Straits International School Rawang
Curriculum Overview – Year 5
Year 5 Spring Term 2.2 2025/2026

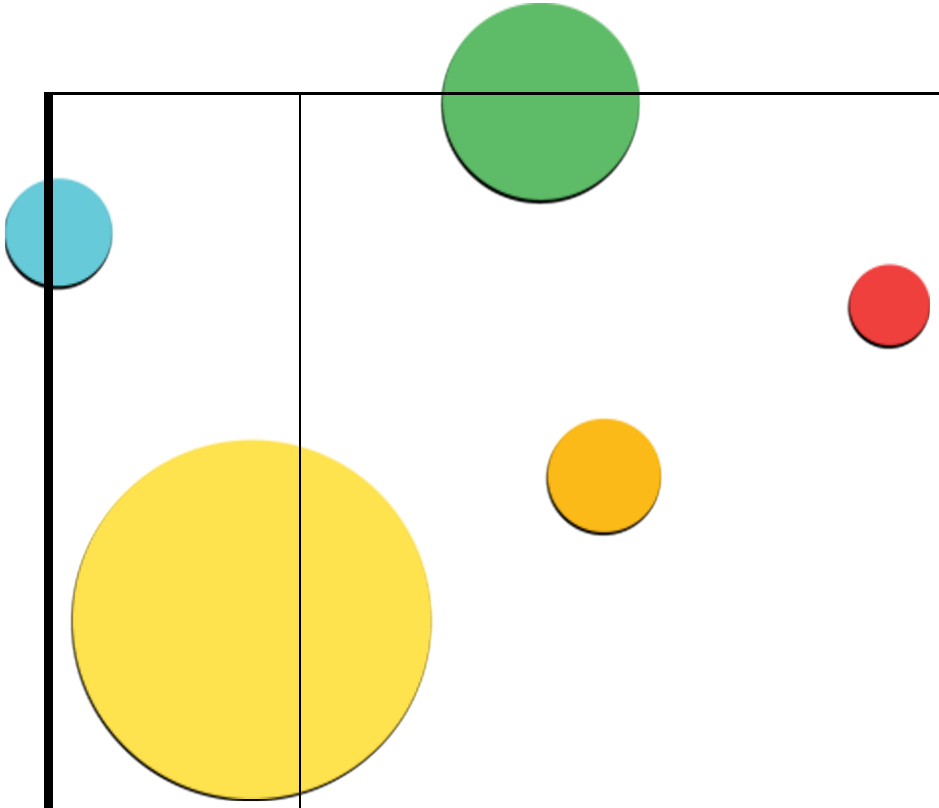
Spring Term 2.2	What will we learn?	What KSU will we gain?	What will excellence look like?
English	**Writing** • To identify the features of a thriller. • To deconstruct a thriller. • To create a compelling hook using fronted adverbials. • To build a tense atmosphere by using expanded noun phrases. • To develop the protagonist's internal thoughts and uncertainty using modal verbs. • To control narrative pacing by varying sentence length and using relative clauses. • To use dialogue punctuated with inverted commas to reveal character motives and advance the plot. • To craft a dramatic cliffhanger using dashes and ellipses for sudden shifts in tension. • To plan a class thriller. • To write a class thriller. • To plan an individual thriller. • To write an individual thriller. • To publish a thriller.	**Knowledge:** • The grammatical rules for fronted adverbials, modal verbs, relative clauses, and dialogue punctuation. • The function of "show, don't tell" through expanded noun phrases. **Skills:** • Deconstructing professional thrillers to identify "atmosphere-building" techniques. • Planning and drafting a sustained narrative that maintains a consistent protagonist voice. **Understanding:** • The relationship between pacing and sentence structure—knowing when to "slow down" or "speed up" the reader's experience. • The importance of the iterative writing process: moving from a conceptual plan to a polished, published piece.	• Using sensory expanded noun phrases • Using short, snappy sentences to create panic and long, flowing relative clauses to stretch out a moment of suspense. • Using modal verbs to show the protagonist's doubt and fear rather than stating it directly. • Writing speech that hints at hidden motives and moves the story forward without explaining everything. • Using dashes and ellipses specifically to create "jump scares" or lingering silences in the text. • Opening with a mystery that demands attention and ending with a sudden, earned shift in tension.

	Reading • **Reading Text: The Secrets of Vesuvius by Caroline Lawrence** • Reading Fluency and Comprehension • Retrieving and Recording Information • Summarising and Explaining • Comparing and Contrasting Texts	**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. • Skills: Summarise text passages and explain understanding in their own words. Understanding: Integrate information from different parts of a text for clear summaries. **Comparing and Contrasting Texts** • 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.	**Reading** **Reading Fluency and Comprehension** • 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.

		• Understanding: Explain how different authors' styles and purposes affect the text.	
How will this be assessed?		**Reading:** Reading Comprehension assessments; Weekly Spelling Tests **Writing:** Extended independent pieces of writing with rubrics will be used to evaluate writing	
Maths	**Decimals & Percentages** • To recognise and write decimals with up to two decimal places. • To identify and write equivalent fractions and decimals for tenths, hundredths and thousandths. • To identify the value of each digit in a number with three decimal places using a place value chart. • To order and compare decimals with the same number of decimal places. • To order and compare any set of decimals with up to three decimal places. • To round decimals to the nearest whole number and to one decimal place. • To convert percentages into fractions with a denominator of 100. • To convert percentages into decimals. • To recall and use equivalencies between fractions, decimals, and percentages. **Perimeter & Area** • To measure and calculate the perimeter of rectangles and polygons. • To calculate the area of rectangles using standard units.	**Decimals & Percentages** **Knowledge:** Place value columns (tenths, hundredths, thousandths), the meaning of the "%" symbol, and common equivalencies (e.g., 0.5 = 1/2 = 50%). **Skills:** Converting between formats, rounding to specific degrees of accuracy, and ordering numbers with varying decimal places. **Understanding:** Recognising that fractions, decimals, and percentages are simply different ways of expressing the same proportions or parts of a whole. **Perimeter & Area** **Knowledge:** The definitions of perimeter (boundary) and area (surface), and the specific formulas for rectangles (L times W).	**Decimals & Percentages** • Convert between fractions, decimals, and percentages confidently. • Compare, order, and round decimals correctly. • Use place value charts to represent and manipulate decimals. • Solve multi-step problems using decimals and percentages. **Perimeter & Area** • Accurately calculate the perimeter and area of rectangles, polygons, and compound shapes.

	• To calculate the area of compound shapes by splitting them into simpler rectangles. • To estimate the area of irregular shapes. **Statistics** • To read and interpret information presented in line graphs. • To read and interpret data within standard tables. • To extract and analyse information from two-way tables. • To read and interpret information from timetables to solve time-based problems.	**Skills:** Measuring accurately with a ruler, calculating totals for regular and irregular polygons, and decomposing compound shapes into smaller parts. **Understanding:** Realising that shapes with the same area can have different perimeters, and why square units (cm^2) are used for area instead of linear units. **Statistics** **Knowledge:** The components of a graph (x/y axes, scales, intervals) and the structure of different table types. **Skills:** Locating specific data points, calculating differences between values in a table, and tracking trends over time using line graphs. **Understanding:** Interpreting the "story" behind the data, such as identifying a trend in a timetable or recognising how two variables correlate in a two-way table.	• Apply knowledge to real-world and multi-step problems. • Make reasonable area estimations and justify answers. • Explain methods and choices using mathematical vocabulary. **Statistics** • Read and analyse data from line graphs, tables, and timetables correctly. • Identify trends, patterns, and relationships in data. • Use information from tables and graphs to answer multi-step questions. • Justify answers using mathematical reasoning and correct terminology.
How will this be assessed?		Weekly Mental Maths, End of unit assessments, End of term assessments	
IPC	**Hear, Look!** **In Science, we'll be learning about:** • How human ears and eyes work	**Knowledge (What students will know)** • The structure and function of the human ear and eye.	**Science Task 1** • Accurately describe the structure and function of the human ear and eye, explaining

	• The connection between sound and vibrations • Whether sound can travel through different mediums • Changing pitch and amplitude • Materials that absorb sound • How white light is made • Similarities and differences between light and sound • How and why shadows change. **In Design, Technology and Innovation, we'll be learning about:** • Using elastic bands to make a pitched instrument. **In International, we'll be learning about:** • The effects of noise and light pollution	• How sound is produced by vibrations and how it travels. • That sound can travel through solids, liquids, and gases. • How pitch and amplitude affect sound. • Which materials absorb sound and why. • That white light is made up of different colors. • The key similarities and differences between light and sound. • How shadows are formed and what affects their size and shape. **Understanding (What students will understand)** • How the ear and eye process sound and light. • Why sound needs a medium to travel through. • How different materials impact the transmission or absorption of sound. • Why light can be split into different colours. • How and why shadows change based on light sources and object position. **Skills (What students will be able to do)** • Label and describe the parts of the ear and eye. • Conduct experiments to explore sound vibrations and travel.	how each part contributes to hearing and vision. • Articulate how the ear and eye process sound and light, making connections between structure and function. • Label and describe the parts of the ear and eye with correct terminology, explaining their functions fluently. **Science Task 2** • Clearly explain how sound is produced by vibrations and how it travels through different mediums with real-world examples. • Justify with evidence why sound needs a medium to travel and how different environments impact its movement. **Science Task 3** • Confidently identify how sound travels through solids, liquids, and gases, using scientific reasoning. • Design and conduct controlled experiments on sound vibrations and travel, recording precise observations. **Science Task 4** • Demonstrate deep understanding of how pitch and

		• Investigate the effect of different materials on sound absorption. • Use equipment to measure pitch and amplitude. • Experiment with prisms to observe how white light splits. • Compare data on light and sound behaviour. • Make predictions and record findings about shadow changes.	amplitude affect sound, linking to musical instruments or real-life applications. • Use scientific equipment confidently to measure pitch and amplitude, interpreting results effectively. **Science Task 5** • Investigate and explain how different materials impact sound absorption using accurate data collection methods. **Science Task 6** • Explain in detail how white light is composed of different colors and how this is proven through experiments. • Carry out experiments with prisms to observe light splitting, making links to real-life applications. **Science Task 7** • Explain with precision how shadows form and analyze how changes in light sources affect size and shape. • Analyse patterns in how and why shadows change, using clear reasoning and scientific vocabulary.

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<td>Design, Technology and Innovation Task
• Uses creativity and precision in design, ensuring the instrument is both functional and visually appealing.

International Task
• Clearly explains the causes and effects of noise and light pollution, using real-world examples.</td>
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<td>How will this be assessed?</td>
<td colspan="3">Exit Point, Recording Tasks, Learning Journey, Knowledge Assessment</td>
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<td>Bahasa Melayu</td>
<td>Unit: Keselamatan Diri (Personal Safety)
• Safety vocabulary related to home, school, and public places
• Identifying safety hazards and unsafe behaviour
• Understanding safety rules and instructions
• Giving advice and warnings

Unit: Kejiranan Saya (My Neighbourhood)
• Places in the neighbourhood
• Roles of community members
• Describing locations and places
• Expressing opinions about places
• Keeping the neighbourhood clean and safe</td>
<td>Knowledge:
• Identify safety-related vocabulary (bahaya, selamat, api, elektrik)
• Name places in the neighbourhood (rumah, sekolah, kedai, taman)
• Recognise roles of community helpers (polis, guru, penjual)

Understanding:
• Explain why safety rules are important
• Describe why places and people are important in a community
• Discuss simple ways to stay safe and keep the neighbourhood clean

Skills:
• Listen to and understand short instructions and descriptions
• Speak using simple, clear sentences
• Read short texts and identify key details</td>
<td>• Use safety and neighbourhood vocabulary accurately in speaking and writing
• Construct clear sentences to give instructions, describe places, and express opinions
• Write a short, structured paragraph about safety or their neighbourhood
• Communicate ideas confidently using correct basic grammar

Tatabahasa (Grammar Focus – Across Both Units)

Tatabahasa Fokus | Contoh Ayat
Ayat larangan | Jangan sentuh api.
Ayat perintah mudah | Pastikan pintu ditutup.</td>
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		• Write sentences and short paragraphs with guidance	Ayat mudah (SVO) — Saya tinggal di rumah. Kata kerja — sentuh, guna, pergi, jaga Kata nama am — rumah, dapur, sekolah, taman Kata adjektif — besar, kecil, bersih, selamat Kata sendi tempat — di, dekat, jauh dari Kata hubung — dan, kerana
How will this be assessed?		• Teacher observation during class activities • Completion of worksheets and vocabulary tasks • Listening and reading of short texts • Speaking task: giving safety advice or describing places • Writing task: short paragraph (4–6 sentences) • Support through visuals and sentence frames; extension using *dan* and *kerana*	
Mandarin	**Beginner:** Little Monkey **Advanced**： School environment and teacher (校园环境与老师)	**Beginner:** Students will learn how to say different weather and time in Chinese and mastered the writing methods of these words. In addition, students read and understand the passage and answer relevant questions. **Advanced**： **我们将获得哪些知识、理解和技能？** 学生将学习与校园环境和老师相关的词汇（如环境、舒适、适合、静心、活力），	**Beginner:** • Read the passages • Use words related to time (e.g. 早上、中午、晚上, etc.) • Use words related to weather (e.g. 晴天、热、冷, etc.) • Answer relevant questions correctly • Write the correct stroke order **Advanced**：

		练习书写汉字，运用词汇造句，并通过阅读理解提升语言运用能力。	**优秀表现是什么样的？** 学生能准确使用词汇，书写规范，流利地用完整句子描述校园环境和老师特点，并能在阅读理解中准确回答问题，表达清晰，交流自信。
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	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. 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. 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.	• 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. • 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?		Practical assessment	
Physical Education (Swimming)	• Refinement of freestyle & breaststroke • Introduction to backstroke • Starts and push-offs • Treading water • Swimming for endurance (50m+)	**Knowledge** • Stroke efficiency principles • Basic survival swimming skills **Understanding** • Energy conservation in swimming • Importance of technique over speed **Skills** • 50m continuous swim • Backstroke basics • Treading water for 30–60 seconds	• Strong streamline • Efficient breathing • Maintaining pace over distance • Demonstrating water safety skills confidently •
How will this be assessed?		• Distance swim challenge • Multi-stroke assessment • Water survival assessment	
Music	We are focusing on rhythm complexity and ensemble coordination while expanding on harmony and improvisation.	• **Knowledge:** Understanding syncopation, triplets, and harmonic layering.	Students will confidently perform layered rhythms, engage in group improvisation with stylistic awareness,

		• **Understanding:** Developing control over rhythmic phrasing and improvisation techniques. • **Skills:** Performing syncopated rhythms accurately and improvising short musical phrases within a group setting.	and apply their knowledge of harmony in ensemble music.
How will this be assessed?		Written and practical assessment	