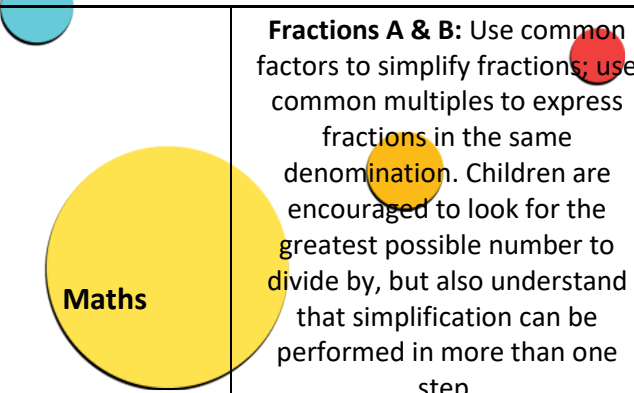
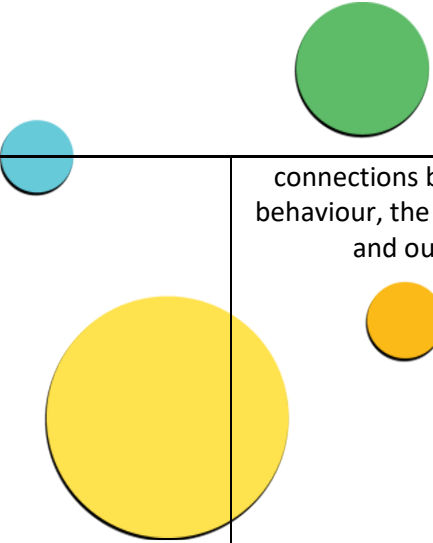


Straits International School Rawang
Curriculum Overview – Year 6
Year 1 Autumn Term 1.2 2024/2025

Autumn - Term 1.2	What will we learn?	What KUS will we gain?	What will excellence look like?
<p>English</p>	<p>Balanced Arguments and Debates (Being Human)</p> <p>This unit will focus on developing students' ability to write balanced arguments and engage in structured debates on the theme of 'Being Human.' Over six weeks, students will explore topics related to the human body, health, and ethical questions surrounding scientific advancements.</p> <p>Through the Talk for Writing approach, they will learn to present different viewpoints, use persuasive language, and structure their writing clearly.</p> <p>Reading: The Borrowers</p>	<p>By the end of the unit, students will have strengthened their critical thinking, developed a deeper understanding of their topic, and improved their ability to write persuasive, well-structured arguments.</p>	<ul style="list-style-type: none"> • Clear Structure: Well-organized, balanced presentation of both sides with strong introductions and conclusions. • Effective Language: Use of formal, persuasive language and connectives to link ideas smoothly. • Depth of Ideas: Thoughtful engagement with complex topics like health and ethics, supported by evidence. • Debate Skills: Confident articulation of ideas, respectful listening, and thoughtful rebuttals. • Reflection and Improvement: Ability to revise and refine work based on feedback for a polished final piece.
<p>How will this be assessed?</p>		<p>Reading comprehension and Big Write assessment</p>	

 <p>Maths</p>	<p>Fractions A & B: Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Children are encouraged to look for the greatest possible number to divide by, but also understand that simplification can be performed in more than one step.</p> <p>Converting units: Building on their experiences from earlier years, children recognize, read and write all metric measures for length, mass and capacity.</p>	<p>Children use their understanding of common factors to simplify fractions. They learn that when the numerator and denominator have no common factors greater than 1, the fraction is in its simplest form.</p> <p>Highlight the difference between capacity (the amount an object can contain) and volume (the amount in an object). Children consider the most appropriate unit of measure and develop their estimation skills in context. Although metric units of measurement are used throughout, children may mention imperial units of measurement. The relationship between metric and imperial units will be explored later in the block.</p>	<ul style="list-style-type: none"> • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places.
<p>How will this be assessed?</p>		<p>Unit Tests and End of Term Progress</p>	
<p>IPC</p>	<p>Being Human</p> <p>We will be learning about the human body and how it works with a focus on taking care of one's physical and mental health. We will need to be scientists as we research into the inner workings of the human body. We will also learn to be responsible for our health and wellbeing by knowing how to take care of ourselves at different stages in our lives. How does knowing your body and its inner workings help you to understand the</p>	<p>The "Being Human" IPC (International Primary Curriculum) is designed to help students explore and understand what it means to be human through various subjects and themes.</p> <p>The primary aim of the "Being Human" IPC curriculum is to develop compassionate, informed, and engaged global citizens who understand and appreciate the complexity of human experiences. This curriculum encourages students to think critically about their role in the world and to act with empathy and responsibility.</p> <p>Key Components</p>	<p>Children will be able to:</p> <p>to draw conclusions based on results and compare them to original hypotheses and the real world</p> <p>to identify when a strategy to reduce stress and improve wellbeing is needed and act Accordingly</p> <p>to select materials and techniques to communicate an idea and evaluate their level of Success</p> <p>to categorise similarities and differences between people and places</p>



connections between human behaviour, the choices we make and our health?

Personal and Social Development:

Focuses on understanding oneself, relationships with others, and the importance of community.

Encourages empathy, respect, and awareness of different cultures and perspectives.

Global Awareness:

Explores human rights, social justice, and environmental issues.

Promotes understanding of global citizenship and responsibilities.

Interdisciplinary Learning:

Combines subjects like science, history, art, and language to provide a holistic understanding of humanity.

Engages students in projects that integrate multiple disciplines, fostering critical thinking and creativity.

Skills Development:

Emphasizes key skills such as communication, collaboration, problem-solving, and emotional intelligence.

Encourages reflection on personal growth and the development of life skills.

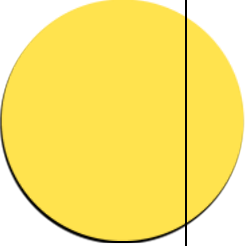
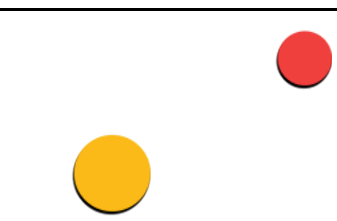
Cultural Exploration:

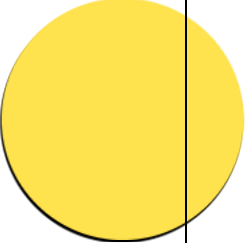


Investigates various cultures and traditions, highlighting the diversity of human experiences.

Provides opportunities for students to share their own backgrounds and learn from one another.

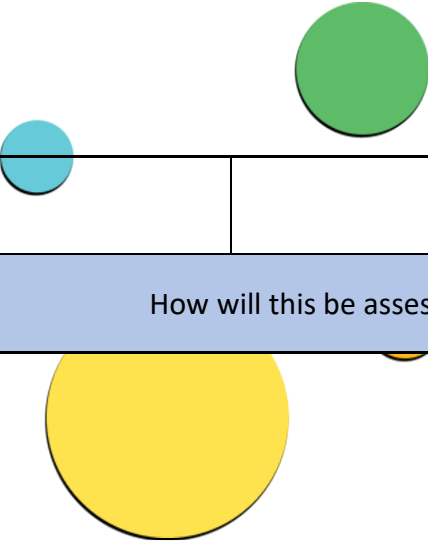
Themes and Topics

The curriculum often includes themes such as:

		<p>Identity and Belonging: Understanding self-identity and community roles. Relationships: Exploring friendship, family, and social connections. Values and Ethics: Discussing moral dilemmas and ethical behavior. Human Rights: Learning about the rights and responsibilities of individuals. Emotional Wellbeing: Fostering mental health and emotional resilience. Learning Approach Inquiry-Based Learning: Encourages students to ask questions, conduct research, and engage in discussions. Project-Based Learning: Involves hands-on projects that encourage collaboration and creativity. Reflection and Assessment: Regular opportunities for self-assessment and peer feedback to promote personal growth.</p>	
<p>How will this be assessed?</p>		<p>Knowledge assessments, investigations and Exit Point: Circulatory and Respiratory system health fair.</p>	
<p>Bahasa Melayu</p>	<p>Tanaman dan Tumbuhan (Plants & Trees) Makanan dan Minuman (Food & Drinks)</p>	<p>Knowledge :</p> <ul style="list-style-type: none"> - Learn the names of common plants and vegetables in Bahasa Melayu (e.g., tomato, carrot, spinach, and their characteristics). - Understand the parts of plants (e.g., roots, stems, leaves) and their functions. - Recognize the nutritional benefits of various vegetables and how they contribute to a healthy diet. 	<ol style="list-style-type: none"> 1. Students can confidently identify and name a variety of common plants and vegetables in Bahasa Melayu, demonstrating a strong grasp of vocabulary. 2. Students provide detailed descriptions of the characteristics of each plant or vegetable, including their appearance and nutritional benefits (e.g., “Carrots are orange and good for your eyes”).

	 	<p>Skills :</p> <ul style="list-style-type: none"> - Ability to accurately identify and name various plants and vegetables, describing their characteristics and uses in cooking. - Use observation skills to compare and contrast different types of plants and vegetables based on their features (e.g., color, size, shape). - Practice teamwork skills by engaging in group activities or discussions about plants and their benefits. <p>Understanding:</p> <ul style="list-style-type: none"> - Appreciate the importance of plants and vegetables in our diet and their roles in the ecosystem. - Recognize how plants grow and the conditions necessary for their growth (e.g., sunlight, water, soil). - Develop an awareness of where food comes from and the significance of sustainable practices in gardening and agriculture. 	<ol style="list-style-type: none"> 3. Students actively participate in discussions, asking questions and sharing insights about their experiences with plants and vegetables. 4. Students compare and contrast different types of plants, discussing their uses in cooking.
<p>How will this be assessed?</p>		<p>Participation, Group Activities, Written Work, Creative Task</p>	
<p>Mandarin</p>	<p>Beginner: Imperative sentences and Country & Cities</p>	<p>Beginner: This half-term, students will learn about imperative sentences. They will understand and master basic imperative sentence vocabulary, and students will also</p>	<p>Beginner: In this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Master imperative sentences in Chinese. 2. Communicate confidently and smoothly with others through learning.

		learn to talk about the countries or cities they have visited through studying countries, cities, and nationalities.	<ol style="list-style-type: none"> Write new vocabulary related to countries, cities, and nationalities. Introduce their own nationality, as well as the countries and cities they have visited.
How will this be assessed?		Q&A session, assessment, worksheet and projects.	
Physical Education			
How will this be assessed?			
Music	In this unit, students will explore tonality by listening to and analyzing two contrasting pieces of music: one in a major key and one in a minor key. They will express their emotional and imaginative responses through drawings, as well as describe how each piece makes them feel using their own words (e.g., happy, sad, weird, scary). Students will also focus on identifying and writing down the rhythm patterns they hear, enhancing their rhythm literacy and listening skills.	<ul style="list-style-type: none"> Knowledge: Students will learn the basic differences between major and minor tonality, recognizing how these affect the overall mood of a piece. They will also gain knowledge of rhythm notation and how to transcribe rhythm patterns by ear. Understanding: Students will understand how major and minor tonalities create different emotional effects in music. They will develop an understanding of how rhythm patterns contribute to the structure and flow of a piece. Skills: Students will develop their listening skills by identifying and describing the mood of major and minor pieces. They will also improve their ability to transcribe rhythms, 	Excellence will be demonstrated by students who can confidently describe the differences between major and minor music using detailed and accurate language, expressing their feelings and impressions through both words and drawings. These students will also excel in accurately transcribing rhythm patterns by ear, showing strong rhythm literacy and an ability to recognize and notate complex rhythmic structures.



		practicing writing rhythm patterns as they hear them in the music.	
How will this be assessed?	Written assessment and practical observation		