

Straits International School Rawang

Curriculum Overview – Year 5

Year 5 Summer Term 3.1 2025/2026

Summer Term 3.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p>Writing</p> <ul style="list-style-type: none"> 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. 	<p>Knowledge:</p> <ul style="list-style-type: none"> The grammatical rules for fronted adverbials, modal verbs, relative clauses, and dialogue punctuation. The function of "show, don't tell" through expanded noun phrases. <p>Skills:</p> <ul style="list-style-type: none"> Deconstructing professional thrillers to identify "atmosphere-building" techniques. Planning and drafting a sustained narrative that maintains a consistent protagonist voice. <p>Understanding:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

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.

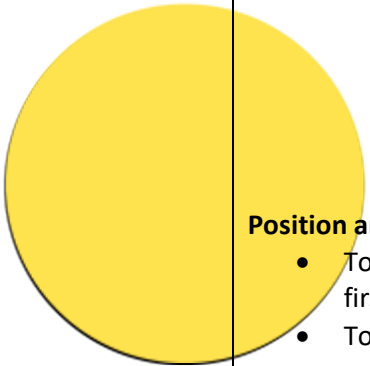
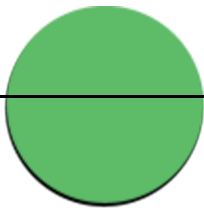
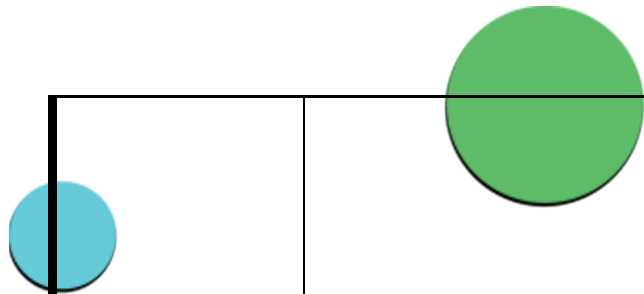
Summarising and Explaining

- 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

		<p>explains differences in authorial style and purpose.</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>and explain differences in authorial style and purpose.</p>
<p>How will this be assessed?</p>		<p>Reading: Reading Comprehension assessments; Weekly Spelling Tests</p> <ul style="list-style-type: none"> • Writing: Extended independent pieces of writing with rubrics will be used to evaluate writing 	
<p>Maths</p>	<p>Shapes</p> <ul style="list-style-type: none"> • To understand and use degrees. • To classify angles (acute, obtuse, and reflex). • To estimate the size of angles. • To measure angles up to 180° with a protractor. • To draw lines and angles accurately. • To calculate angles around a point. • To calculate angles on a straight line. • To identify equal lengths and angles in shapes. • To distinguish between regular and irregular polygons. • To reason about 3D shapes from 2D representations. 	<p>Shapes</p> <p>Knowledge</p> <ul style="list-style-type: none"> • To know that angles are measured in degrees and a full turn is 360°. • To identify acute <90°, obtuse 91°-179° and reflex >180 angles. • To recognize that a regular polygon has all sides and all internal angles equal. <p>Skills</p> <ul style="list-style-type: none"> • To use a protractor to measure and draw angles accurately to the nearest degree. • To calculate missing angles on a straight line 180° and around a point 360° 	<p>Shapes</p> <ul style="list-style-type: none"> • Solve complex, multi-step problems by using the properties of a straight line to find a missing angle • Explain why a rhombus is an irregular polygon despite having four equal sides. • Visualise and describe the relationship between 2D nets and 3D shapes, identifying which specific vertices and edges will meet before the shape is constructed.



Position and Direction

- To read and plot coordinates in the first quadrant.
- To describe the translation of a shape using coordinate language.
- To translate a shape and determine its new coordinates on a grid.
- To identify and describe reflections of shapes across horizontal and vertical lines.
- To reflect a shape and plot its new position accurately.

- To construct 2D nets to represent 3D shapes like cubes and cuboids.

Understanding

- To understand the relationship between fractions of a turn and degree measurements.
- To reason why certain shapes are irregular even if all their sides are the same length (e.g., a rhombus).
- To visualize how 2D diagrams represent the vertices and edges of 3D objects.

Position and Direction

Knowledge

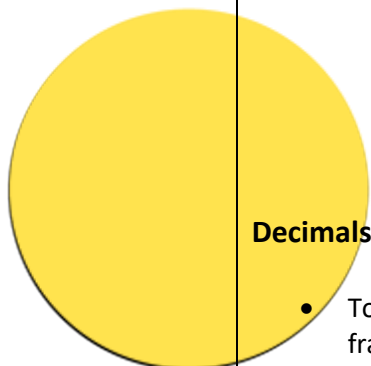
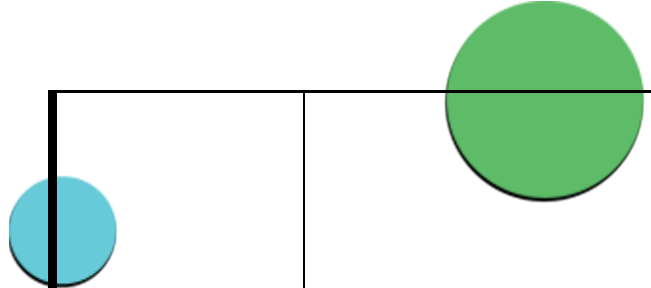
- To know that the x-axis is horizontal and the y-axis is vertical (the "along the corridor and up the stairs" rule).
- To identify the difference between a translation (sliding) and a reflection (flipping).

Skills

- To plot and read coordinates accurately to describe the position of a vertex.

Position and Direction

- Deduce the coordinates of a missing vertex in a symmetrical shape or polygon without a grid.
- Predict and calculate the coordinates of a shape after multiple transformations (e.g., a translation followed by a reflection).



Decimals

- To identify and record decimals as fractions.
- To understand and write decimals with up to three decimal places (thousandths).
- To multiply and divide decimals by 10, 100, and 1,000.
- To use place value counters and grids to represent thousandths.
- To compare and order decimals with varying numbers of decimal places.
- To round decimals to the nearest whole number and one decimal place.

- To draw the position of a shape after it has been moved or reflected across a mirror line.

Understanding

- To understand that the size and orientation of a shape remain identical after a translation.
- To understand that in a reflection, every point on the new shape is the same distance from the mirror line as the original.

Decimals

Knowledge

- To know that the third decimal place represents thousandths, which are ten times smaller than hundredths.
- To recognize the equivalent fraction for common decimals.

Skills

- To accurately place decimals on a number line between two whole numbers.
- To use symbols to compare decimals of different lengths.

Decimals

- Solve complex problems involving the scaling of decimals.
- Explain the relationship between decimals, fractions, and percentages when working with thousandths.

Understanding

- To understand that "more digits" doesn't necessarily mean a "larger number" in decimals.
- To understand how the digits "shift" positions when multiplying or dividing by powers of 10.

How will this be assessed?

- End Of Unit (EOU Assessments)
- Weekly Mental Maths

IPC

Being A Historian

- Entry Point - Exploring different types of historians
- Knowledge Harvest - Ordering events and eras

In History, we'll be learning about:

- History Task 1 - Timelines and personal chronology
- History Task 2 - Family trees and digital timelines
- History Task 3 - Significant events research
- History Task 4 - Evaluating sources about significant people
- History Task 5 - Inventions and their historical impact
- History Extension Task - Fact files of time periods or civilisations

In Geography, we'll be learning about:

- Geography Task 1 - Changing borders and names

Knowledge, Understanding and Skill

- Explore the different roles and specialisations of historians
- Identify key historical periods across civilizations
- Recognise the defining features of historical periods and societies
- Investigate family histories and the structure of past communities
- Use evidence to build thoughtful inferences about the past
- Understand how historical accounts can vary and what causes bias
- Trace the evolution of inventions and their impact on societies
- Examine characteristics of specific time periods
- Discover how country names and borders have changed over time
- Understand the impact of tectonic activity on the landscape
- Learn how ancient art was used to tell stories

Entry point

- Shows curiosity, describes historian roles in detail, and asks thoughtful questions about evidence

History Task 1

- Timeline is chronological with well-researched, accurate events
- Annotations show thoughtful insights into historical impacts

History Task 2

- Sequences events accurately with correct dates
- Explains why each period is significant using historical reasoning

History Task 3

- Shows curiosity by asking insightful questions about evidence
- Clearly explains how different historians investigate the past

History Task 4

- Geography Task 2 - Tectonic activity shaping history

In Art, we'll be learning about:

- Art Task 1 - Civilisations using art for storytelling
- Art Task 2 - Art as historical record

In International, we'll be learning about:

- International Task 1 - Calendars and time measurement
- International Task 2 - Learning from the past
- International Task 3 - News perspectives

In Health & Wellbeing, we'll be learning about:

- Health & Wellbeing Task 1 - Fake news
- Health & Wellbeing Task 2 - Metacognition in history

- Recognise how artists have documented historical events
- Explore different cultural systems for measuring time
- Reflect on historical achievements and errors
- Analyse how news is reported differently around the world
- Understand how misinformation and fake news spread
- Apply metacognitive strategies to reflect on learning and thinking

- Uses correct chronology and clear family/historical links
- Includes key terminology and context for important moments

History Task 5

- Clearly connects events across time with justified links
- Uses interactive tools or creative elements effectively

History Task 6

- Analyses how and why sources differ, supported by evidence
- Explains the influence of bias with historical examples

History Task 7

- Shows how inventions evolved and influenced societies
- Creates a clear, engaging video or presentation with strong historical context

History Task 8

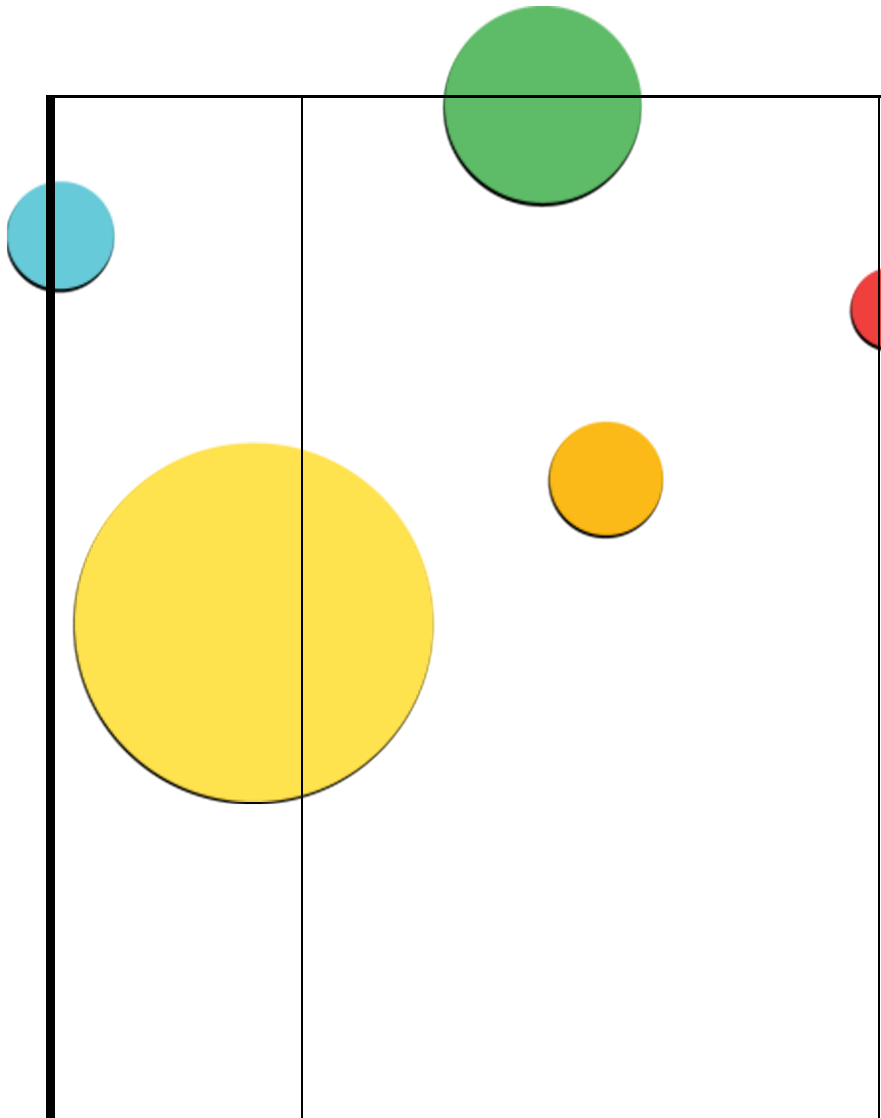
- Well-structured file using timelines, colour codes, and categories
- Provides rich context and connects facts across time periods

Geography Task 1

- Explains specific changes with reasons and historical events
- Uses historical vocabulary and maps to support comparisons

Geography Task 2

- Explains how geographical features affected historical choices

		<ul style="list-style-type: none"> • Connects tectonic activity or landforms to settlement patterns <p>Art Task</p> <ul style="list-style-type: none"> • Art shows accurate historical content and strong creativity • Includes a thoughtful written explanation of its significance <p>International Task 1:</p> <ul style="list-style-type: none"> • Suggests thoughtful, realistic ways to build a better future • Explains ideas clearly with historical evidence and insight <p>International Task 2:</p> <ul style="list-style-type: none"> • Highlights bias in multiple sources with examples • Explains how cultural or political factors influence reporting <p>Health and Wellbeing Task 1:</p> <ul style="list-style-type: none"> • Identifies fake news with clear reasoning and examples • Explains how and why misinformation spreads across platforms <p>Health and Wellbeing Task 2</p> <ul style="list-style-type: none"> • Reflects deeply on learning process and research strategies • Applies reflection to improve next steps in historical inquiry
<p>How will this be assessed?</p>	<p>Exit Point</p> <p>Recording Tasks</p>	

Learning Journey

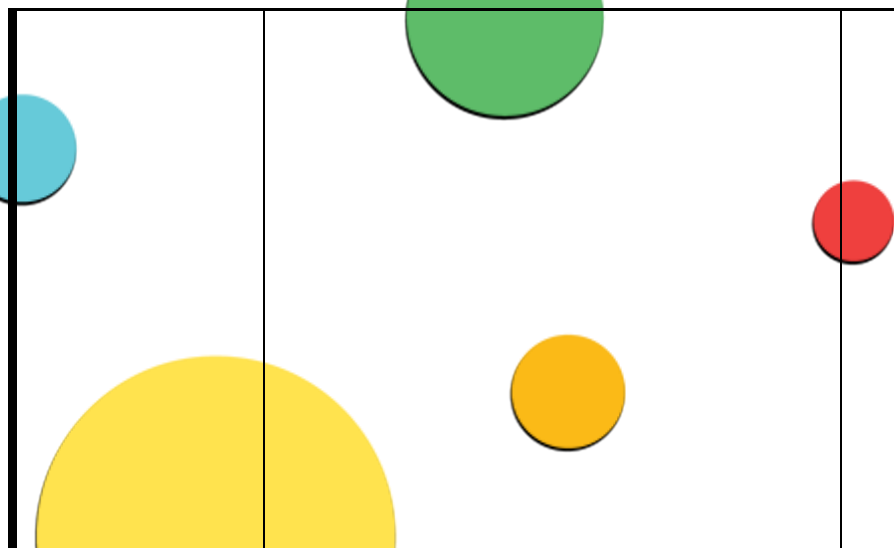
Knowledge Assessment

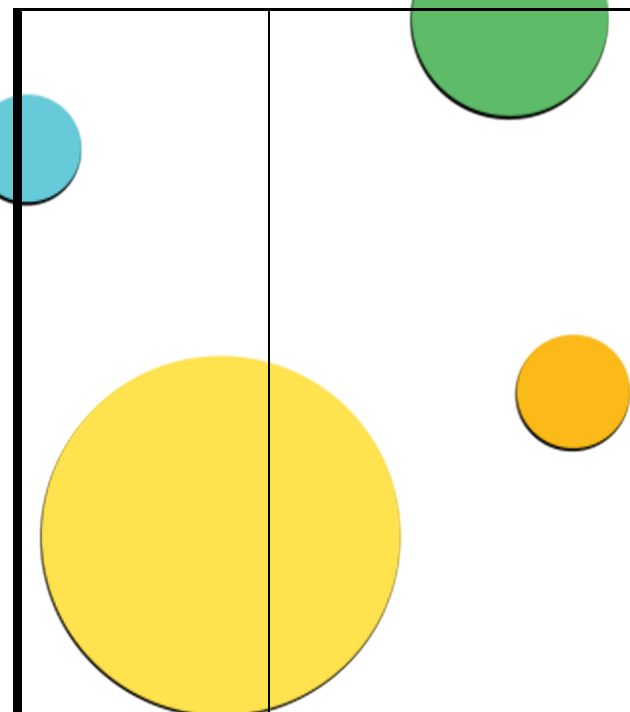
Bahasa Melayu

Pakaian Kita

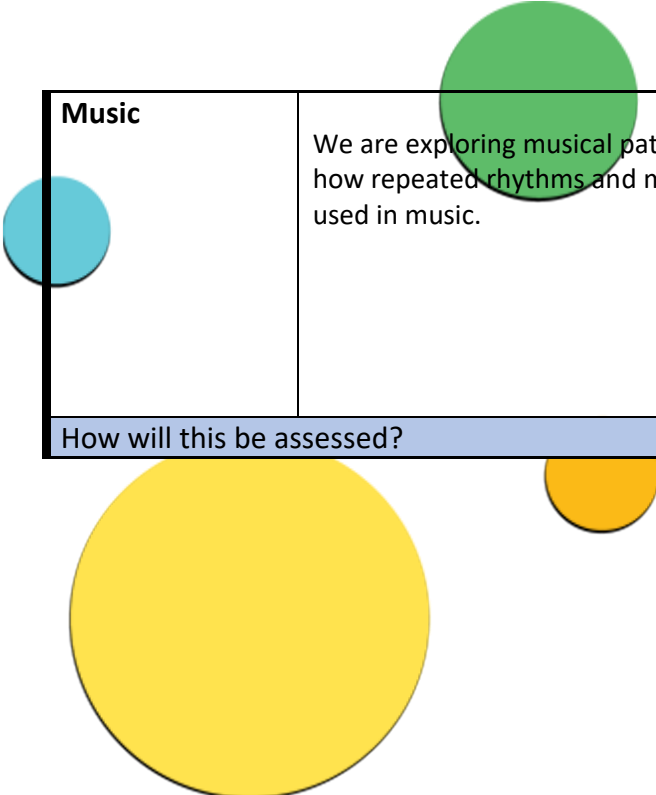
Students will be able to identify and name different types of clothing (e.g., shirt, pants, dress, shoes) and describe their uses.

- Knowledge:
 - Recognize and name common types of clothing in Bahasa Melayu such as *kemeja* (shirt), *seluar* (pants), *gaun* (dress), *kasut* (shoes), *topi* (hat), *seluar pendek* (shorts), and *jaket* (jacket).
 - Understand the difference between formal and casual clothing.
 - Identify materials used for clothing (e.g., *kapas* (cotton), *poliester* (polyester), *kulit* (leather)).
- Understanding:
 - Understand the purpose and use of different types of clothing (e.g., wearing a *gaun* for a party, *kemeja* for work).
 - Comprehend how weather or occasion influences the type of clothing choices (e.g., wearing *jaket* in cold weather, wearing *seluar pendek* in hot weather).
 - Recognize that different cultures and regions may wear different types of clothing.
- Students accurately name and identify a wide variety of clothing items in Bahasa Melayu (e.g., *kemeja*, *seluar*, *gaun*, *kasut*).
- Students can describe the use of different clothing items with correct context (e.g., "*Saya memakai jaket kerana cuaca sejuk*" – I wear a jacket because the weather is cold).
- Students confidently use clothing-related vocabulary to talk about different occasions and weather conditions where specific clothes are worn.
- 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).
- Students actively engage in interactive activities like fashion shows, matching games, or discussions where they practice describing clothing and its uses in various contexts.

		<ul style="list-style-type: none"> • Skills: <ul style="list-style-type: none"> ○ Be able to name and identify various types of clothing in Bahasa Melayu. ○ 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). ○ Participate in activities where they match clothing items with appropriate occasions or weather. 	
How will this be assessed?		Worksheets, videos, simple quizzes, assessments, Q&A	
Mandarin	<p>Mandarin Advanced: Travel experience (旅游经验)</p> <p>Mandarin Beginner: 我有五节课</p>	<p>Mandarin Advanced: 学生将学习与旅游相关的词汇，如“旅游”、“旅行”、“回味无穷”、“心旷神怡”等，并理解这些词汇在描述旅行经历时的用法。他们将练习正确书写相关汉字，掌握词语的结构和笔顺。同时，学生将学习如何使用这些词语进行造句和简单叙述，提升句子组织能力和表达能力。在阅读理解方面，学生将通过短文了解他人的旅游经历，并学会提取信息和理解文章主旨，培养整体语言运用能力。</p> <p>Mandarin Beginner:</p>	<p>Mandarin Advanced: 优秀的学生能够准确地使用旅游相关词汇进行口语表达与写作，能够写出内容连贯、语句通顺的旅游经历小短文，表达出个人的感受与想法，如“这次旅行让我心旷神怡”。他们的汉字书写清晰、美观，笔画顺序正确。在阅读理解中，能够快速找到关键信息并理解文章内容，回答问题准确无误。优秀学生还能够将旅游词汇与个人生活经验相结合，表达有情感、有层次的句子，展现出较强的中文综合运用能力。</p>

		<p>Students will be introduced to basic vocabulary related to school subjects. They will learn to read and recognize simple Chinese characters, practise writing them with correct stroke order, and take part in spelling tests to reinforce their learning. Students will also begin forming short and simple sentences to talk about their favourite subjects. This unit aims to build students' confidence in using Mandarin to describe their school life through reading, writing, and speaking activities.</p>	<p>Mandarin Beginner: Students can confidently read and write the names of school subjects with accurate stroke order and neat handwriting. They will be able to spell the words correctly in tests and use them to form clear, grammatically correct short sentences. Students showing excellence will also express their preferences about school subjects in Mandarin with good pronunciation and understanding, showing both accuracy and fluency in their communication.</p>
How will this be assessed?		Workbook, worksheet, Assessment, Q&A	
<p>Physical Education</p>	<p>Structure: 1x Weekly Swimming Lesson 1x Weekly PE (Land-based) Lesson</p> <p>Swimming (Weekly Slot): Students transition from isolated leg work to Full Breaststroke Coordination. The focus is on the "Pull-Breathe-Kick-Glide" sequence. Students will learn the "Scull" hand movement (outward and inward sweeping of the palms) to create lift and pull, ensuring the head lifts for a breath</p>	<ul style="list-style-type: none"> • Technical Synchronisation: Students will master the timing of the Breaststroke ensuring the arms recover while the legs are kicking to maintain continuous momentum. • Tactical Decision-Making: Understanding "Base-Runner Tracking" in Teeball knowing when to throw to the lead runner and when to "play it safe" at first base. • Athletic Mechanics: Learning the "Crouch Start" for sprints and the 	<ul style="list-style-type: none"> • In Swimming, excellence is a smooth, rhythmic Breaststroke where the glide phase is held long enough to show efficiency, with arms and legs working in perfect opposition. • In Teeball, it is shown through "Diamond Awareness"—the ability to execute a "Double Play" (getting two runners out in one sequence) or successfully coaching a teammate from the sidelines.

	<p>before the kick drives the body forward into a long, streamlined glide.</p> <p>PE: Strategic Striking & Athletic Performance (Weekly Slot): The intensity is raised to a Competitive Level in preparation for the upcoming sports season. In Teeball, we move beyond basic outs to Advanced Tactical Play, including "Tag-ups," "Cut-off throws," and "Double-Play" attempts. Games Carnival Prep becomes the primary focus for the latter half of the lesson, with students undergoing specific "Sprint Starts" and "Baton Exchange" training to ensure the school is ready for the inter-house showdown.</p>	<p>"Blind Handover" or "Visual Handover" for relay races.</p> <ul style="list-style-type: none"> • Rules & Ethics: Applying the "Infield Fly" rule and "Obstruction" rules in Teeball. Students demonstrate humble and professional leadership by officiating mini-games and managing their own team's batting order. 	<ul style="list-style-type: none"> • In Games Carnival, excellence is characterized by "Precision under Pressure"—performing a flawless baton exchange at full speed or shaving seconds off a personal best through improved running form. • Across all areas, "excellent" students act as House Captains, motivating their peers during tough drills and maintaining a humble, professional focus even in a highly competitive environment.
<p>How will this be assessed?</p>	<ul style="list-style-type: none"> • Stroke Coordination Rubric: Evaluating the timing of the Breaststroke pull and kick (preventing the "arm-and-leg-at-the-same-time" error). • Tactical Simulation: Assessing defensive choices in Teeball during "Bases Loaded" scenarios. • Athletic Benchmarking: Recording 50m/100m sprint times and relay transition efficiency to track "Carnival Readiness." • Professional Standards: Evaluating the student's ability to organize a warm-up for their group and their consistent display of sportsmanship toward both teammates and opponents. 		



Music	We are exploring musical patterns — learning how repeated rhythms and melodies can be used in music.	<ul style="list-style-type: none">• Knowledge: Understand what a musical pattern is (ostinato, repeated phrases, rhythmic loops).• Understanding: Identify patterns in songs and instrumental pieces.• Skills: Create and perform simple rhythmic and melodic patterns using instruments and voice.	Students will confidently create and layer musical patterns in group performances, showing control and coordination with rhythm and pitch.
How will this be assessed?		Written and practical assessment	