

Straits International School Rawang
Curriculum Overview – Year 4
Year 1 Autumn Term 1.2 2024/2025

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"> Consider how persuasive texts are structured and ordered to make a convincing argument. Explore the language of persuasive texts. Plan and write a persuasive text. Plan and write a playscript. <p>Reading: Reading Text: Charlie and Chocolate Factory</p> <ul style="list-style-type: none"> Reading Fluency and Comprehension Retrieving and Recording Information 	<p>Writing</p> <ul style="list-style-type: none"> Knowledge: Recall the features and language of persuasive text. Know the difference between a playscript and story. Skills: Identify examples of persuasive features. Write complete paragraphs. Read a playscript. Understanding: Compare texts for persuasiveness. Explain how language is used to persuade. <p>Reading Reading Fluency and Comprehension</p> <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. Understanding: Grasp main ideas and details, and make inferences 	<p>Writing</p> <ul style="list-style-type: none"> A written text that follows all the genre's features and uses language to make it persuasive. A written playscript that uses language and stage direction to appeal to the audience. <p>Reading Reading Fluency and Comprehension</p> <ul style="list-style-type: none"> Read fluently with expression and deep understanding. Make detailed explanations and accurate inferences from texts. <p>Retrieving and Recording Information Efficiently locate and record key information. Provide clear and logical summaries of complex details.</p> <p>Summarising and Explaining Offer insightful summaries and thorough explanations of key ideas and themes. Integrate</p>

- Summarising and Explaining
- Comparing and Contrasting Texts

Retrieving and Recording Information

- Knowledge: Identify specific details and facts in texts.
- Skills: Use skimming and scanning to locate and record information.
- Understanding: Summarise and present information clearly

Summarising and Explaining

- Knowledge: Recognise main ideas and themes in texts.
- Skills: Summarise text passages and explain understanding in their own words. Understanding: Integrate information from different parts of a text for clear summaries.

Comparing and Contrasting Texts

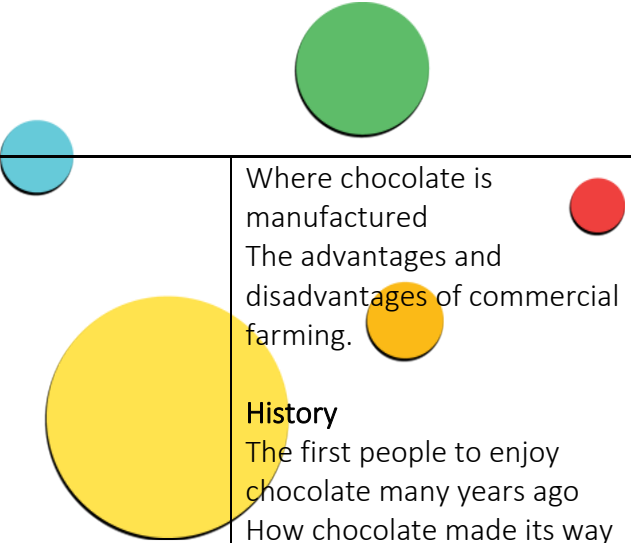
- Comparing and Contrasting Texts Provides thoughtful, evidence-based comparisons. Clearly understands and explains differences in authorial style and purpose.
- Knowledge: Compare texts for similarities and differences.
- Skills: Analyse and provide evidence based comparisons.

information coherently from various parts of the text.

Comparing and Contrasting Texts

Provide thoughtful, evidence-based comparisons. Clearly understand and explain differences in authorial style and purpose.

		<ul style="list-style-type: none"> • Understanding: Explain how different authors' styles and purposes affect the text. 	
How will this be assessed?		Reading: end of term reading comprehension Writing: an end of unit extended piece of persuasive writing	
Maths	Area <ul style="list-style-type: none"> • Calculate the area of 2D shapes. Multiplication & Division <ul style="list-style-type: none"> • Times tables practice • Multiply & Divide by 0,1,3,6,7,9 and the number itself • Multiply three numbers 	<ul style="list-style-type: none"> • Knowledge: Area is the amount of space taken up by a 2D shape/within the perimeter. The times tables up to 12 x 12. Multiplying and dividing by 0 is 0. • Skills: Calculate area by counting squares and using the formula for simple 2D shapes. Multiply and divide using 1 and 2-digit numbers. • Understanding: Multiple and division facts have patterns. Apply the patterns when predicting unknown products and quotients. Solve word problems by applying multiplication and division knowledge. 	<ul style="list-style-type: none"> • Rapid recall of times tables to 12 x 12. • Application of multiplication and division skills to solve multi-step word problems and puzzles.
How will this be assessed?		EoU assessments	
IPC	<u>Unit: Chocolate</u> Geography Where chocolate is grown and why The Cacao Belt	Geography <ul style="list-style-type: none"> • Knowledge: Understanding where chocolate is grown (Cacao Belt) and manufactured. • Skills: Mapping and analyzing geographic locations. 	Geography Students can clearly map the Cacao Belt, explain why certain regions are chosen for cacao farming, and critically evaluate the impacts of commercial farming on the environment and local communities.



Where chocolate is manufactured
The advantages and disadvantages of commercial farming.

History

The first people to enjoy chocolate many years ago
How chocolate made its way from the Aztec Empire in Mexico to Europe
How some people were not treated well in the trading of chocolate.

International

he benefits of fair trade to commercial cocoa farms
What major chocolate companies are doing to support fair trade practises
Other fair trade products
Chocolate consumption around the world.

Science

How much chocolate we consume
Nutritional values of chocolate
How our bodies use (burn) calories

- **Understanding:** Recognizing the pros and cons of commercial farming.

History

- **Knowledge:** Learning about the origins of chocolate and its journey from the Aztec Empire to Europe.
- **Skills:** Researching historical events and analysing their significance.
- **Understanding:** Recognising the ethical issues surrounding the trading of chocolate.

International

- **Knowledge:** Understanding the benefits of fair trade for cocoa farms and recognizing major companies' efforts in fair trade.
- **Skills:** Evaluating fair trade practices and their impact on communities.
- **Understanding:** Comparing fair trade products and analysing global chocolate consumption.

History

Students can narrate the history of chocolate, highlighting key events and figures, and articulate the injustices faced by certain groups in the chocolate trade.

International

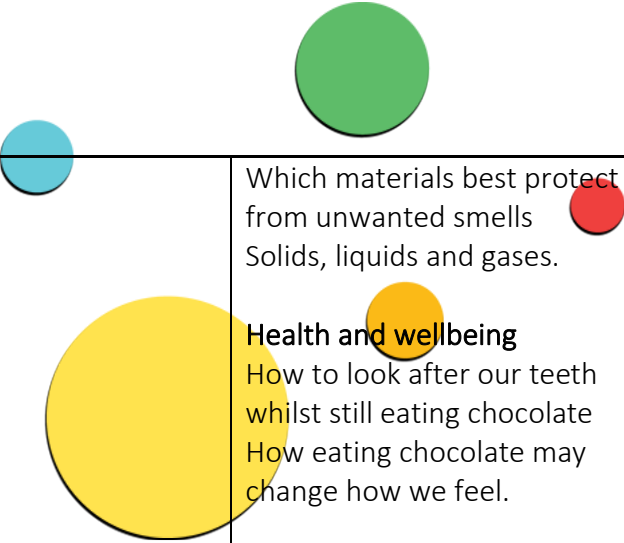
A student who can discuss the significance of fair trade in the cocoa industry and provide examples of how companies support ethical practices while comparing these to other fair trade products.

Science

Students can accurately analyse data on chocolate consumption, explain its nutritional benefits and drawbacks, and conduct experiments demonstrating how calories are used in the body.

Health and Wellbeing

Students who can create a balanced plan for enjoying chocolate while maintaining good dental



Which materials best protect from unwanted smells
Solids, liquids and gases.

Health and wellbeing

How to look after our teeth whilst still eating chocolate
How eating chocolate may change how we feel.

Design and Technology

How to make chocolate
Designing flavour combinations for our own chocolate bar
Marketing designs for our product.

Art

Creating a chocolate wrapper for our own bar
Creating a billboard advert for our new chocolate bar.

Science

- **Knowledge:** Understanding chocolate consumption patterns and its nutritional values.
- **Skills:** Conducting experiments related to calories and materials.
- **Understanding:** Exploring states of matter (solids, liquids, gases) and their properties.

Health and Wellbeing

- **Knowledge:** Learning about dental care related to chocolate consumption and its emotional effects.
- **Skills:** Developing strategies for healthy eating habits.
- **Understanding:** Exploring the connection between food and mood

Design and Technology

- **Knowledge:** Understanding the chocolate-making process and flavour development.

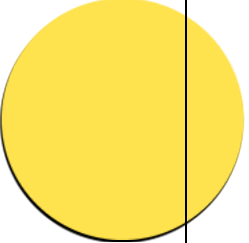

health and can discuss how chocolate impacts emotions.

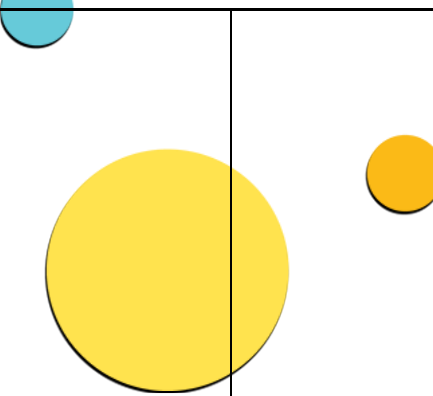

Design and Technology

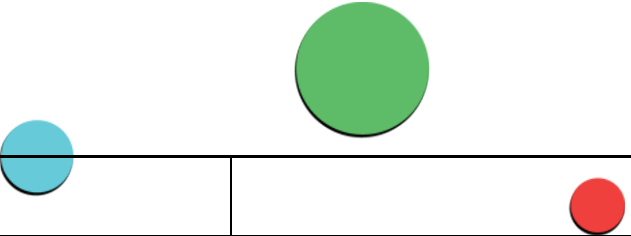
Students who successfully creates a unique chocolate flavor, designs appealing packaging, and develops a compelling marketing strategy for their product.

Art

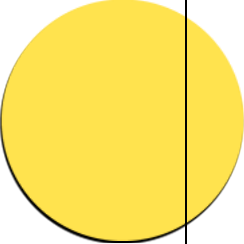



Students can design a visually striking chocolate wrapper and an engaging billboard that effectively communicates the product's unique qualities.

		<ul style="list-style-type: none"> • Skills: Designing and marketing a chocolate product. • Understanding: Applying creativity in product development. <p>Art</p> <ul style="list-style-type: none"> • Knowledge: Learning about branding and visual design in the chocolate industry. • Skills: Creating original art for packaging and advertising. • Understanding: Recognising the importance of aesthetics in marketing. 	
<p>How will this be assessed?</p>		<p>End of unit knowledge assessment, observation, project</p>	
<p>Bahasa Melayu</p>	<p>Di Rumah (At Home) Jiran Saya (My Neighbor)</p>	<p>Knowledge :</p> <ul style="list-style-type: none"> - Learn vocabulary related to the different parts of a home (e.g., living room, kitchen, bedroom, bathroom). - Recognize the names of common furniture and household items (e.g., table, bed, sofa, cupboard). - Understand the functions of different rooms in the house (e.g., the kitchen is used for cooking, the bedroom is for sleeping). <p>Skills :</p>	<ol style="list-style-type: none"> 1. Accurate Use of Vocabulary 2. Clear Descriptions of the function of each room and item in their home using full sentences (e.g., "The kitchen is where we cook food" or "The bed is in my bedroom"). 3. Students actively engage in discussions, ask relevant questions, and share details about their own homes and their neighbors' homes with enthusiasm. 4. Creative Presentation: Students create detailed and well-organized drawings of their homes, labeling rooms and items accurately.

		<ul style="list-style-type: none"> - Ability to describe the function of each room in simple sentences (e.g., "The bedroom is where I sleep"). - Practice asking and answering questions about their own homes and their neighbors' homes in Bahasa Melayu. - Use descriptive language to talk about furniture and items in the home (e.g., "There is a big sofa in the living room"). <p>Understanding :</p> <ul style="list-style-type: none"> - Understand the role and importance of different rooms in a home. - Appreciate that different homes may have different setups, but each serves essential functions for the people living there. - Recognize similarities and differences between their home and their neighbors' homes, fostering an understanding of community and diversity. 	<p>5. Students show an understanding of how homes may differ and demonstrate respect when talking about the homes of their neighbors.</p>
<p>How will this be assessed?</p>		<p>Participation, Group Activities, Written Work, Creative Task</p>	
<p>Mandarin</p>	<p>Beginner: Advanced: 礼貌用语</p>	<p>Beginner: Advanced: 学生学习如何在不同的情境下使用礼貌用语，并掌握这些词汇的书写方法。此外，学生根据文章进行阅读与理解，回答相关问题，同时依照所给的词汇进行造句及书写简短文章。</p>	<p>Beginner: Advanced:</p> <ol style="list-style-type: none"> 1. 朗读短文 2. 书写与礼貌用语有关的词汇（如请进、请坐下、谢谢、对不起等） 3. 正确回答相关问题 4. 书写简短的句子和文章



How will this be assessed?		Reading and writing tasks distributed throughout the term, and end of term assessments where appropriate. Reading	
Physical Education			
How will this be assessed?			
Music	<p>In this unit, students will deepen their understanding of musical notation, learning to read notes and rhythms accurately. They will also explore the Kodály Hand Sign system, which uses hand signals to represent solfège syllables (Do, Re, Mi, etc.), helping students internalize pitch. These concepts will be applied through practical recorder playing, where students will read music and use the hand signs to reinforce their pitch awareness.</p>	<ul style="list-style-type: none"> • Knowledge: Students will learn about different types of musical notation, including note values, rests, and the treble clef. They will also learn the Kodály Hand Sign system, which corresponds to solfège syllables used for vocal pitch training. • Understanding: Students will understand how to interpret musical notation and apply it to their performance on the recorder. They will also gain an understanding of how the Kodály hand signs represent pitch and can be used to help visualize and produce accurate musical notes. • Skills: Students will develop practical skills in reading musical notation and playing the recorder. They will improve their ability to follow written music and use hand signs to reinforce 	<ul style="list-style-type: none"> • Excellence will be demonstrated by students who can confidently read and interpret musical notation, applying it accurately in their recorder playing. These students will be able to use Kodály hand signs fluently to represent and internalize pitch, transitioning smoothly between the hand signs and their instrument. In playing the recorder, they will show precise control over rhythm, pitch, and expression, demonstrating both a solid grasp of notation and strong coordination between hand signs and playing.

	  	<p>pitch accuracy. Additionally, they will enhance their recorder playing skills by matching notes to the corresponding Kodály hand signs for improved pitch control.</p> <ul style="list-style-type: none"> • Students will use the recorder to apply their knowledge of musical notation and the Kodály Hand Sign system. They will practice playing melodies by reading sheet music and using the hand signs to guide their pitch accuracy. Practical sessions will focus on combining the theoretical aspects of notation with hands-on recorder performance, helping students connect what they see in the music with the sounds they produce. Group activities will involve practicing hand signs while singing and playing together on the recorder. 	
How will this be assessed?		Practical and written assessment	