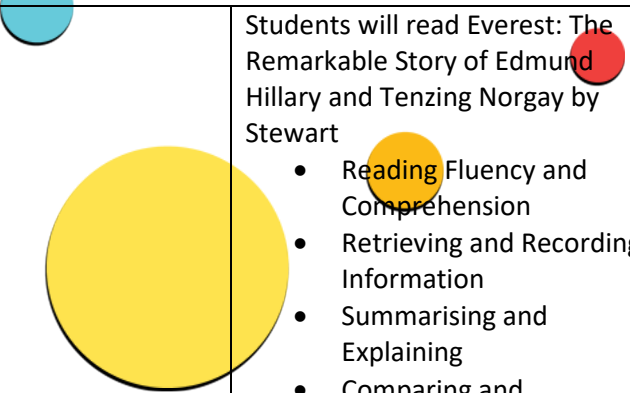




Straits International School Rawang
Curriculum Overview – Year 6
Autumn Term 1.2 2025/2026



Autumn - Term 1.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p>Writing</p> <ul style="list-style-type: none"> • Students will plan and write their own mystery story. • Students will explore how writers build suspense and tension. • Students will create clues, red herrings, and plot twists to engage the reader. • Students will develop characters with secrets and motives. • Students will describe settings that create a mysterious atmosphere. • Students will write a resolution that reveals the solution to the mystery. <p>Reading</p>	<ul style="list-style-type: none"> • Creative writing skills – developing imaginative plots and original ideas • Critical thinking – solving problems and linking clues logically • Planning and organisation – structuring a story with clear sequence and pacing • Inference and deduction – showing rather than telling to keep readers guessing • Descriptive writing – using powerful vocabulary to create mood and suspense • Characterisation – building believable, complex characters with motives • Editing and reflection – improving writing through redrafting and feedback • Reader awareness – anticipating what readers know and how to surprise them 	<ul style="list-style-type: none"> • Students will write engaging mystery stories with clear structure, suspense, and resolution. • Students will create believable characters and clues that keep readers guessing. • Students will use descriptive language and varied sentences to build tension and atmosphere. <p>Reading</p> <ul style="list-style-type: none"> • Reading Fluency and Comprehension Reads fluently with expression and deep understanding. Makes detailed explanations and accurate inferences from texts. • Retrieving and Recording Information Efficiently locates and records key information. Provides clear and logical summaries of complex details. • Summarising and Explaining Offers insightful summaries and thorough explanations of key ideas and themes.

	<p>Students will read Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Stewart</p> <ul style="list-style-type: none"> • Reading Fluency and Comprehension • Retrieving and Recording Information • Summarising and Explaining • Comparing and Contrasting Texts 		<p>Integrates information coherently from various parts of the text.</p> <ul style="list-style-type: none"> • Comparing and Contrasting Texts <p>Provides thoughtful, evidence-based comparisons.</p>
<p>How will this be assessed?</p>		<p>Skills developed in lessons, Big Write (Assessed), Spelling Test, VIPERS/Reading Comprehension Assessment, SPAG test</p>	
<p>Maths</p>	<ul style="list-style-type: none"> • Fractions A • Fractions B • Converting Units 	<p>Fractions A</p> <ul style="list-style-type: none"> • Equivalent fractions and simplifying • Equivalent fractions on a number line • Compare and order (denominator) • Compare and order (numerator) • Add and subtract simple fractions • Add and subtract any two fractions • Add mixed numbers • Subtract mixed numbers <p>Fractions B</p>	<p>Fractions A</p> <ul style="list-style-type: none"> • Students confidently find and simplify equivalent fractions, showing clear understanding of relationships between numerators and denominators. • Students accurately compare and order fractions using reasoning, visual models, and number lines. • Students add and subtract simple and mixed fractions with accuracy, showing clear working and simplified answers. <p>Fractions B</p>

- Multiply fractions by integers
- Multiply fractions by fractions
- Divide a fraction by an integer
- Divide any fraction by an integer
- Mixed questions with fractions
- Fraction of an amount
- Fraction of an amount – find the whole

Converting Units

- Metric measures
- Convert metric measures
- Calculate with metric measures
- Miles and kilometers
- Imperial measures

Solve number and practical problems that involve the above.

Apply knowledge of Fractions and Converting Units to reason about numbers and make decisions in problem-solving scenarios.

They also practise mental strategies with both large and small numbers, using their understanding of fractions.

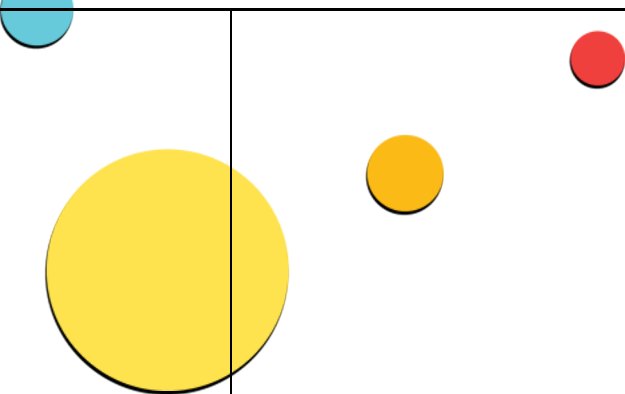
Students will solve multi-step problems, choosing which operations and methods to use based on the context of the problem and

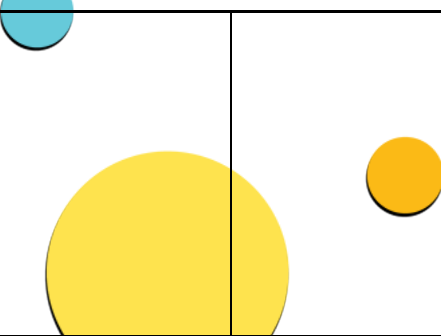

- Students fluently multiply and divide fractions by integers and other fractions, explaining their reasoning clearly.
- Students solve multi-step fraction problems, selecting efficient strategies and simplifying where possible.
- Students find fractions of amounts and use inverse operations to find the whole with confidence and accuracy.

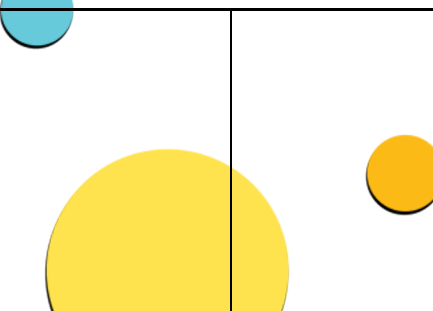

Converting Units

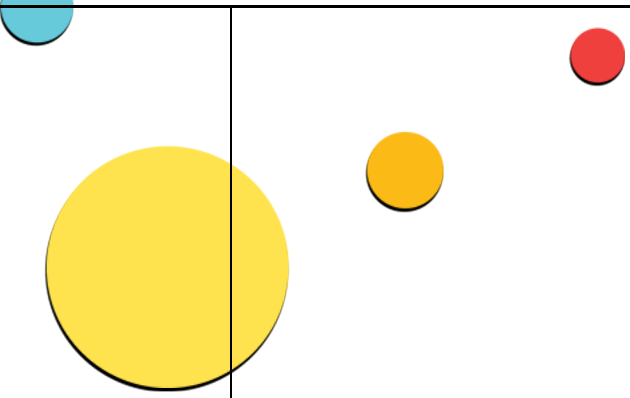
- Students accurately convert between metric units and understand how place value changes across units.
- Students apply conversions confidently to real-world problems involving measures and calculations.
- Students understand and use both metric and imperial units, including converting miles and kilometres with accuracy.

		<p>the types of numbers involved. The use of concrete manipulatives can support children's understanding, especially when manipulation of fractions is required.</p>	
<p>How will this be assessed?</p>		<p>End of unit assessments, End of term assessment (Paper 1 & Paper 2), Mental Maths weekly test</p>	
<p>IPC</p>	<p>•Being Human: Living Things</p>	<p><u>In Science we will be learning about:</u> Science Task 1: The function of bones and the muscles in the body Science Task 2: The human heart and how it works Science Task 3: What the respiratory system does Science Task 4: The connection between the respiratory and circulatory systems Science Task 5: The characteristics that offspring can inherit from their parents Science Task 6: The nature versus nurture debate Science Task 7: The nutrients our body systems need and how they get them.</p> <p><u>In Health and Wellbeing, we will be learning about:</u> Health & Wellbeing 1: Inherited Characteristics vs Environmental Factors Health & Wellbeing 2: What can be done to help with the aging process? Health & Wellbeing 3: Puberty – talking about Puberty (physical, social and emotional changes) Health & Wellbeing 4: Social media impact on health and body image. for our product</p>	<p>Science Task 1: Explains clearly how bones support the body and how muscles work in pairs to create movement, using accurate scientific vocabulary. Task 2: Describes the structure and function of the heart and explains how it pumps blood through the body with detail and accuracy. Task 3: Explains how air travels through the respiratory system and how gas exchange happens in the lungs using clear diagrams. Task 4: Describes how the respiratory and circulatory systems work together to transport oxygen and carbon dioxide effectively. Task 5: Identifies traits inherited from parents and explains how these differ from learned or environmental traits. Task 6: Explains both sides of the debate with real-life examples, showing how genetics and environment influence who we are. Task 7: Explains how nutrients are absorbed and transported to body systems and why a balanced diet is essential for health.</p> <p>Health & Wellbeing Task 1: Explains how lifestyle choices and environment can influence health alongside genetics, using examples.</p>

		<p><u>In Art and International we will be learning about:</u> Art 1: Seven Elements of Art Art 2: Model diagrams International 1: Life expectancy around the world. International 2: History and culture of sports.</p>	<p>Task 2: Describes physical and emotional changes with age and suggests positive ways to stay healthy and active. Task 3: Explains key physical, social, and emotional changes confidently and sensitively, showing understanding and empathy. Task 4: Explains both positive and negative impacts of social media and promotes healthy, balanced attitudes toward body image</p> <p>Art & International Art 1: Applies the seven elements thoughtfully in artwork and explains how they enhance composition and design. Art 2: Creates accurate, labelled scientific or anatomical diagrams with neat presentation and clear structure. International 1: Compares life expectancy across countries and explains how factors like lifestyle, healthcare, and economy affect it. International 2: Explains how sports reflect cultural values and how they have evolved over time, showing curiosity and global awareness.</p>
<p>How will this be assessed?</p>		<p>IPC Knowledge Assessment, Experiments, Health Fair Exit Point and Learning Journey.</p>	
<p>Bahasa Melayu</p>	<p>Keluarga dan Kehidupan di Tempat Tinggal, Melawat Datuk dan Nenek di Kampung</p>	<p>Knowledge Students will learn vocabulary and phrases related to family life and living environments, as well as terms associated with visiting grandparents in the village, including cultural practices and rural settings.</p> <p>Skills Students will develop the ability to describe their family members, home life, and experiences of visiting grandparents in the village, using appropriate sentence structures</p>	<ul style="list-style-type: none"> • Fluent and precise use of vocabulary to describe family life, home environments, and experiences of visiting grandparents in the village. • Well-structured, written and spoken descriptions with correct grammar and sentence construction. • Active participation in discussions, demonstrating a deep understanding of the cultural significance of family visits and rural life.

		<p>and vocabulary in both spoken and written Malay.</p> <p>Understanding Students will understand the cultural significance of family bonds, rural life, and the tradition of visiting grandparents in the village, recognizing the values and customs that shape these experiences.</p>	<ul style="list-style-type: none"> • Creative presentations that reflect personal experiences and an appreciation of family traditions and rural living.
<p>How will this be assessed?</p>		<p>Vocabulary quizzes, writing assignments, class participation</p>	
<p>Mandarin</p>	<p>Beginner: 小狗学样 and 在公园里 Advanced: 我家附近</p>	<p>Beginner: Students learn, and master vocabulary and grammar related to daily life and hobby. In grammar lessons, students understand how to use "也" (also) and "一边...一边" (doing two things simultaneously). They can use the vocabulary they have learned to describe their daily life at home and hobby.</p> <p>Advanced: 在六年级汉语课程中，主题“我家附近”将通过以下方面进行评估：</p> <p>知识：</p> <ul style="list-style-type: none"> • 学习描述家附近环境的词汇，如“商店” (shāngdiàn - store) 和“公园” (gōng yuán - park)。 	<p>Beginner:</p> <ul style="list-style-type: none"> • Students can briefly describe what they like to do at home. • They can accurately use the vocabulary and grammar they have learned. • They have mastered the grammar of "也" (also) and "一边...一边" (doing two things simultaneously). <p>Advanced: 学生能准确、流利地描述家附近的地点和设施，使用正确的词汇和句型。他们能够清晰地书写关于家附近环境的短文，并在听力和口语中表现出高水平的理解 and 应用能力。</p>

		<p>理解:</p> <ul style="list-style-type: none"> 认识并正确使用与周边环境相关的词汇，能够描述家附近的地点和设施。 	
<p>How will this be assessed?</p>		<p>Classwork, discussion and comprehension reading and writing assessment</p>	
<p>Physical Education</p>	<p>IPC Fitness: Students will be assessed on behaviour, reaction time, agility, balances and coordination.</p> <p>IPC Badminton: Students will be assessed on badminton grip, serving, return a serve and games situation.</p>	<p>Knowledge:</p> <p>Students will gain knowledge and understanding of the basic components of fitness.</p> <p>Students will learn the basic rules and regulations of badminton.</p> <p>Understanding:</p> <p>Students will gain understanding the important of reaction times in invasion games, the relation of body posture and strength in balances, the correct movement of body parts in coordination and changing direction of movement in rapid motion.</p> <p>Students will learn on how to perform a serve with a good technique, return a shot within a good space and beat the opposition games.</p>	<p>IPC Fitness unit:</p> <p>Students able to react quickly into the games and able to follow teachers' instructions Students can change the direction in a fast motion and well timing Students able to show a good body balances, strength and body posture Students able to demonstrate a good coordination of their body parts movement in striking skills.</p> <p>IPC Badminton unit:</p> <p>Student able to demonstrate a correct badminton grip in serving and return Student able to perform a serve over the net Student able to return a shot in a games Student able to maintain a rally in a games</p>

		<p>Skills:</p> <p>Students will learn on how to improve their reaction time in variety of games, the important of strength in balances, the correct movement of body parts in coordination and changing direction of movement in rapid motion.</p> <p>Students will learn on how to perform a serve with a correct grip and return a shot with a good technique.</p>	
How will this be assessed?		Practical assessment.	
Music	<p>Ukulele (Advanced Technique & Performance)</p> <p>Students will learn to perform more complex chord progressions, strumming styles, and group arrangements on the ukulele.</p>	<p>Students will gain knowledge of extended chords (G, D), understanding of chord progressions and ensemble roles, and skills in syncopated strumming, composition, and performance.</p>	<p>Students will confidently perform chord progressions with varied strumming, contribute to group arrangements, and create and perform original ensemble pieces.</p>
How will this be assessed?		Practical demonstration in class, and end of unit assessments where appropriate.	