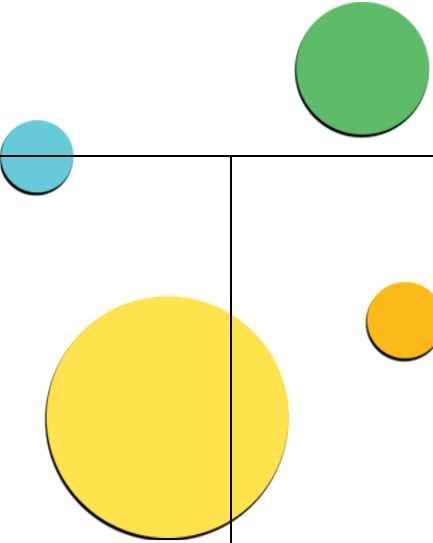
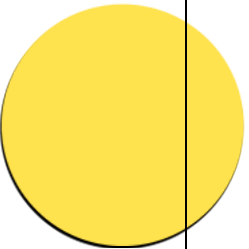






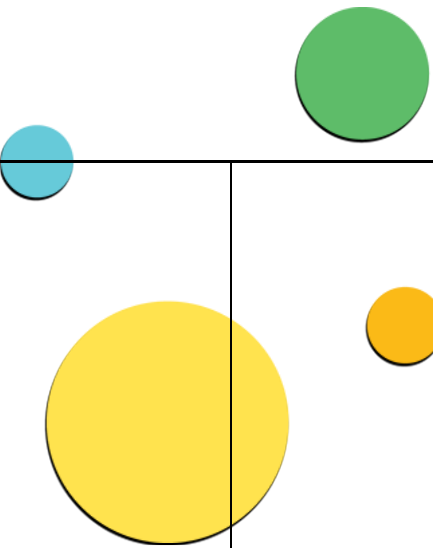

**Straits International School Rawang**  
**Curriculum Overview – Year 5**  
**Year 5 Autumn Term 1.2 2024/2025**

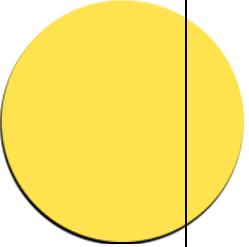
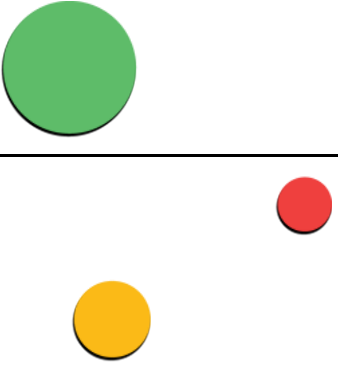
Autumn - Term 1.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Poems by significant poets and playscripts</li> <li>• The Boy who Harnessed the Wind by William Kamkwamba</li> <li>• VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise)</li> </ul>	<p><b>In Reading we will be learning about:</b></p> <ul style="list-style-type: none"> <li>• Use VIPERS strategies to answer comprehension questions about a text (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising).</li> <li>• Use a dictionary to check the meaning of words and how to spell unknown words.</li> <li>• Use a thesaurus to uplevel and improve word choices.</li> </ul> <p><b>In Writing we will be learning about:</b></p> <ul style="list-style-type: none"> <li>• Use fronted adverbials in writing to vary sentence structures.</li> <li>• Use conjunctions to connect different sentences and ideas effectively.</li> <li>• Use synonyms to add detail and richness to writing.</li> <li>• Learn how to edit and self-assess writing to make improvements.</li> <li>• Write a diary entry independently, reflecting on personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can confidently explain the meaning of new vocabulary and use it appropriately in context.</li> <li>• Comprehension and Analysis: Students can justify their predictions, inferences, and explanations about a text with clear, well-supported reasoning</li> <li>• Students can structure their diary entry with a time and date.</li> <li>• Students can organise events into paragraphs, each focusing on one theme.</li> <li>• Students can use the first-person perspective (I, we, my, etc.).</li> <li>• Students can include both opinions and facts in their writing.</li> <li>• Students can describe the writer’s point of view, thoughts, and feelings.</li> <li>• Students can write in an informal style, as though speaking to someone directly.</li> </ul>

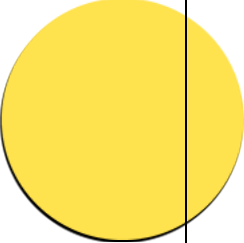






		<ul style="list-style-type: none"><li>• Write a poem independently, using creative and figurative language.</li><li>• Revise the correct use of inverted commas for speech.</li><li>• Revise the correct use of commas in writing.</li><li>• Read a diary entry and highlight the important features within it.</li><li>• Place events in chronological order and organise them into clear paragraphs.</li><li>• Understand and use prefixes and suffixes to form and understand new words.</li><li>• Use time adverbials and conjunctions to connect paragraphs and organize ideas.</li><li>• Understand the differences between informal and formal writing and when to use each.</li><li>• Explore writing in the first person vs third person and the impact on the narrative.</li><li>• Use figurative language such as metaphors, hyperboles, and similes to create vivid descriptions</li><li>• Apply appropriate tone and mood to writing to enhance meaning and impact.</li><li>• Explore poems by well-known authors, analysing structure and language.</li></ul>	<ul style="list-style-type: none"><li>• Students can use ambitious vocabulary to describe people and places effectively.</li><li>• Students can write in the past tense to recount events.</li><li>• Students can use time conjunctions to link events smoothly.</li><li>• Students can use inverted commas to accurately show direct speech.</li><li>• Students can explore poems by well-known authors, providing in-depth analysis of both structure and language, identifying how each element contributes to the overall meaning.</li><li>• Students can confidently explain how poems are broken into stanzas and how the arrangement affects the poem's meaning, flow, and pacing.</li><li>• Students can identify and skilfully use figurative language, such as metaphors, similes, and other devices, to enhance their own poetry and interpret them in other works.</li><li>• Students can highlight and interpret the use of symbols and symbolism in both texts and poems, explaining the deeper meaning they convey.</li><li>• Students can plan and draft their own poems using techniques they have learned, incorporating structure, figurative language, and symbolism effectively.</li></ul>
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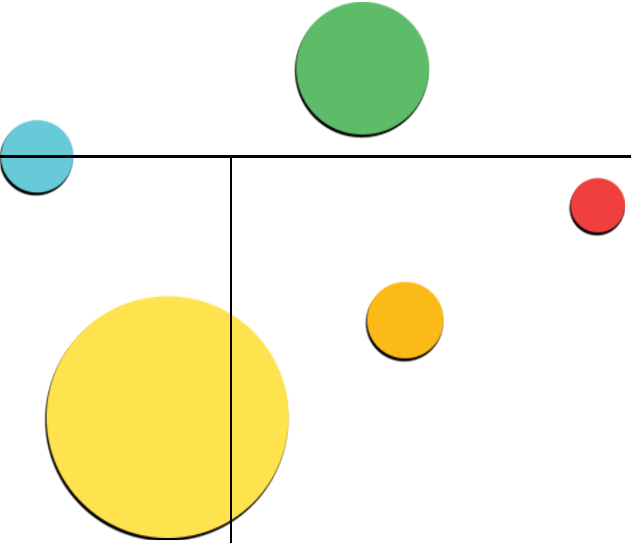
 	  	<ul style="list-style-type: none"> <li>• Learn how poems are broken into stanzas and how this affects meaning and flow.</li> <li>• Identify and use figurative language, such as metaphor and simile, in poetry.</li> <li>• Highlight the use of symbols and symbolism in texts and poems.</li> <li>• Plan and draft a poem using learned techniques.</li> <li>• Review and assess each other's work, offering constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can offer thoughtful, constructive feedback when reviewing and assessing each other's work, helping peers improve their writing while reflecting critically on their own.</li> </ul>
<p>How will this be assessed?</p>		<p><b>Reading</b> Reading Comprehension assessments Weekly Spelling Tests</p> <p><b>Writing</b> Students will independently plan, write, edit and publish their own diary entry and poem Rubrics will be used to evaluate writing</p>	
<p><b>Maths</b></p>	<p><b>Multiplication and Division A</b> <b>Fraction A</b></p>	<p><b>Multiplication and Division A</b></p> <ul style="list-style-type: none"> <li>• Prime Numbers</li> <li>• Square numbers</li> <li>• Cube numbers</li> <li>• Multiply by 10, 100 and 1,000</li> <li>• Divide by 10, 100 and 1,000</li> <li>• Multiples of 10, 100 and 1,000</li> </ul> <p><b>Fraction A</b></p> <ul style="list-style-type: none"> <li>• Find fractions equivalent to a unit fraction</li> </ul>	<ul style="list-style-type: none"> <li>• Students recall multiplication and division facts quickly and accurately, applying them to solve complex problems.</li> <li>• Students confidently explain and reason through multiplication and division procedures, demonstrating a deep understanding of the concepts.</li> <li>• Students confidently multiply and divide by 10, 100, and 1,000, using place value knowledge efficiently.</li> <li>• Students able to identify and explain patterns in numbers, such as prime,</li> </ul>

		<ul style="list-style-type: none"> <li>• Find fractions equivalent to a non-unit fraction</li> <li>• Recognise equivalent fractions</li> <li>• Convert improper fractions to mixed numbers</li> <li>• Convert mixed numbers to improper fractions</li> <li>• Compare fractions less than 1</li> <li>• Order fractions less than 1</li> <li>• Intervention</li> <li>• Compare and order fractions greater than 1</li> <li>• Add and subtract fractions with the same denominator</li> <li>• Add fractions within 1</li> <li>• Add fractions with total greater than 1</li> <li>• Add to a mixed number</li> <li>• Add two mixed numbers</li> <li>• Subtract fractions</li> <li>• Subtract from a mixed number</li> <li>• Subtract from a mixed number - breaking the whole</li> <li>• Subtract two mixed numbers</li> </ul>	<p>square, and cube numbers, and use these patterns to solve problems.</p> <ul style="list-style-type: none"> <li>• Students reason about factors, multiples, and divisibility, applying their understanding to real-world scenarios.</li> <li>• Students approach problem-solving tasks with logical strategies, justifying their methods and solutions clearly.</li> <li>• Students can fluently connect multiplication and division concepts to other areas of maths, such as perimeter and scaling.</li> <li>• Students demonstrate resilience when faced with challenging problems, using reasoning and prior knowledge to overcome difficulties.</li> <li>• Students efficiently check their work and make adjustments when necessary, showing flexibility in their thinking.</li> <li>• Student consistently explain their mathematical thinking clearly and use appropriate vocabulary in both verbal and written forms.</li> </ul>
<p>How will this be assessed?</p>		<ul style="list-style-type: none"> <li>• Weekly Mental Maths</li> <li>• End of unit assessments</li> <li>• End of term assessments</li> </ul>	
<p>IPC</p>	<p><b>Fairgrounds</b></p>	<p><b>In Science we will be learning about:</b></p> <ul style="list-style-type: none"> <li>• Investigate how forces act upon objects when moving</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Students accurately describing how different forces (e.g., gravity, friction)</li> </ul>

		<ul style="list-style-type: none"> <li>• Explain how Newton's laws of motion apply to real-life situations</li> <li>• Investigate the connection between weight and the force required for motion using a Newton meter</li> <li>• Explore how loops work on rollercoaster</li> <li>• Investigate friction when different surfaces meet</li> <li>• Identify potential and kinetic energy through elastic band</li> <li>• Explain different types of simple machines and understand how they make work easier</li> <li>• Explore the properties of magnets and the strength of different magnets</li> <li>• Build and compare simple series and parallel circuits.</li> </ul> <p><b>In ICT &amp; International we will be learning about:</b></p> <ul style="list-style-type: none"> <li>• Coding the theme park rides</li> <li>• Explore theme Park design all around the world</li> </ul> <p><b>In Design and Technology we will be learning about:</b></p> <ul style="list-style-type: none"> <li>• Design fairground games using simple machines</li> <li>• Design fairground games that incorporate magnets or electrical circuits</li> </ul>	<p>act on objects in motion, providing clear examples from their experiments.</p> <ul style="list-style-type: none"> <li>• Students explaining real-life scenarios (e.g., rollercoaster rides) where Newton's laws apply and connecting these laws to their investigations.</li> <li>• Students measuring forces with precision, identifying patterns, and explaining how weight affects the force required for motion.</li> <li>• Students analysing the physics behind rollercoaster loops, using accurate terminology like centripetal force, and providing a clear explanation of how loops function.</li> <li>• Students accurately identifying how different surfaces create varying amounts of friction and explaining how friction affects motion in clear, detailed reports.</li> <li>• Students correctly identifying and demonstrating the transition between potential and kinetic energy in experiments, providing detailed explanations of their findings.</li> <li>• Students clearly explaining the function of different simple machines, giving real-life examples, and demonstrating how they reduce effort in specific tasks.</li> </ul>
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			demonstrating how these components enhance gameplay, with well-constructed prototypes and detailed design rationale.
How will this be assessed?		<ul style="list-style-type: none"> <li>• Experiments</li> <li>• Knowledge Assessment</li> <li>• Learning Journey</li> <li>• Exit Point</li> </ul>	
Bahasa Melayu	Sihat dan Cergas (Health & Fitness)  Permainan dan Bersukan (Games & Sports)	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Understand the key components of a healthy lifestyle, including regular exercise and a balanced diet.</li> <li>- Learn vocabulary related to health and fitness, including terms for different types of physical activities (e.g., running, swimming, cycling) and food groups (e.g., carbohydrates, proteins, vitamins).</li> <li>- Recognize the physical, mental, and social benefits of staying active and eating nutritious food.</li> </ul> <p><b>Skills :</b></p> <ul style="list-style-type: none"> <li>- Ability to identify different types of physical activities and explain how they contribute to fitness (e.g., "Playing football helps improve stamina").</li> <li>- Explain the importance of a balanced diet and identify healthy food choices.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students can clearly explain the benefits of regular physical activity and a balanced diet.</li> <li>2. Students can provide examples of healthy food choices and various physical activities</li> <li>3. Students actively participate in discussions and activities, sharing insights about their own routines and how they stay healthy.</li> <li>4. Students create a well-structured and realistic daily or weekly plan that includes healthy meals and regular exercise, showing thoughtful decision-making.</li> <li>5. Students encourage their classmates to make healthy choices and contribute positively to group activities, demonstrating teamwork and leadership.</li> </ol>

		<p>- Apply decision-making skills to plan a simple daily routine that includes physical activity and healthy meals.</p> <p><b>Understanding :</b></p> <ul style="list-style-type: none"> <li>- Appreciate how regular physical activity and a balanced diet can improve both physical and mental health.</li> <li>- Understand the long-term benefits of staying active and healthy, such as increased energy, better focus, and stronger immunity.</li> <li>- Develop awareness of how lifestyle choices, such as playing sports and eating well, affect overall well-being.</li> </ul>	
How will this be assessed?		Participation, Group Activities, Written Work, Creative Task	
<b>Mandarin</b>	<p><b>Beginner:</b> Three Friends, She Wears a Dress</p> <p><b>Advanced:</b></p>	<p><b>Beginner:</b> Students will learn how to describe a person by using different adjectives and talking about dressing and mastered the writing methods of these words. In addition, students read and understand the passage and answer relevant questions.</p> <p><b>Advanced:</b></p>	<p><b>Beginner:</b></p> <ol style="list-style-type: none"> <li>1. Read the passages</li> <li>2. Use words related to description and dressing (e.g. 高、矮、胖、瘦、毛衣、牛仔裤, etc.)</li> <li>3. Answer relevant questions correctly</li> <li>4. Write the correct stroke order</li> </ol> <p><b>Advanced:</b></p>
How will this be assessed?		Comprehension reading assessment and writing short passage/sentences/phrases. Q and A discussion during the lesson	
<b>Physical Education</b>			



How will this be assessed?			
<b>Music</b>	In this unit, students will explore the <b>tonic triad</b> , learning to identify the quality of different pieces of music through listening activities. They will listen to various pieces and describe the mood, color, and texture of the music. Additionally, students will engage in a <b>music appreciation project</b> where they arrange and categorize a set of instruments into a box project, learning about instrument families and how different instruments contribute to the overall sound of a piece.	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Students will learn about the tonic triad (the 1st, 3rd, and 5th notes of a scale) and how it forms the foundation of many musical pieces. They will also gain knowledge of how different instruments can be grouped and how their roles contribute to the mood and texture of a composition.</li> <li>• <b>Understanding:</b> Students will understand how to listen critically to music and analyze its emotional qualities, recognizing how elements such as the tonic triad influence the overall mood. They will also develop an understanding of how to categorize instruments based on their sound qualities and role in an ensemble.</li> <li>• <b>Skills:</b> Students will develop listening skills by identifying musical elements such as mood and texture in different pieces. They will also enhance their organizational and analytical skills through the arrangement of instruments in their box project, improving their understanding of instrument families and orchestration.</li> </ul>	Excellence will be demonstrated by students who can confidently identify the mood, color, and texture of music using appropriate musical terminology. They will show a deep understanding of the role of the tonic triad in shaping the sound of a piece. In their <b>instrument box project</b> , students achieving excellence will create a well-organized and thoughtful arrangement of instruments, showing a clear understanding of instrument families and their contributions to the music.
How will this be assessed?		Written assessment and practical observation	