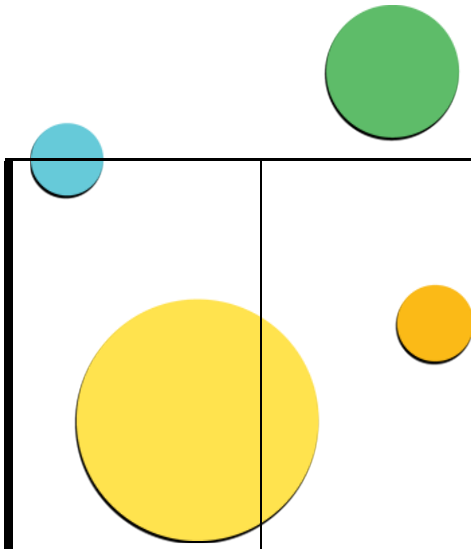
Straits International School Rawang
Curriculum Overview – Year 6
Year 1 Autumn Term 1.1 2024/2025

Autumn - Term 1.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	• Students will create their own advertisements. • Students will read 'The Wild Before'. • Students will analyse persuasive writing and advertisements. • Students will create a counter argument and use a range or persuasive devices.	• Different persuasive language techniques. • Develop and understand purpose and audience in our writing. • Distinguish between fact and opinion in a range of texts. • Read aloud with accuracy, and increasing style and confidence. • Esplain how texts are organised and show cohesion.	• Students will design visually appealing ads that clearly convey the message and effectively persuade the audience. • Students will analyse persuasive texts, identifying key techniques like ethos, pathos, and logos. • Students will write well-structured counterarguments using persuasive devices to address opposing views. • Students will confidently use techniques like rhetorical questions, emotive language, and repetition to influence the reader.
How will this be assessed?		Advert (Persuasive Writing) – Big Write (Assessed)	
Maths	• **Place value** • **Four Operations**	**Place Value** **Knowledge:** Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit Solve number and practical problems that involve the above. **Skills:** • Read, write, order, and compare numbers to 10,000,000.	• **Place Value:** ○ Accurately reads, writes, and compares numbers up to 10,000,000. ○ Fluently counts forwards and backwards in powers of 10. ○ Consistently rounds large numbers correctly and applies place value knowledge in problem-solving contexts.

		• Count forwards or backwards in powers of 10 for any given number up to 1,000,000. • Round numbers up to 1,000,000 to the nearest 10, 100, 1,000, 10,000, and 100,000. • Solve number problems and practical problems that involve all the above. **Understanding:** • Grasp how place value works within larger numbers and how it is applied in different contexts. • Understand the importance of zero and how it functions as a placeholder in large numbers. • Apply knowledge of place value to reason about numbers and make decisions in problem-solving scenarios. **Four Operations** **Knowledge:** • Students will learn how to add and subtract integers with any number of digits. • Students will use the formal column method for numbers with the same and different numbers of digits.	• Accurately solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • Accurately solve problems involving addition, subtraction, multiplication and division. • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

		They also practise mental strategies with both large and small numbers, using their understanding of place value. • Students will solve multi-step problems, choosing which operations and methods to use based on the context of the problem and the types of numbers involved. The use of concrete manipulatives can support children's understanding, especially where exchanges are required.	
How will this be assessed?		End of unit assessments, End of term assessment (Paper 1 & Paper 2), Mental Maths weekly test	
IPC	•**Brainwave: The Brain** • **Bake it!**	**<u>Brainwave: The Brain</u>** **How the Brain Work** **Knowledge:** Understanding the basic structure and function of the brain, including major parts like the cerebrum, cerebellum, and brainstem. **Skills:** Identifying the parts of the brain and describing their functions. **Understanding:** Grasping how the brain controls and processes information, enabling thought, movement, and sensory experiences. **How Making Connections Impacts the Brain and Learning** **Knowledge:** Understanding that learning involves forming new connections (synapses) between neurons. **Skills:**	**<u>Brainwave: The Brain</u>** **How the Brain Works:** • Clearly explaining the basic functions of the brain and nervous system, including how neurons communicate and process information. **How Making Connections Impacts Learning:** • Confidently explaining understanding how neuron connections strengthen with practice, enhancing learning and memory. **Strategies for Remembering Things:**

		Recognizing patterns and connections in new information. **Understanding:** Comprehending the importance of making connections between new and existing knowledge to enhance learning. **Strategies That Can Help Us Remember Things** **Knowledge:** Understanding various memory techniques such as chunking, visualization, and mnemonic devices. Knowing how repetition and review can help consolidate memory. **Skills:** Using memory strategies to retain and recall information effectively. **Understanding:** Comprehending how different strategies can enhance memory retention. Understanding the importance of active engagement in learning to improve memory. **How a Growth Mindset Impacts Learning:** Understanding that a growth mindset leads to persistence, resilience, and a willingness to learn from mistakes. Knowing that students with a growth mindset are more likely to take on challenges and seek out feedback. **Skills:** Setting learning goals and reflecting on progress. Embracing challenges and viewing setbacks as opportunities for growth.	• Effectively using and explaining various memory strategies, such as visualization and chunking, and how they improve recall. **Impact of a Growth Mindset on Learning:** • Articulating how a growth mindset leads to resilience, persistence, and better learning outcomes. **Using Mindfulness to Manage Emotions and Support Learning:** • Regularly practicing mindfulness and explaining how it helps manage emotions, reduce stress, and enhance focus and learning.

		Understanding: Comprehending how adopting a growth mindset can lead to improved academic performance and personal development. **Using Mindfulness to Manage Emotions and Support Learning** **Knowledge:** Understanding the principles of mindfulness and how it can help manage emotions and reduce stress. Knowing various mindfulness techniques such as deep breathing, meditation, and focused attention. **Skills:** Practicing mindfulness techniques to stay calm, focused, and emotionally balanced. **Understanding:** Comprehending how mindfulness can enhance emotional regulation, reduce stress, and improve overall well-being. **<u>Bake it!</u>** **1. Unit Overview** **"Bake It!"** explores the science, history, and culture of baking, alongside practical skills in food preparation. The unit provides an interdisciplinary approach, combining elements of science, history, design technology, and more.	•Students can list the seven characteristics which define living things.

		2. Key Learning Areas **Science** • **Chemical Reactions**: Students learn about the science behind baking, such as how ingredients like baking powder and yeast cause dough to rise. • **Measurements and Mixtures**: Understanding how different measurements and ingredient combinations affect the outcome of baked goods. **Mathematics** • **Quantities and Proportions**: Students practice measurement skills and conversions (e.g., grams to kilograms). • **Time Management**: Understanding cooking times and temperatures, and how to schedule baking tasks effectively. **Design and Technology** • **Recipe Development**: Creating and modifying recipes, understanding ingredient functions, and experimenting with different flavor combinations.	•Be able to group and classify materials according to testable properties •Understand that changing some materials makes them more or less suitable for their purposes. •Know that substances can be classified as acid or alkali and that acidity can be measured. •Know that matter is made up of particles. •Be able to describe and illustrate the different arrangements of particles in solids, liquids and gases. •Know that there are different ways to reverse a selection of changes. •Know the basic factors that affect solubility. •Be able to separate simple mixtures. •Know that different amounts of heating or cooling are required to bring about a change of state. **Properties of materials**

		• **Product Design**: Designing and decorating baked goods, considering both aesthetic and functional aspects. **History and Culture** • **Cultural Significance**: Exploring the history of baking and its cultural significance around the world. Students might study traditional recipes and the evolution of baking practices. • **Historical Recipes**: Investigating historical baking techniques and comparing them to modern practices. **Art** • **Decoration Techniques**: Applying artistic skills to decorate baked goods, such as cake icing, piping, and creating edible designs. **Health and Nutrition** • **Healthy Eating**: Discussing the nutritional aspects of baked goods and exploring healthier ingredient alternatives.	•Students know that the temperature at which a substance changes state is a property of the substance. •Students know that gases have properties, including mass. •Understand that electrical conductivity and thermal conductivity are properties of a substance. **Changes to materials** •Students can Identify and describe physical changes that are reversible. •Able to describe how temperature affects solids dissolving in liquids and relate it to the particle model. •Students can describe the difference between boiling and evaporation. •Students able to understand that chemical reactions involve substances, called reactants, interacting to form new substances, called products.

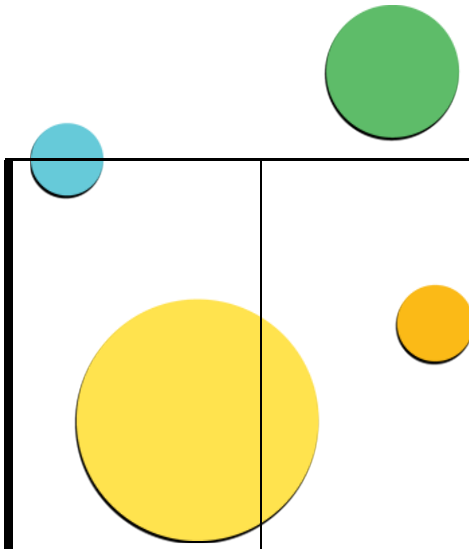
		3. Practical Activities • **Baking Sessions**: Hands-on baking experiences where students follow recipes, measure ingredients, and bake various items like cakes, bread, or cookies. • **Taste Testing**: Evaluating the final products, discussing what worked well and what could be improved. • **Showcase Event**: Organizing a baking fair or exhibition where students present their baked goods and share their learning experiences with others. **4. Assessment and Evaluation** • **Practical Skills**: Assessing students' ability to follow recipes, measure ingredients accurately, and execute baking techniques. • **Project Work**: Evaluating students' creativity in recipe development and decoration. • **Reflection**: Students reflect on their learning process, including challenges faced and how they solved them. **5. Integration with Other Subjects** • **English**: Writing and presenting recipes, instructions, and reports on their baking experiences.	•Students can observe and describe the evidence that a chemical reaction has taken place (limited to a gas being produced, colour change and change in temperature). •Be able to produce a step-by-step plan for production •Know how to avoid and reduce risks associated with using tools and sharing spaces •Be able to evaluate the success of a product against its original design and suggest improvements •Know that stereotypes give us a limited insight into other cultures • Be able to categorise similarities and differences between people and places

		• **Mathematics**: Applying math skills in measuring ingredients and managing baking times. • **Science**: Understanding the chemical reactions involved in baking. **6. Enrichment Activities** • **Field Trips**: Visits to bakeries or food science labs to see professional baking in action. •This unit combines practical baking skills with a broad range of academic disciplines, making learning both fun and relevant. It will end with Exit Point: Year 6 Bread Bake Off! - Competition between groups: whole Y6	•Students will be able to use tools, such as graphic organisers to analyse global events and/or issues •Understand that there is a need for organisations to promote equal opportunities •Know about international organisations
How will this be assessed?		Exit Point: Year 6 Bread Bake Off! - Competition between groups: whole Y6 - Goal: To be able to come up with a bread recipe that is easily made and readily available in most country (to address UN Sustainable Goal – Hunger issue) - Parents/Teacher/Students to be judges to sample bread and vote for best bread.	
Bahasa Melayu	<u>Keluarga dan Kehidupan di Tempat Tinggal, Melawat Datuk dan Nenek di Kampung</u>	**Knowledge** Students will learn vocabulary and phrases related to family life and living environments, as well as terms associated with visiting	• Fluent and precise use of vocabulary to describe family life, home environments, and experiences of visiting grandparents in the village.

		grandparents in the village, including cultural practices and rural settings. **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 and vocabulary in both spoken and written Malay. **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.	• 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. • Creative presentations that reflect personal experiences and an appreciation of family traditions and rural living.
How will this be assessed?		Vocabulary quizzes, writing assignments, class participation	
Mandarin	Beginner: 小狗学样 and 在公园里 Advanced: 我家附近	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. 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：	Beginner: • 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). 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和应用能力。

		知识： • 学习描述家附近环境的词汇，如“商店” (shāngdiàn - store) 和“公园” (gōng yuán - park)。 **理解：** • 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。	
How will this be assessed?		Classwork, discussion and comprehension reading and writing assessment	
Physical Education	IPC Fitness: Students will be assessed on behaviour, reaction time, agility, balances and coordination. IPC Badminton: Students will be assessed on badminton grip, serving, return a serve and games situation.	**Knowledge:** Students will gain knowledge and understanding of the basic components of fitness. Students will learn the basic rules and regulations of badminton. **Understanding:** 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.	IPC Fitness unit: 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. IPC Badminton unit: 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

		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. **Skills:** 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. Students will learn on how to perform a serve with a correct grip and return a shot with a good technique.	
How will this be assessed?		Skills testing at the end of each unit.	
Music	General music and chord progressions	Students will build on their foundational ukulele skills to develop a deeper understanding of general music concepts and chord progressions. They will learn to recognize and play a variety of chords beyond the basics, including major, minor, and seventh chords. Students will explore how different chords create different moods and feelings in music and how these chords can be combined to form chord progressions commonly used in various genres of music. Students will study and practice common chord progressions, such as the I-IV-V progression and the ii-V-I progression, to	• Students can identify and play a wide range of chords, including major, minor, and seventh chords, with accuracy and confidence. They understand the sound and function of each chord type and can explain how these chords contribute to the overall feel of a piece. • Students are proficient in playing various chord progressions, such as I-IV-V and ii-V-I, without hesitation. They can smoothly transition between chords, demonstrating strong finger placement, hand positioning, and an understanding of voice leading. • Students can perform songs that include complex chord progressions with a consistent rhythm and clean sound. They demonstrate the ability to use dynamics and strumming

		understand how chords are sequenced to create harmony in a piece of music. They will learn how to smoothly transition between these chords, focusing on finger placement and hand positioning to ensure a clean, crisp sound. Additionally, students will apply their knowledge of chord progressions to perform simple songs and create their own musical pieces. Through guided exercises, they will practice creating their own chord progressions and experimenting with different rhythms and strumming patterns. This will help them understand how to construct a song and use chord progressions creatively.	techniques to enhance their performance and convey the emotion of the music.
How will this be assessed?		Practical demonstration in class, and end of unit assessments where appropriate.	