
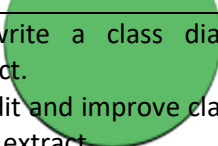
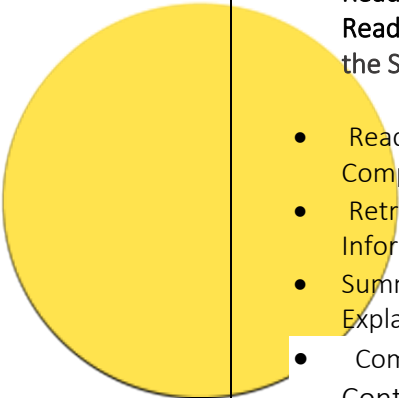



Straits International School Rawang

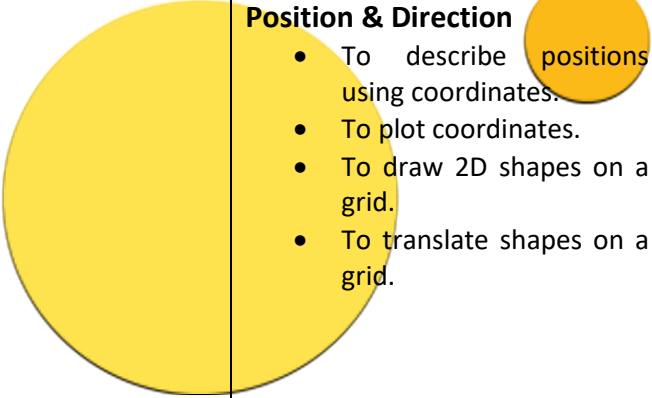
Curriculum Overview – Year 4

Year 4 Summer Term 3.2 2024/2025

Spring Term 2.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	Writing <ul style="list-style-type: none"> To know the difference between formal and informal language. To use time connectives to order events. To identify the writer's point of view. To identify the subject and object pronouns in sentences. To identify and use emotional vocabulary. To convert regular and irregular verbs into past tense. To use apostrophes for possession. To punctuate direct speech correctly. To understand the structure and identify the features of a diary extract. To plan a class diary extract. 	Writing Knowledge: <ul style="list-style-type: none"> The features and purpose of diaries. The difference between layout and language features. The definition of writer's point of view. Skills: <ul style="list-style-type: none"> Use a range of grammar and punctuation such as time connectives and apostrophes. Write direct speech accurately. Identify the features of diaries. Use emotional vocabulary. Understanding: <ul style="list-style-type: none"> Apply concepts such as writer's point of view to engage with the audience. Compare and contrast diaries in terms of how emotional vocabulary and writer's point of view are used. Reading Reading Fluency and Comprehension <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. 	Writing <ul style="list-style-type: none"> A diary extract that successfully employs all features of diary writing with a range of emotional vocabulary and the writer is clearly thinking about the audience. Reading Reading Fluency and Comprehension <ul style="list-style-type: none"> 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

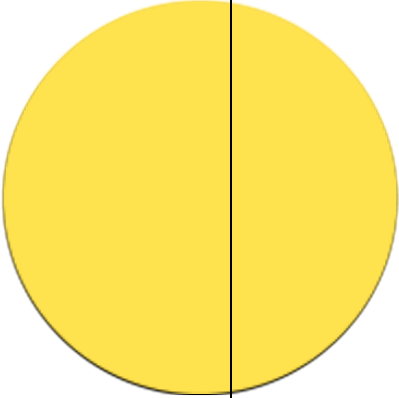
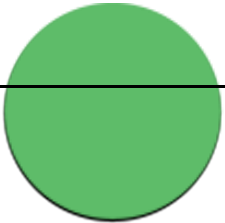

   	<ul style="list-style-type: none"> • To write a class diary extract. • To edit and improve class diary extract. • To plan own diary extract. • To write own diary extract. • To edit and improve class diary extract. <p>Reading Reading Text: Secret of the Sun King</p> <ul style="list-style-type: none"> • Reading Fluency and Comprehension • Retrieving and Recording Information • Summarising and Explaining • Comparing and Contrasting Texts 	<ul style="list-style-type: none"> • 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. <p>Understanding: Integrate information from different parts of a text for clear summaries.</p> <p>Comparing and Contrasting Texts</p> <ul style="list-style-type: none"> • 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. • Understanding: Explain how different authors' styles and purposes affect the text. 	<p>Provide thoughtful, evidence-based comparisons. Clearly understand and explain differences in authorial style and purpose.</p>
<p>How will this be assessed?</p>	<p>End of term reading assessment. Extended individual pieces of writing.</p>		

Maths	Shape <ul style="list-style-type: none"> To understand angles as turns. To identify angles. To compare and order angles. To know the different types of triangles and their properties. To know the different quadrilaterals and their properties. To know the regular polygons and their properties. To find lines of symmetry. To complete a symmetrical figure. 	Shape <p>Knowledge</p> <ul style="list-style-type: none"> Angles are measured in degrees using a protractor. 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. The properties of scalene, isosceles, right angle and equilateral triangles. The properties of quadrilaterals including square, rectangle, kite, rhombus, parallelogram, trapezium/trapezoid. The properties of pentagons, hexagons, heptagons, octagons, nonagons, decagons, hendecagons and dodecagons. A line of symmetry shows the exact reflection on both sides like a mirror. <p>Skills</p> <ul style="list-style-type: none"> Use a protractor to measure angles of 180° or less. Identify different angles before and after measuring. Identify different triangles. Compare quadrilaterals by their properties. Identify the polygons up to 12-sides (dodecagon). 	Shape <ul style="list-style-type: none"> Confident use of specific mathematical language when describing shapes in real-life. Justification of shape choice for a category or pattern with accurate reasoning. <p>Position & Direction</p> <ul style="list-style-type: none"> Confident and correctly use of position and direction term in explanations. Solve multi-step problems and explain thinking.
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	 <p>Position & Direction</p> <ul style="list-style-type: none"> • To describe positions using coordinates. • To plot coordinates. • To draw 2D shapes on a grid. • To translate shapes on a grid. 	<ul style="list-style-type: none"> • Use a mirror to identify lines of symmetry and complete symmetrical shapes. <p>Understanding</p> <ul style="list-style-type: none"> • The relationship between the length of sides and size of angles in 2D shapes. • The connection between geometry and real-life. • Apply knowledge and skills to complete incomplete 2D shapes. <p>Position & Direction</p> <p>Knowledge</p> <ul style="list-style-type: none"> • A coordinate is a pair of numbers that show an exact position on a grid (x-axis first, then y-axis). • The first quadrant is where both x and y values are positive. • Translation means moving a shape without changing its size or orientation. <p>Skills</p> <ul style="list-style-type: none"> • Reading and plotting coordinates in the first quadrant on a 2D grid. • Describing positions using coordinate notation. • Translating shapes on a grid using directions. • Describing and completing reflections of shapes across vertical and horizontal mirror lines. <p>Understanding</p>	
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		<ul style="list-style-type: none"> Plot and describe positions using coordinates. Describe how a shape has moved using clear directional language. Reflect shapes across lines, then describe patterns. 	
How will this be assessed?		End of unit and end of term written assessments. Multiplication test preparation.	
IPC	<p>In History, we'll be learning about:</p> <ul style="list-style-type: none"> What life was like in Ancient Egypt and Ancient Sumer How ancient civilisations used rivers How to use evidence from primary and secondary sources to find out about ancient civilisations Families in ancient times Ancient writing systems and why they were created Gods and goddesses The Pharaohs and Lugals that ruled Ancient Egypt and Sumer How the pyramids might have been built Ancient Egyptian and Sumer tombs and burial traditions 	<p>History</p> <p>Knowledge</p> <ul style="list-style-type: none"> What life was like in Ancient Egypt and Ancient Sumer The importance of rivers to ancient civilisations Key features of ancient family life Ancient writing systems and their purposes Names and roles of important gods, goddesses, Pharaohs, and Lugals How pyramids might have been built Tombs and burial traditions in Egypt and Sumer Famous archaeological discoveries and who made them <p>Skills</p> <ul style="list-style-type: none"> Use primary and secondary sources to gather historical information 	<p>History</p> <p>Excellence will look like students confidently using historical vocabulary and evidence to explain life in Ancient Egypt and Sumer, including how rivers, writing, and leadership shaped these civilisations. They will ask thoughtful questions, make clear comparisons to today, and show curiosity about the past.</p> <p>Art</p> <p>Excellence will look like students carefully planning and creating detailed tomb wall paintings and headdresses that reflect accurate historical styles. They will explain their artistic choices with confidence and show creativity while respecting ancient traditions.</p> <p>International</p> <p>Excellence will look like students thoughtfully comparing the lives of ancient and modern children, showing empathy and awareness of cultural</p>

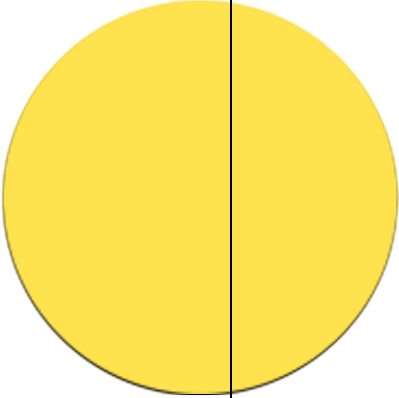

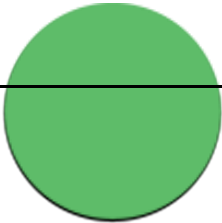

	<ul style="list-style-type: none"> Archaeologists and their famous discoveries. <p>In Art, we'll be learning about:</p> <ul style="list-style-type: none"> How to plan and create our own tomb wall painting How to make an Ancient Egyptian or Sumerian headdress. <p>In International, we'll be learning about:</p> <ul style="list-style-type: none"> Comparing the lives of children in Ancient civilisations with life today. 	<ul style="list-style-type: none"> Ask and answer questions about the past Describe similarities and differences between civilisations Identify and explain the significance of historical artefacts <p>Understanding</p> <ul style="list-style-type: none"> How civilisations developed around rivers The importance of writing, religion, and leadership in shaping ancient societies How we learn about the past through evidence That different cultures had different beliefs and traditions <p>Art</p> <p>Knowledge</p> <ul style="list-style-type: none"> What tomb wall paintings looked like in Ancient Egypt and Sumer Typical designs and materials used for headdresses in ancient civilisations <p>Skills</p> <ul style="list-style-type: none"> Plan, design, and create a tomb wall painting using traditional techniques 	<p>differences. They will express their ideas clearly and make meaningful connections between the past and present.</p>
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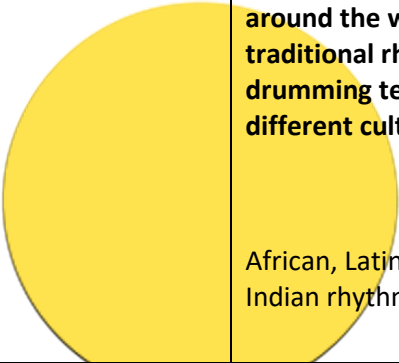

	 	<ul style="list-style-type: none"> • Construct a headdress using a variety of materials • Use colours and symbols appropriately for historical accuracy <p>Understanding</p> <ul style="list-style-type: none"> • That art in ancient times had meaning and purpose • How artistic styles reflected beliefs and daily life in ancient cultures <p>International</p> <p>Knowledge</p> <ul style="list-style-type: none"> • What childhood was like in Ancient Egypt and Sumer • How roles, routines, and opportunities for children have changed over time <p>Skills</p> <ul style="list-style-type: none"> • Compare past and present lifestyles • Communicate differences and similarities clearly • Reflect on how culture affects daily life <p>Understanding</p>	
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		<ul style="list-style-type: none"> • That childhood experiences vary across time and place • How history influences the way people live today 	
How will this be assessed?		End of unit knowledge assessment, ongoing observation, quiz.	
Bahasa Melayu	Kalendar (Calendar)	<p>Knowledge:</p> <p>Students will know the names of the seven days of the week (Isnin hingga Ahad) and the twelve months of the year (Januari hingga Disember) in Bahasa Melayu. They will also be introduced to the concept of minggu, bulan, and tahun.</p> <p>Understanding:</p> <p>Students will understand how the calendar is organised — how days form a week, weeks form a month, and months form a year. They will grasp the sequence and duration of months and their relation to events and seasons.</p> <p>Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Say and write the days of the week and months of the year in correct order. • Identify today's date and locate it on a calendar. 	<ul style="list-style-type: none"> • Accurately name, order, and spell all days and months. • Confidently describe how a calendar works and explain how to find dates. • Use calendar terms in conversation and writing to describe personal or school events (e.g., “Hari jadi saya pada bulan Oktober, hari Jumaat.”). • Apply understanding in mini calendar projects, quizzes, or simple diary entries using days and months.

		<ul style="list-style-type: none"> • Use terms like <i>semalam</i>, <i>hari ini</i>, <i>esok</i>, <i>minggu lepas</i>, and <i>bulan depan</i> correctly in simple contexts. • Answer questions and complete tasks based on calendar information (e.g., “Apakah hari sebelum Khamis?”). • Talk about special events or birthdays in relation to months. 	
How will this be assessed?		Workbook, worksheet, Assessment, Q&A	
Mandarin	<p>Mandarin Advanced: 哥哥的爱好</p> <p>Mandarin Beginner:</p> <ol style="list-style-type: none"> 1. My House 2. My Room 	<p>Mandarin Advanced: 学生将学习主题为《哥哥的爱好》的文章，了解人物的兴趣爱好，并积累与爱好相关的词汇。学生将练习用正确笔顺书写生字，理解文章内容，并能根据主题进行写作练习，表达自己或他人的兴趣。</p> <p>Mandarin Beginner: Students will learn to name different rooms and furniture in a house using basic Mandarin vocabulary. They will be able to describe locations using simple sentence patterns such as “在.....里” (“in...”) and “这是.....” (“This is...”). Listening and speaking will be developed through songs, dialogues, and role-plays, while character recognition will begin with high-frequency words related to home and daily life.</p>	<p>Mandarin Advanced: 学生能够准确理解文本内容，正确书写所有生字，灵活运用词汇写出结构完整、表达清晰、内容丰富的短文，并体现出一定的逻辑性和语言组织能力。</p> <p>Mandarin Beginner: Excellence will be shown when students confidently describe their house and room using full sentences and correct word order. They will actively participate in speaking tasks, recognize and read target characters, and respond accurately to questions. Some may begin forming simple written sentences or creating mini-presentations with labelled drawings in Mandarin.</p>
How will this be assessed?		Workbook, worksheet, Assessment, Q&A	

Physical Education	Swimming	<p>1. Knowledge</p> <ul style="list-style-type: none"> • Water Safety Knowledge: Basic rules for staying safe in and around water (e.g., don't run near the pool, listen to the lifeguard/teacher, enter water safely). • Swim Strokes Basics: Knowing the key features of different strokes (e.g., alternating arm and leg actions in front crawl). • Survival Techniques: Recognizing basic survival methods (e.g., floating, treading water, star float, help/huddle position). • Stroke Components: Awareness of body position, breathing techniques, arm/leg coordination. <p>2. Understanding</p> <ul style="list-style-type: none"> • The Purpose of Swimming Skills: Understand why swimming is a life skill, how it promotes fitness, and how it can save lives. • Technique Importance: Understanding how good technique improves speed, efficiency, and safety in water. 	<ul style="list-style-type: none"> • Swim confidently and fluently over a distance of at least 25 metres. • Demonstrate strong technique in a range of strokes (e.g., front crawl, backstroke, breaststroke). • Show effective breathing, streamlined body position, and smooth coordination. • Display a solid understanding of water safety rules and principles. • Follow instructions responsibly and attentively. • Show positive attitude, teamwork, and leadership by supporting and encouraging peers.
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 	 	<ul style="list-style-type: none">• Linking Movements: How different body parts work together (e.g., how breathing ties into timing and arm movement).• Personal Progress: Recognising their own strengths and areas for improvement, including how practice leads to progress. <p>3. Skills</p> <ul style="list-style-type: none">• Swimming Proficiency:<ul style="list-style-type: none">◦ Swim competently, confidently, and proficiently over a distance of at least 25 metres.◦ Use a range of strokes effectively: e.g., front crawl, backstroke, and breaststroke.• Controlled Breathing: Rhythmic breathing during strokes, particularly with front crawl.• Floatation & Balance: Demonstrate various floating positions (front, back, star, tuck).• Water Entry and Exit: Safe jumping in, using steps/ladders, climbing out unassisted.	
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		<ul style="list-style-type: none"> • Stroke Development: Improve technique, stamina, and coordination through drills and repetition. 	
How will this be assessed?		Practical assessments	
Music	<p>We are focusing on rhythm around the world — learning traditional rhythms and drumming techniques from different cultures.</p> <p>African, Latin American, and Indian rhythm</p>	<ul style="list-style-type: none"> • Knowledge: Learn about different percussion instruments and rhythm patterns from cultures (e.g., African, Latin American). • Understanding: Recognize how rhythm is used in celebrations, traditions, and dances globally. • 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 assessments	