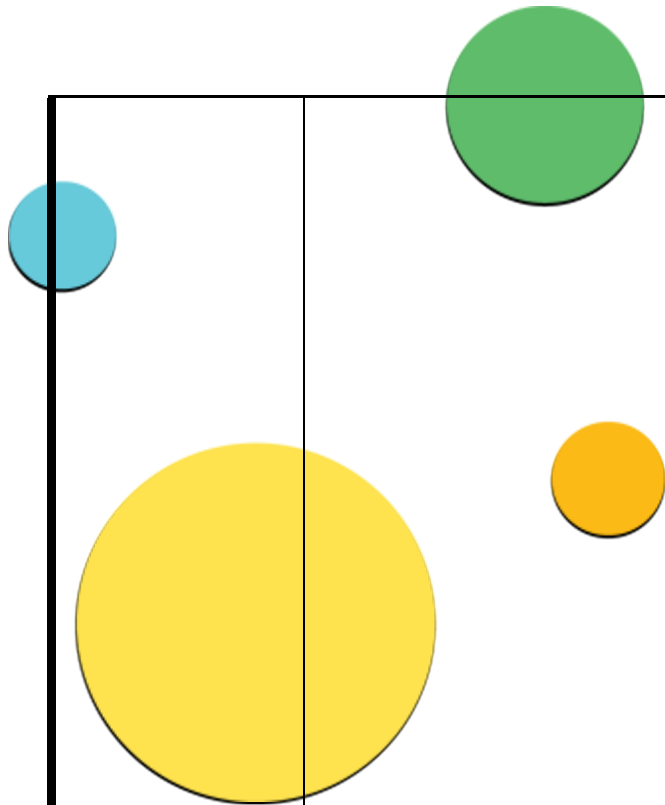
- Larger calculations can be broken into manageable steps using place value (e.g., $326 \times 14 = 326 \times 10 + 326 \times 4$).
- Formal methods are reliable but may not always be the most efficient strategy.
- Remainders must be interpreted in the context of the problem (e.g., rounding up for buses, rounding down for packs).
- Division is the inverse of multiplication, and this relationship can be used to check answers.
- Efficient methods help when dealing with large numbers, and different problems require different approaches.
- Problem-solving involves understanding the situation, choosing the right operation, and justifying the strategy used.

Fractions B

- Multiply unit, non-unit and mixed fractions by integers accurately and consistently.
- Calculate fractions of quantities and find the whole without procedural errors.
- Use correct fraction notation at all times (e.g., writing improper fractions and mixed numbers correctly).
- Present calculations neatly and clearly so the method can be followed easily.
- Multiplying a fraction by an integer is repeated addition and scaling.

- Check answers using inverse operations.
- Solve multi-step problems that require multiplication and division.
- Explain their methods using mathematical language.

- Spot patterns, make generalisations, and explain them clearly.



- Methods for finding a fraction of a quantity, including dividing by the denominator and multiplying by the numerator.
- Methods for finding the whole when given a fractional part.
- Relevant vocabulary: *unit fraction, non-unit fraction, mixed number, integer, numerator, denominator, equivalent fractions, operator.*

Skills

- Multiply unit and non-unit fractions by integers using repeated addition and formal methods.
- Multiply mixed numbers by whole numbers using partitioning
- (e.g., $2\frac{1}{3} \times 4 = (2 \times 4) + (\frac{1}{3} \times 4)$).
- Efficiently calculate a fraction of a quantity using the denominator-then-numerator method.
- Find the whole when given a fractional part (e.g., if $\frac{2}{5}$ of a number = 18, find the original number).
- Apply fractions as operators in worded and real-life contexts.
- Use bar models or diagrams to represent fractional relationships when solving problems.
- Explain and justify their method using accurate mathematical language.
- Check their answers by reasoning or using inverse operations (e.g., if $\frac{3}{4}$ of a number is 24, then the whole $\times \frac{3}{4} = 24$).

Understanding

- Fraction multiplication by an integer means scaling (e.g., 3 lots of $\frac{2}{5}$)
- Mixed number multiplication relies on understanding the structure of the mixed number (whole + fractional part).

- Mixed numbers can be partitioned into whole and fractional parts to simplify multiplication.
- Fractions can act as operators that scale a quantity up or down.
- “Finding the whole” is the inverse of finding a fraction of a quantity.
- Fractions represent proportional relationships that can be visualised with bar models, number lines or diagrams.
- Solve multi-step, real-life problems involving fractions confidently.
- Interpret the meaning of a fraction in context (e.g., recognising when the fraction represents part of a group or scaling).
- Explain their methods clearly using correct vocabulary (unit fraction, denominator, mixed number, operator, quantity, whole).
- Compare different strategies and justify which is most efficient.
- Check their answers using inverse operations or logical reasoning.



Decimals and Percentages

- To know the value of digits to 2 decimal places.
- To know equivalent fractions and decimals in tenths.
- To know equivalent fractions and decimals in hundredths.

- Fractions of amounts rely on equal sharing and proportional reasoning.
- “Finding the whole” is reversing the “fraction of” process (inverse thinking).
- Fractions are operators that *scale* quantities up or down depending on whether the fraction is >1 or <1 .
- Bar models help visualise and make sense of fractional relationships.
- Calculating the fraction of a quantity and finding the whole are interconnected mathematical processes.
- Accurate multiplication and division are essential to working with fractions in this block.

Decimals and Percentages

Knowledge

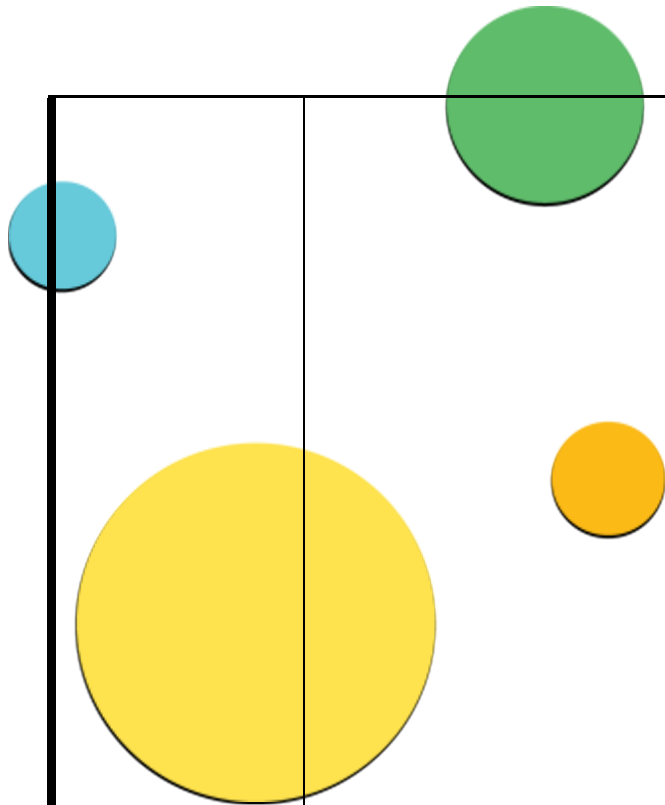
- Digits after the decimal point represent tenths and hundredths.
- Place value positions to 2 decimal places (ones, tenths, hundredths).
- Tenths and hundredths can be written as both fractions and decimals (e.g., $\frac{3}{10} = 0.3$ and $\frac{17}{100} = 0.17$)
- Decimals, fractions and percentages are interconnected representations of the same value.
- Key vocabulary: *decimal point, tenths, hundredths, thousandths (unofficially), equivalent, value, digits, place value, fraction, percent.*

Skills

- Read, write and say decimals accurately to 2 decimal places.

Decimals and Percentages

- Read, write, and say decimals accurately to 2 decimal places.
 - Identify the value of any digit in a decimal confidently (e.g., in 3.47, the 4 is 4 tenths, the 7 is 7 hundredths).
 - Convert tenths and hundredths between fractions and decimals without error (e.g., $0.3 = \frac{3}{10}$)
- $0.17 = \frac{17}{100}$
- Use correct notation, including the decimal point and fraction line.
 - Each decimal place represents a fraction of a whole (tenths, hundredths) and is 10 times smaller than the place to its left.
 - Fractions, decimals, and percentages are interconnected ways to represent the same value.



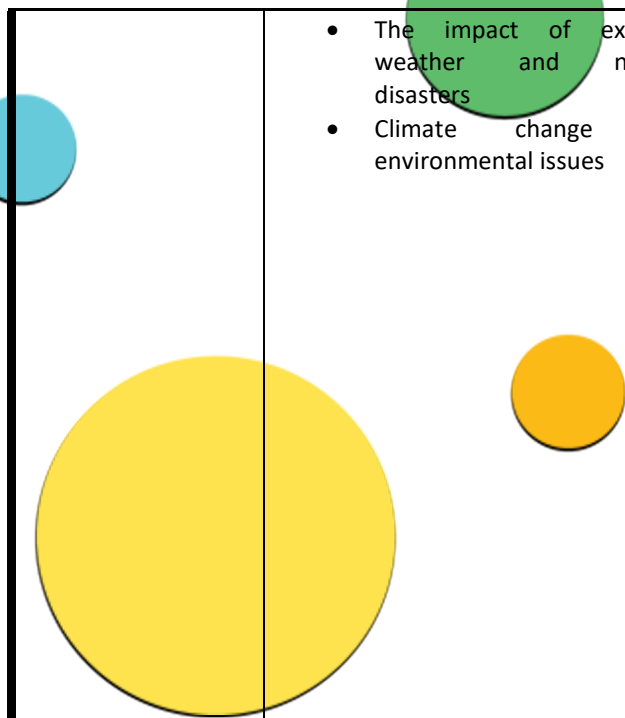
- Identify the value of any digit in a number with 2 decimal places.
- Represent decimals in multiple forms (place value grids, number lines, money contexts).
- Convert tenths and hundredths between fractions and decimals.
- Recognise simple decimal–fraction equivalences automatically (e.g., 0.5, 0.25, 0.75).
- Compare and order decimals with the same number of decimal places.
- Explain equivalence using reasoning or visual models (e.g., base-10 blocks, hundred squares).
- Use decimals in real-life contexts, especially money and measurement.

Understanding

- The decimal system is built on place value, where each place is 10 times smaller than the one before.
- 0.1 represents one tenth, 0.01 represents one hundredth — and these values are part of a whole.
- Tenths and hundredths can be shown visually using number lines and hundred squares, helping to justify equivalence.
- A fraction, decimal and percentage can express the same proportion in different forms.
- A 2-decimal-place number does not mean a larger value than a 1-decimal-place number (e.g., 0.30 is the same as 0.3).
- Converting tenths and hundredths to decimals is about understanding the relationship between fractions and divided wholes.

- Visual models (hundred squares, place value grids) help justify equivalence and comparison of decimals.
- Adding a zero does not change the value (e.g., $0.3 = 0.30$), showing understanding of place value.
- They can explain why conversions between fractions and decimals work.
- Solve problems involving decimals and simple percentages confidently.
- Use reasoning to explain equivalences (e.g., “0.3 is the same as $\frac{3}{10}$ because 3 tenths of 10 make 0.3”).
- Justify their answers and methods using precise mathematical language.
- Spot patterns and generalisations with decimals (e.g., noticing that $0.25 = \frac{25}{100} = \frac{1}{4}$).

		<ul style="list-style-type: none"> Understanding equivalence is key to comparing, ordering and calculating with decimals. 	
How will this be assessed?		Weekly Mental Maths; End of unit assessments; End of term assessments	
IPC	<p>Unit: What A Wonderful World</p> <p>In Geography, we'll be learning about:</p> <ul style="list-style-type: none"> Different biomes and environments around the world How to use different types of maps to find out information The layers that form the Earth The forces and processes that change and shape our planet Extreme weather and natural events and how they affect people and localities Geographical features and how they are formed How human-made developments that can alter/change our local environment Soil erosion. <p>In Science, we'll be learning about:</p> <ul style="list-style-type: none"> Investigating soils Classifying rocks Difference in hours of daylight around the world How cloud cover is measured The phases of the Moon. <p>In International, we'll be learning about:</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Understanding the key features of different biomes and environments. Recognizing and using latitude and longitude to locate places on a map. Using different types of maps to find and interpret geographical information. Identifying and describing the layers of the Earth and their characteristics. Locating tectonic plates and understanding their movement. Exploring extreme natural events and their impact on people and places. Understanding natural geographical processes, such as erosion and weathering, and how they shape the landscape. <p>Skills:</p> <ul style="list-style-type: none"> Using maps and atlases effectively to gather information. Collaborating in teams to explore and present findings. Communicating ideas clearly using appropriate geographical terminology. <p>Understanding:</p> <ul style="list-style-type: none"> Developing insights into how geographical features and natural processes shape the Earth. 	<p>Entry Point</p> <ul style="list-style-type: none"> Demonstrating creativity and teamwork to design a visually stunning calendar featuring 12 well-researched natural wonders. Accurately labelling each wonder with its location and including detailed, insightful captions explaining their significance. <p>Knowledge Harvest</p> <ul style="list-style-type: none"> Identifying and describing key features and how these help us understand the Earth's geography. <p>Geography Tasks</p> <ul style="list-style-type: none"> Describe the unique features of at least four biomes, such as climate, vegetation, and wildlife, using accurate terminology. Accurately use latitude and longitude coordinates to locate and describe specific places on a map. Compare the strengths of different map types for specific tasks, such as navigation or analysing population data. Name and describe all four layers of the Earth (crust, mantle, outer core, inner core) with scientific accuracy. Accurately locate major tectonic plates on a map and explain their boundaries (e.g., convergent, divergent, and transform). Explain the causes, impacts, and recovery efforts associated with extreme natural events, such as hurricanes, floods, or wildfires.

	<ul style="list-style-type: none"> • The impact of extreme weather and natural disasters • Climate change and environmental issues 	<ul style="list-style-type: none"> • Understanding the relationship between physical and human geography. • Appreciating the impact of natural events on human life and the environment. 	<ul style="list-style-type: none"> • Clearly define and differentiate between landforms and bodies of water and providing real-world examples • Explain how natural forces cause erosion and weathering, providing detailed examples of their impact. <p>Science Tasks</p> <ul style="list-style-type: none"> • Explain the causes and effects of soil erosion and conduct an investigation to observe these factors in action. • Explain why daylight hours vary globally, linking this to the Earth's tilt, rotation, and orbit. • Analyse and interpret data on cloud cover to explain weather patterns. • Name and describe the phases of the moon in detail, explaining their relationship to the moon's orbit around the Earth. <p>International Tasks</p> <ul style="list-style-type: none"> • Explain how extreme weather and natural disasters affect communities, economies, and the environment. • Propose strategies for disaster preparedness and recovery, supported by examples from real-world events.
<p>How will this be assessed?</p>		<p>Exit Point; Knowledge Assessment</p>	
<p>Bahasa Melayu</p>	<p>Unit: Kemudahan Awam & Keselamatan Diri</p>	<p>By the end of the lesson, students will know common public facilities such as parks, libraries, hospitals, and bus stop as well as the safety around the area. They will understand the purposes and importance of each facility in the community. Students will be able to show their knowledge by identifying and describing these facilities in real-life contexts. In unit "Keselamatan Diri", students will be able to gain knowledge of the meaning and importance of personal safety, recognize unsafe situations on the road and in public spaces.</p>	<ul style="list-style-type: none"> • Accurately identifying public facilities like parks, libraries, hospitals, and bus stops. • Clearly explaining the purpose and importance of each facility in the community. • Confidently describing these facilities in real-life contexts. • Develop skills in using appropriate and accurate Bahasa Melayu vocabulary and simple sentence structures to describe safety situations, respond carefully through discussions or role play.

How will this be assessed?		Classwork, end of term assessment, homework, Q&A	
Mandarin	<p>Beginner: Younger brother wears an overcoat, It snowed yesterday</p> <p>Advanced:</p> <p>Emotion and Reaction (情绪与反应): Learn vocabulary for emotions (e.g., 愉快, 感动), practice writing characters, form sentences, and complete comprehension exercises.</p> <p>Subject and Achievement (科目与成就): Learn vocabulary about achievements (e.g., 奖状, 奖励), practice idioms, sentence making, and comprehension.</p>	<p>Beginner: Students will learn how to say different clothing and weather in Chinese and mastered the writing methods of these words. In addition, students read and understand the passage and answer relevant questions.</p> <p>Advanced:</p> <ul style="list-style-type: none"> • Knowledge: Understand and write vocabulary related to emotions, reactions, subjects, and achievements. • Understanding: Use idioms and phrases to describe emotions and successes. • Skills: Write accurately, express emotions clearly, and analyze comprehension texts. 	<p>Beginner:</p> <ul style="list-style-type: none"> • Read the passages • Use words related to clothing (e.g. 毛衣、外套、牛仔裤, etc.) • Use words related to weather (e.g. 下雪、刮大风、多云, etc.) • Answer relevant questions correctly • Write the correct stroke order <p>Advanced:</p> <ul style="list-style-type: none"> • Confidently use advanced vocabulary and idioms in speaking and writing. • Write detailed and grammatically correct sentences. • Comprehend and interpret texts, providing thoughtful responses.
How will this be assessed?		Comprehension reading assessment and writing short passage/sentences/phrases. Q and A discussion during the lesson	
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 pacing 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.</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. • Students are focused and disciplined during practice, consistently striving for personal improvement while encouraging and supporting their peers.

		<p>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"> • 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?			
<p>Music</p>	<p>We are advancing our skills in rhythm, melody, harmony, and musical appreciation while exploring structure and form through composition and performance.</p>	<ul style="list-style-type: none"> • Knowledge: Understand syncopation, intervals, harmonic chords, and musical forms like canon and theme-and-variations. • Understanding: Apply these concepts in listening, performing, and creating music collaboratively. • Skills: Demonstrate proficiency in rhythm reading, recorder playing, ensemble coordination, and improvisation. 	<p>Students will perform with technical accuracy, creative expression, and collaborative spirit. They will compose and improvise music that demonstrates their understanding of musical elements and forms, and they will critically appreciate and discuss the works of notable composers.</p>
How will this be assessed?		Written and practical assessment	