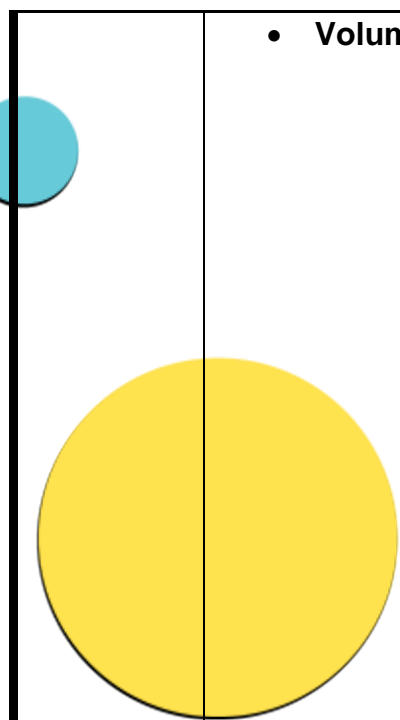# Straits International School Rawang
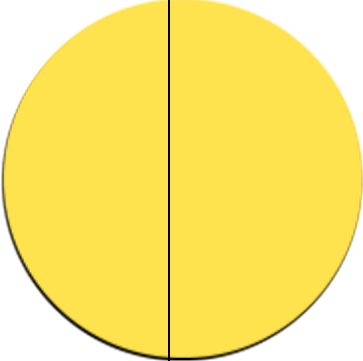## Curriculum Overview – Year 5
Year 5 Summer Term 3.2 2024/2025

Spring Term 2.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	**Writing** • **Informal Letter (World Fiction)** **Reading** • **"The Wanderings of Odysseus"** by Rosemary Sutclidd • VIPER Questions	**Writing** **Knowledge** • Know what an informal letter looks like and its purpose. • Know the structure of present perfect tense (has/have + past participle). • Know how to describe settings, characters, and atmosphere using vivid vocabulary. • Know how to summarise key ideas and events from a story. **Understanding** • Understand how to write for a specific audience (e.g., a family member). • Understand how past actions (using present perfect) affect the present. • Understand a character's thoughts and emotions to write from their point of view. • Understand how to plan, organise, and revise a piece of writing. **Skills** • Describe a scene using sensory details (see, hear, feel). • Develop a character with personality, background, and feelings. • Use the present perfect tense accurately in context. • Write a clear, well-structured informal letter. • Plan and redraft writing using feedback.	**Writing** • Clearly understands the purpose of an informal letter and writes using a consistent, personal voice suited to the audience. • Accurately matches tone, language, and content to the intended reader. • Organises ideas logically with a clear beginning, middle, and end, using paragraphs and time conjunctions effectively. • Clearly describes the setting and atmosphere using sensory details and ambitious vocabulary. • Shows deep understanding of characters by expressing their thoughts, feelings, and motivations through description and dialogue. • Accurately uses the present perfect tense to connect past actions with present outcomes. • Maintains consistent and correct verb tense throughout the piece. • Demonstrates a strong command of sentence structure, punctuation, and grammar. • Thoughtfully edits and revises work to enhance clarity and meaning. • Presents a polished final draft that shows clear improvement from earlier versions. • Reflects meaningfully on their writing process, showing insight into strengths and areas for growth. **Reading**

- Proof-read for spelling, punctuation, and tense consistency.
- Reflect on and improve your own writing.

Reading

- Know key characters and main events
- Understand the story setting and historical context
- Recognise themes like good vs evil and bravery
- Understand The Wanderings of Odysseus heroic qualities
- Learn key vocabulary from the text
- Identify how tension and atmosphere are created
- Summarise key parts of the story
- Infer character thoughts and feelings
- Make predictions using evidence
- Support ideas with quotes from the text
- Understand the author's purpose in retelling the story

- Clearly explains key events and character actions
- Uses evidence from the text to support ideas
- Describes themes like bravery and sacrifice with understanding
- Makes thoughtful predictions and inferences
- Identifies powerful language and explains its effect
- Confidently compares The Wanderings of Odysseus to other heroes or stories
- Reflects on the message or moral of the legend
- Speaks and writes about the story with detail and clarity
- Asks deep, thoughtful questions about characters and events
- Applies all VIPERS skills confidently to deepen understanding

How will this be assessed?	**Writing**
	• Students will independently plan, write, edit and publish their own informal letter
	• Rubrics will be used to evaluate writing
	• SPAG test
	Reading
	- Reading Comprehension Assessments
	- Weekly Spelling Test

| **Maths** | - **Decimals**
- **Negative Numbers**
- **Converting Units** | - Know place value of digits in decimals (tenths, hundredths, thousandths)

- Know how to read, write, and compare decimals | - Explaining the value of each digit in a decimal confidently and clearly
- Comparing and ordering decimals and negative numbers using reasoning, not just rules |

	Volume	- Round decimals to the nearest whole or tenth - Add and subtract decimals in real-life contexts - Know that negative numbers are less than zero - Understand number lines with negative numbers - Compare, order, and find the difference between negative numbers - Count through zero using positive and negative numbers - Know key metric conversions (g↔kg, ml↔l, m↔km, min↔hour) - Convert between metric units of length, mass, capacity, and time - Interpret and solve problems using timetables - Estimate and calculate volume using cm³ and ml - Compare volumes of regular and irregular shapes - Use unit cubes and reasoning to work out volume - Understand the difference between capacity and volume	- Counting through zero fluently in different steps (1s, 10s, 5s, etc.) - Solving multi-step problems involving unit conversions with accuracy - Justifying answers when converting between metric and imperial units - Accurately reading and interpreting timetables and calculating elapsed time - Estimating and calculating volume of irregular shapes using cubes or breakdowns - Using precise mathematical language to explain reasoning (e.g., "-3 is greater than -5 because...") - Showing flexible thinking by using more than one method to solve problems - Supporting others and confidently sharing ideas during paired or group discussions
How will this be assessed?		- End Of Unit (EOU Assessments) - End of Term Assessment - Weekly Mental Maths/TTRS	
IPC	**Entry Point**: Dress up in mythical and legends characters **History, we'll be learning about:**	**History** Knowledge Know about significant myths and legends from ancient civilisations and different cultures.	**History** Successfully explore a wide range of myths and legends from various civilisations, clearly linking each story to cultural beliefs, values, and historical context.

- Significant myths and legends from ancient civilisations and different cultures
- How myths and legends connect to real life events
- Historical sources that tell us about myths and legends
- Modern myths and legends.

In Art, we'll be learning about:
- Representing mythical creatures
- Comic book drawings of superheroes.

In Design, Technology and Innovation, we'll be learning about:
Masks from different cultures and stories.
In International, we'll be learning about:
- Common themes to myths and legends from around the world
- Festivals, celebrations, religious events

- Know how ideas, beliefs, and attitudes in the past influence the present.
- Know about the features of particular periods and societies.
- Know how historians build inferences based on evidence.
- Know modern myths and legends and their relevance today.

Understanding
- Understand why accounts of the same event may differ.
- Understand how myths and legends are shaped by historical context and cultural beliefs.
- Understand how historical sources (oral, written, artistic) help preserve these stories.

Skills
- Be able to formulate historical questions.
- Be able to classify and organise events and societies both chronologically and regionally.
- Be able to analyse and compare myths and legends across different cultures using timelines, infographics, and presentations.

Art
Knowledge
- Know that where and when art is created can influence its form.
- Know how art can influence and inspire new works.

Understanding
- Understand how art represents mythical themes, characters, and cultural context.
- Understand the risks and opportunities in visual communication.

Skills

- Accurately research and organise myths and legends using a chronological timeline or infographic, including detailed information about origin, purpose, and societal background.
- Creatively design and produce visual representations inspired by authentic sources of myths and legends, such as carvings, tapestries, or oral traditions.
- Thoughtfully explain how ancient myths and legends influence modern-day culture, media, traditions, or identity, making clear and relevant connections.

Art and International

- Creatively construct an original mythical creature with distinct, imaginative features and a cultural or symbolic backstory, using a variety of materials effectively.
- Effectively illustrate a comic book-style superhero inspired by mythology, using dynamic poses, clear proportions, and visual storytelling techniques.
- Successfully explore and present the origins of festivals, celebrations, or religious events, clearly explaining their links to myths, legends, and cultural identity.

| | | and their origin stories
• Brands with names connected to myths and legends. | • Be able to plan, create, and refine original artwork (e.g., mythical creatures, comic superheroes).
• Be able to select and manipulate materials and techniques for specific purposes (e.g., sculpture, drawing, collage).
• Be able to create a 3D panel or comic book cover inspired by mythology.
Design, Technology and Innovation

Knowledge
• Know that design must balance aesthetics and function.
Understanding
• Understand how to take inspiration from historical and cultural artefacts (e.g., traditional masks).
Skills
• Be able to design and evaluate a mask based on mythical stories.
• Be able to suggest improvements based on design feedback and product evaluation.
International
Knowledge
• Know about international organisations and cultural connections to myths.
Understanding
• Understand how past myths and legends impact national or group identity.
• Understand the global common themes in myths and legends (e.g., creation, heroes, transformation).
Skills
• Be able to use tools (like graphic organisers) to analyse global myths and celebrations. | |

		• Be able to articulate the connection between nationality, culture, and identity.	
How will this be assessed?		Knowledge assessment End of unit reflection/rubrics Exit Point	
Bahasa Melayu	Cuaca (Weather)	**Knowledge:** Students will know the Malay vocabulary for common weather conditions: • *Panas* (sunny) • *Hujan* (rainy) • *Berawan* (cloudy) • *Berangin* (windy) • *Sejuk* (cold) • *Salji* (snowy) They will also learn descriptive weather phrases such as *Cuaca hari ini cerah* and *Langit mendung dan gelap*. **Understanding:** Students will understand the characteristics of each type of weather and how it affects daily activities. They will begin to link weather conditions with seasons or suitable clothing/activities. **Skills:** Students will be able to: • Identify and name different weather conditions in Bahasa Melayu. • Describe the weather using complete sentences (e.g., *Hari ini cuaca panas dan berangin.*)	• Accurately describe daily weather using full descriptive sentences. • Confidently use a wide range of weather-related vocabulary and phrases in both speaking and writing. • Show understanding of how weather influences choices (e.g., "Kami tidak keluar kerana hujan lebat.").

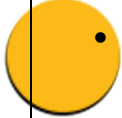|		• Ask and answer simple questions about the weather (e.g., *Cuaca hari ini bagaimana?*) • Use weather vocabulary in short spoken or written descriptions. • Match weather to suitable activities (e.g., *Saya bermain bola sepak semasa cuaca cerah.*)	
How will this be assessed?		Workbook, worksheet, Assessment, Q&A	
Mandarin	**Mandarin Advanced：** 1. Tortoises Have Short Legs 乌龟腿很短 2. My Puppy's Weekends 小狗的周末 **Mandarin Beginner:** My Bag	**Mandarin Advanced：** 学生将学习如何描述动物的外貌特征和行为习惯，掌握常用形容词、动词和词语搭配。通过学习"……的……短短的"这类句型，学生能更准确、生动地表达意思。在"小狗的周末"主题中，学生将练习用过去时讲述简单事件，提升叙述能力。同时，听说读写各项技能将通过故事、角色扮演和短文写作得到综合发展。 **Mandarin Beginner:** Students will learn vocabulary related to stationery items such as pencils, rulers, and erasers. They will practise correct stroke order through spelling tests and learn to construct short sentences to describe their school items. This unit builds foundational writing and reading skills in a familiar, everyday context.	**Mandarin Advanced：** 优秀的学生能流畅、清晰地用完整句子描述动物的外貌与行为，并讲述小狗的周末生活。他们能使用多样化的词汇和句型表达自己的想法，语法结构正确，语音语调自然。阅读方面能理解较长的句子或段落，写作时能创作结构清晰、有创意的短文。有些学生还能在口语表达中加入丰富细节，表现出良好的语言综合运用能力。 **Mandarin Beginner:** Students will confidently recognise and write the target characters with correct stroke order, accurately use vocabulary in sentences, and present their ideas clearly and independently in writing and speaking activities.
How will this be assessed?		Workbook, worksheet, Assessment, Q&A	

Physical Education	Swimming	1. Knowledge	• Swim confidently and fluently over a distance of at least 25 metres.

1. Knowledge

- **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.

2. Understanding

- **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.
- **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.

- 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.

		3. Skills	

		- **Swimming Proficiency**:
		  o Swim competently, confidently, and proficiently over a distance of at least **25 metres**.
		  o 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.
		- **Stroke Development**: Improve technique, stamina, and coordination through drills and repetition.	

How will this be assessed?		Practical assessments	
Music	We are using music to tell short stories — combining instruments, voice, and movement to bring a scene or idea to life. Music accompaniment and specific sound effects.	- **Knowledge**: Explore how music can represent actions, characters, or settings. - **Understanding**: Link musical choices (tempo, pitch, dynamics) to parts of a story or mood. - **Skills**: Work in small groups to create short "musical scenes" using classroom instruments and sound effects.	Students will perform short musical stories with clear structure and expression, demonstrating teamwork and creativity in their musical choices.
How will this be assessed?		Practical assessments	