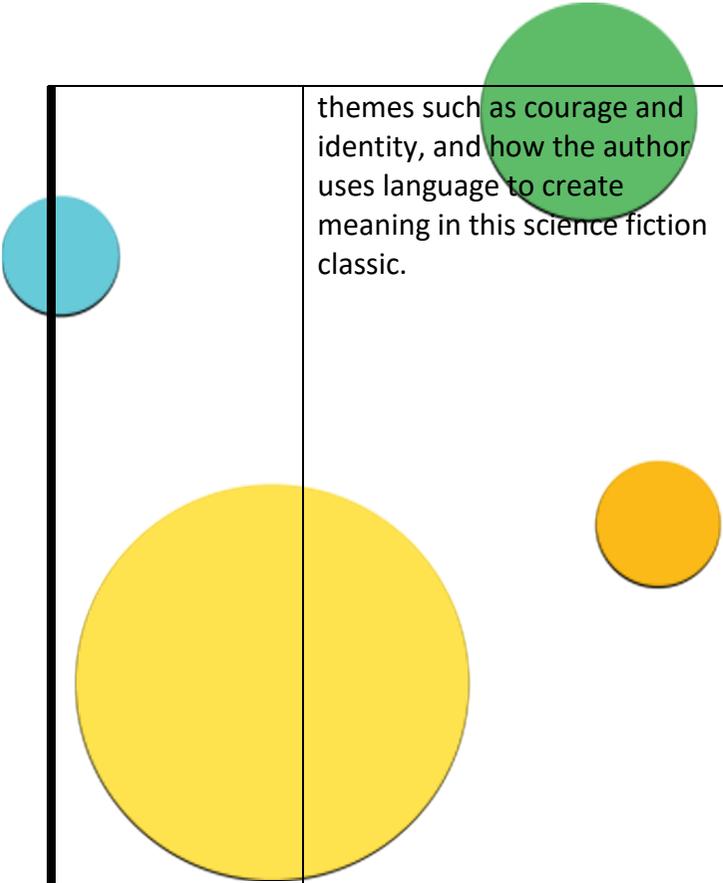


Straits International School Rawang
Curriculum Overview – Year 6
Year 6 Summer Term 3.2 2024/2025

Spring Term 2.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p>Writing</p> <p>In this unit, we will explore the genre of biography and learn how to research, plan, and write detailed and engaging biographies of influential artists, linking closely with our IPC topic <i>They See the World Like This</i>. Alongside this, we will consolidate our SPaG knowledge through targeted revision and application in our writing.</p> <p>Reading</p> <p>We will continue reading <i>A Wrinkle in Time</i>, deepening our comprehension and analysis skills. We'll explore character development,</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Key features and structure of a biography. • The purpose and effect of writing in the third person and past tense. • The significance of an artist's background, influences, and achievements. • SPaG focus: sentence types, clauses, tenses, punctuation, and grammar terminology. • Literary themes and language in <i>A Wrinkle in Time</i>. <p>Understanding</p> <ul style="list-style-type: none"> • How to research and select relevant information to write an accurate biography. • How structure, tone, and detail influence the reader's understanding of a subject. 	<ul style="list-style-type: none"> • A clearly structured and informative biography that captures the subject's life and contributions. • Confident use of third-person, past tense, and formal tone. • Effective use of paragraphing and varied sentence structures. • High-level SPaG accuracy throughout. • Evidence of careful research and thoughtful selection of detail. • Insightful responses to <i>A Wrinkle in Time</i>, with supported ideas and critical thinking.

	<p>themes such as courage and identity, and how the author uses language to create meaning in this science fiction classic.</p>	<ul style="list-style-type: none"> • How to apply SPaG knowledge consistently to improve clarity and accuracy. • How an author uses language, structure, and dialogue to develop characters and ideas. <p>Skills</p> <ul style="list-style-type: none"> • Researching and note-taking from different sources. • Planning and writing a well-organised, engaging biography. • Applying accurate grammar and punctuation in writing. • Revising and editing writing for clarity, accuracy, and impact. • Reading with inference, retrieval, and evaluation. • Comparing texts and justifying opinions with evidence. 	
<p>How will this be assessed?</p>		<p>End of term reading assessment. Extended individual pieces of writing.</p>	
<p>Maths</p>	<p>Position and Movement</p> <ul style="list-style-type: none"> • Coordinates: <ul style="list-style-type: none"> ○ Read, write, and plot coordinates 	<p>Mathematical Understanding:</p> <ul style="list-style-type: none"> • A strong grasp of the coordinate grid system, including how it is structured and how it can be used to map movement. 	<ul style="list-style-type: none"> • Fluent and Accurate: <ul style="list-style-type: none"> ○ Confidently and accurately plot, read, and describe coordinates in all four quadrants. ○ Effortlessly translate and reflect shapes with precision and correct notation. • Mathematically Articulate:

in all four quadrants.

- Identify and describe the position of points using ordered pairs (x, y) .

- **Translation:**

- Translate shapes on a coordinate grid and describe translations using vectors (e.g. left/right, up/down).

- **Reflection:**

- Reflect shapes in a mirror line (horizontal and vertical), recognising the effect on position.
- Use coordinates to describe reflected shapes and lines of symmetry.

- **Problem Solving:**

- Solve problems involving position and movement, including those with missing

- The ability to visualise and manipulate shapes through translation and reflection.

- **Skills Development:**

- Precision and accuracy in plotting and reading coordinates.
- Logical thinking and spatial awareness.
- Use of mathematical language to describe position and movement clearly.

- **Readiness for Key Stage 3:**

- A solid foundation for secondary school topics such as geometry, vectors, and algebraic graphs.

- Use clear and correct mathematical language (e.g., “translated 4 units left and 3 units up”) when describing movement and position.

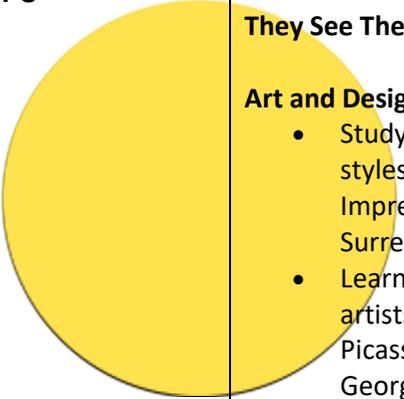
- Explain methods and reasoning clearly, both verbally and in writing.

- **Deep Thinkers and Problem Solvers:**

- Tackle multi-step problems with independence and resilience.
- Show flexibility in approach and justify strategies using mathematical reasoning.

- **Visually Representing Ideas:**

- Present work neatly and logically, using accurate diagrams to support reasoning.
- Use coordinate grids effectively to represent real-world and abstract problems.

	<p>information or requiring multiple steps.</p> <ul style="list-style-type: none"> ○ Apply reasoning skills to explain patterns and justify conclusions. 		
How will this be assessed?		End of unit and end of term written assessments. Multiplication test preparation.	
<p>IPC</p> 	<p>They See The World Like This</p> <p>Art and Design:</p> <ul style="list-style-type: none"> • Study different artistic styles (e.g., Cubism, Impressionism, Abstract, Surrealism). • Learn about renowned artists such as Pablo Picasso, Frida Kahlo, Georgia O’Keeffe, and Salvador Dalí. • Explore how light, perspective, colour, and composition affect how we see the world. • Develop techniques in drawing, painting, collage, sculpture, and digital media. 	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • A deeper awareness of global artistic traditions and historical art movements. • The ability to recognise and discuss visual elements in art and how they convey meaning. <p>Skills:</p> <ul style="list-style-type: none"> • Technical skills in a variety of artistic techniques and tools. • Critical thinking and the ability to articulate opinions about their own and others' work. • Collaboration and discussion skills through peer critique and group projects. <p>Personal Development:</p> <ul style="list-style-type: none"> • Increased confidence in self-expression and creativity. • Respect for diverse perspectives and cultural interpretations. 	<p>Artistic Excellence:</p> <ul style="list-style-type: none"> • Producing thoughtful and original artwork that reflects understanding of styles studied. • Demonstrating mastery of artistic techniques such as blending, proportion, perspective, and composition. • Presenting a final piece that shows creativity, precision, and purpose. <p>Reflective Thinking:</p> <ul style="list-style-type: none"> • Articulating how their work was inspired by others and how it reflects their personal vision. • Thoughtfully critiquing peer work using appropriate art vocabulary. <p>Global Awareness:</p> <ul style="list-style-type: none"> • Showing empathy and insight when discussing how art reflects diverse cultural and historical experiences. • Engaging respectfully in discussions about global art traditions and interpretations. <p>Portfolio Quality:</p>

	<ul style="list-style-type: none"> Learn to critique and appreciate art thoughtfully. <p>International:</p> <ul style="list-style-type: none"> Understand how art reflects cultural values, beliefs, and identity across different parts of the world. Explore how people from diverse backgrounds use art to tell stories and express views. <p>Society and History:</p> <ul style="list-style-type: none"> Discover how art has been used throughout history to influence, reflect or challenge societal norms. Learn how political and social changes affect artistic expression. 	<ul style="list-style-type: none"> Curiosity about the world and an appreciation for different ways of seeing. 	<ul style="list-style-type: none"> Maintaining a well-organised art journal or portfolio showing the progression of skills, planning, experimentation, and final outcomes.
How will this be assessed?		Knowledge checker/assessment	
Bahasa Melayu	Sayangi Alam Sekitar (Take care of the environment)	<p>Knowledge:</p> <p>Students will know:</p> <ul style="list-style-type: none"> Key vocabulary related to environmental conservation in Bahasa Melayu: <ul style="list-style-type: none"> <i>Kitar semula</i> (recycle) <i>Kurangkan</i> (reduce) <i>Guna semula</i> (reuse) 	<ul style="list-style-type: none"> Clearly express the importance of environmental care using accurate vocabulary and sentence structure. Suggest practical and realistic actions to protect the environment with strong reasoning. Participate actively in class campaigns or discussions and show leadership in promoting green habits at school or home.

- *Pencemaran* (pollution)
- *Alam sekitar* (environment)
- *Sumber semula jadi* (natural resources)

- Examples of harmful environmental actions (e.g., membuang sampah merata-rata, membakar sampah secara terbuka)
- Benefits of protecting the environment.

Understanding:

Students will understand:

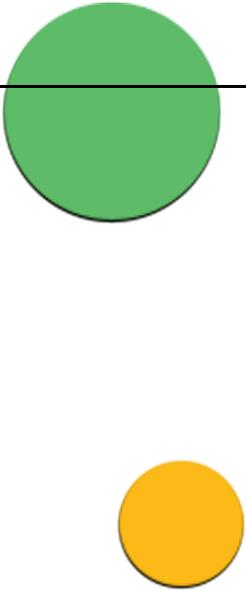
- The relationship between human actions and the health of the environment.
- Why it is important to reduce waste and conserve resources.
- How small daily actions can make a big difference in preserving the environment.

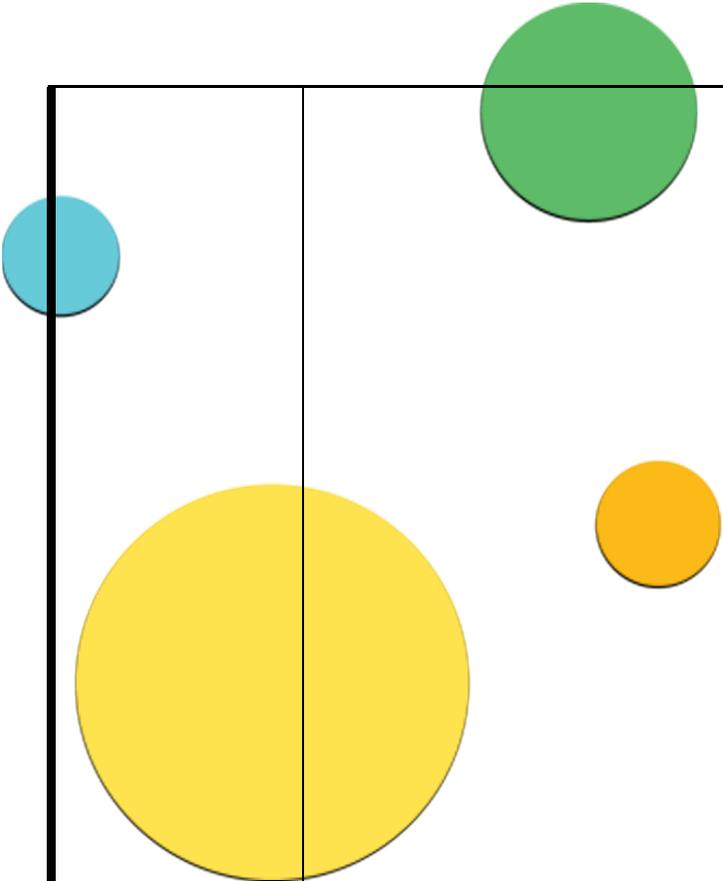
Skills:

Students will be able to:

- Identify environmentally friendly and unfriendly behaviours.
- Explain ways to protect the environment using full sentences in Malay (e.g., *Kita harus kitar semula kertas untuk menyelamatkan pokok.*)
- Write short paragraphs or posters promoting environmental care.

		<ul style="list-style-type: none"> Take part in group discussions or projects on how to love and care for the environment. 	
How will this be assessed?		Workbook, worksheet, Assessment, Q&A	
<p>Mandarin</p>	<p>Mandarin Advanced :</p> <ol style="list-style-type: none"> My Little Brother's Room 弟弟的房间 I Eat With A Bowl 吃饭要用碗 <p>Mandarin Beginner: Transportation 交通工具</p>	<p>Mandarin Advanced : 学生将学习描述家庭成员的生活空间和日常生活习惯，掌握关于家具、位置、餐具及动作的相关词汇。将进一步运用“用……做……”等句型，提升句子结构的复杂性。通过听说读写的综合练习，学生将提高表达能力，尤其在描述事物位置、用途和生活方式方面。课程中也将渗透中国饮食文化与家庭生活习惯的相关知识，增强跨文化理解。</p> <p>Mandarin Beginner:</p> <ul style="list-style-type: none"> Understand and use key vocabulary related to common forms of transport in Mandarin. Recognise and describe different modes of transport in context (e.g. daily travel, holidays, city vs. rural). Ask and answer questions about how they and others travel. Understand short passages (written and spoken) using transport vocabulary in real-life scenarios. Write simple sentences and short paragraphs about transport preferences and experiences. 	<p>Mandarin Advanced : 优秀的学生能够熟练运用学过的句型和词汇，清楚地描述弟弟房间的布置及自己的用餐方式，语序正确，表达自然。他们在口语表达中能讲述细节，在写作中句式多样，条理清晰。听力理解准确，能抓住细节信息。部分学生还可以将文化知识融入语言输出，展现对中西方生活差异的理解与表达能力。</p> <p>Mandarin Beginner:</p> <p>Reading:</p> <ul style="list-style-type: none"> Accurately understand short texts and dialogues describing people's travel methods. Identify specific details such as time, location, and type of transportation. Infer meaning from context, including fewer familiar words. <p>Speaking:</p> <ul style="list-style-type: none"> Confidently use vocabulary to describe how they travel to school, go on holidays, or visit places. Ask and answer questions about transport preferences and experiences using correct word order and measure words (e.g. 坐公共汽车, 开车). Pronounce key terms accurately and speak in full sentences with clarity. <p>Listening:</p>

			<ul style="list-style-type: none"> • Comprehend spoken descriptions of travel routines or holiday plans involving different modes of transport. • Pick out key details such as transport type, destinations, and reasons for travel. • Respond appropriately to questions based on audio or video input. <p>Writing:</p> <ul style="list-style-type: none"> • Write short descriptive paragraphs using a variety of transport terms, e.g. "我每天坐小巴上学。" • Use connectives (比如、然后、所以) to link ideas when writing about travel. • Show accurate use of measure words and structure (e.g. 一辆公共汽车, 一架飞机).
How will this be assessed?		Term end Assessment, Worksheet, Q&A session	
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, 	<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.



treading water, star float, help/huddle position).

- **Stroke Components:** Awareness of body position, breathing techniques, arm/leg coordination.

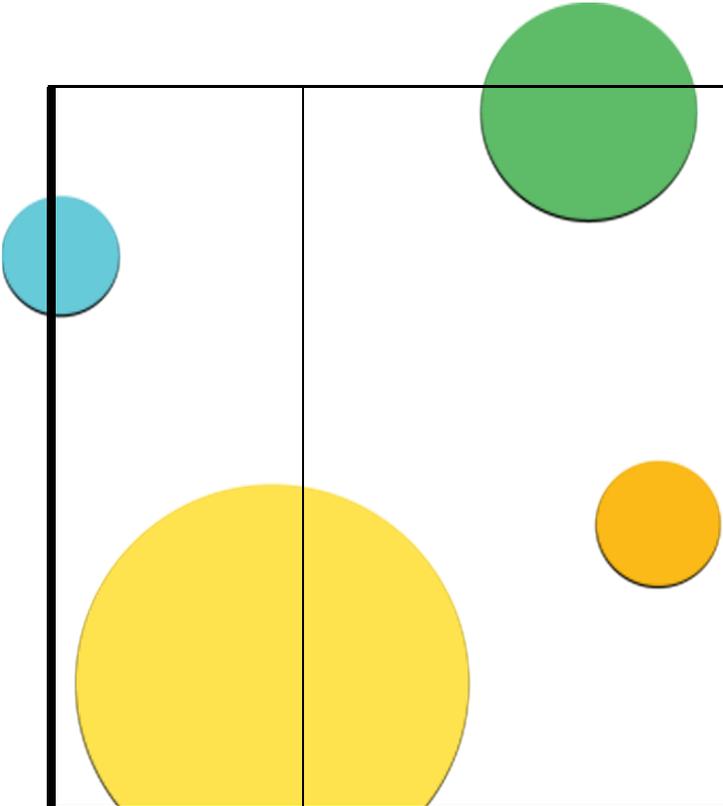


2. Understanding

- **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.

3. Skills

- **Swimming Proficiency:**
 - Swim competently, confidently, and proficiently

		<p>over a distance of at least 25 metres.</p> <ul style="list-style-type: none"> ○ 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. 	
<p>How will this be assessed?</p>		<p>Practical observations</p>	
<p>Music</p>	<p>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.</p>	<ul style="list-style-type: none"> ● 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. 	<p>Students will perform short musical stories with clear structure and expression, demonstrating teamwork and creativity in their musical choices.</p>

How will this be assessed?

Written project and practical assessments

