

Straits International School Rawang

Curriculum Overview – Year 4

Year 4 Spring Term 2.2 2024/2025

Spring Term 2.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p>Writing</p> <ul style="list-style-type: none"> • Read and enjoy historical fiction. • Understand how the historical setting and mood are created and recognise how much we need implicit knowledge to read historical fiction. • Understand how the characters are created in historical fiction. • Understand how the story is structured. • Plan and write a historical story. • Speak audibly and fluently with an increasing command of Standard English • Listening to and discussing a wide range of fiction, poetry, plays, 	<p>Writing</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • The features and purpose of all genres covered. • The difference between layout and language features. • The definition of setting. <p>Skills:</p> <ul style="list-style-type: none"> • Use a range of grammar and punctuation such as conjunctions and apostrophes. • Write direct speech accurately. • Identify the features of all genres covered. <p>Understanding:</p> <ul style="list-style-type: none"> • Apply concepts such as fronted adverbials to extend sentences and provide information. • Compare and contrast pieces of historical fiction in terms of how setting and mood are created. 	<p>Writing</p> <p>Historical Fiction</p> <ul style="list-style-type: none"> • A piece of historical fiction with accurate and engaging setting and mood created. The features of historical fiction are included, and the writer is clearly thinking about audience.

non-fiction and reference books or textbooks

- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Recognising some different forms of poetry [for example, free verse, narrative poetry]

Reading

Reading Text: Ted and his time travelling toilet

- Reading Fluency and Comprehension
- Retrieving and Recording Information
- Summarising and Explaining
- Comparing and Contrasting Texts

Reading

Reading Fluency and Comprehension

- 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

Retrieving and Recording Information

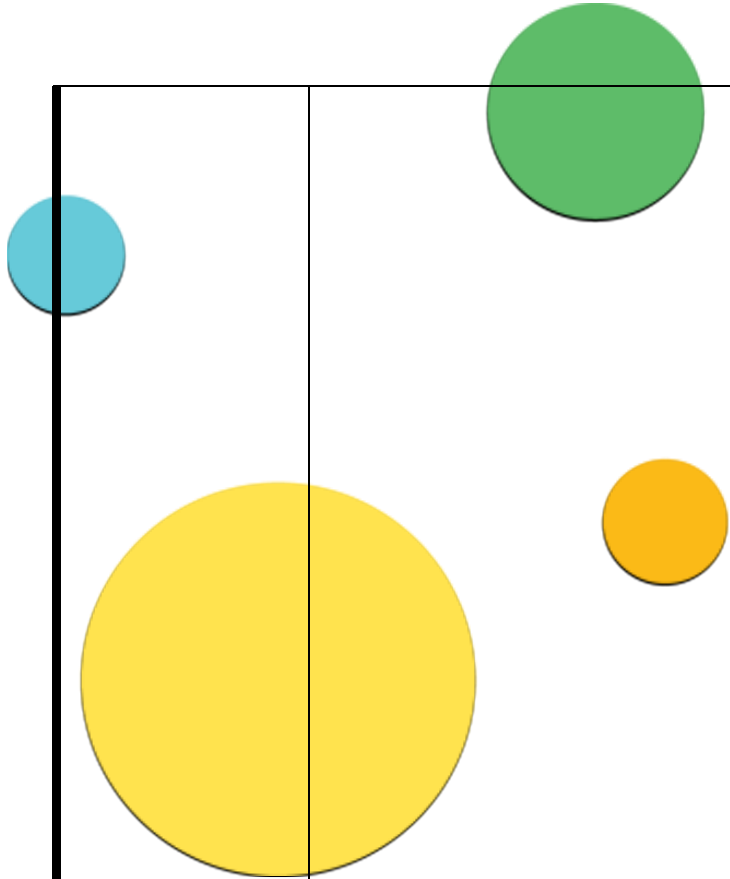
Reading

Reading Fluency and Comprehension

- Read fluently with expression and deep understanding.
- Make detailed explanations and accurate inferences from texts.

Retrieving and Recording Information

Efficiently locate and record key information. Provide clear and logical summaries of complex details.

		<ul style="list-style-type: none"> • Knowledge: Identify specific details and facts in texts. • Skills: Use skimming and scanning to locate and record information. • Understanding: Summarise and present information clearly <p>Summarising and Explaining</p> <ul style="list-style-type: none"> • Knowledge: Recognise main ideas and themes in texts. • Skills: Summarise text passages and explain understanding in their own words. <p>Understanding: Integrate information from different parts of a text for clear summaries.</p> <p>Comparing and Contrasting Texts</p> <ul style="list-style-type: none"> • 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. • Understanding: Explain how different authors' styles and purposes affect the text. 	<p>Summarising and Explaining</p> <p>Offer insightful summaries and thorough explanations of key ideas and themes.</p> <p>Integrate Information coherently from various parts of the text.</p> <p>Comparing and Contrasting Texts</p> <p>Provide thoughtful, evidence-based comparisons. Clearly understand and explain differences in authorial style and purpose.</p>
How will this be assessed?		End of term reading assessment. Extended individual pieces of writing.	
Maths	<ul style="list-style-type: none"> • Understand the whole • Count beyond 1 	Fractions Knowledge:	Fractions & Decimals <ul style="list-style-type: none"> • Provide a range of ways to represent a number based on a diagram of a number

- Partition a mixed number
- Number lines with mixed numbers
- Compare and order mixed numbers
- Understand improper fractions
- Convert mixed numbers to improper fractions
- Convert improper fractions to mixed numbers
- Equivalent fractions on a number line
- Equivalent fraction families
- Add two or more fractions
- Add fractions and mixed numbers
- Subtract two fractions
- Subtract from whole amounts
- Subtract from mixed numbers
- Tenths as fractions
- Tenths as decimals
- Tenths on a place value chart

- A whole number can be split into parts.
 - The definitions of numerator and denominator.
 - The definition of common denominator and its role in equivalent fractions.
- Skills:
- Identify the fraction shown.
 - Find equivalent fractions.
 - Convert mixed numbers to improper fractions and vice versa.
 - Add and subtract fractions.
- Understanding:
- Investigate equivalent fractions using mixed numbers and improper fractions.
 - Solve fraction word problems.
- Decimals
- Knowledge:
- Decimals are a different way of displaying part of a whole number.
 - The value of columns right to the decimal point.
 - The purpose of a decimal point.
- Skills:
- Convert tenths and hundredths to fractions and vice versa.
 - Compare and order numbers to 2 decimal places.

greater than 1 e.g. in tenths, hundredths, mixed numbers.

	<ul style="list-style-type: none"> • Tenths on a number line • Divide a 1-digit number by 10 • Divide a 2-digit number by 10 • Hundredths as fractions • Hundredths as decimals • Hundredths on a place value chart 	<p>Understanding:</p> <ul style="list-style-type: none"> • The relationship between fractions and decimals. • Order fractions and decimals. 	
How will this be assessed?		End of unit and end of term written assessments. Multiplication test preparation.	
IPC	<p>Unit: Active Planet</p> <p>In Geography, we'll be learning about:</p> <ul style="list-style-type: none"> • The different types and location of volcanoes around the world. • Tectonic plates and how these affect the location of volcanoes and earthquakes. • How volcanic regions can be attractive to tourists. • Some specific examples of earthquakes and volcanic eruptions in the past. 	<p>Geography:</p> <ul style="list-style-type: none"> • Knowledge: Types of volcanoes, locations, tectonic plate movements, historical eruptions. • Skills: Mapping, identifying volcanic regions, analysing the relationship between tectonic plates and natural disasters. • Understanding: The impact of tectonic activity on Earth's geography and society, and how volcanoes attract tourists. 	<p>Geography:</p> <p>Students being able to accurately identify different types of volcanoes, understand tectonic plate movements, and map volcanic regions while explaining their impact on Earth's geography and tourism.</p> <p>International:</p> <p>Students understanding the impact of natural disasters on society and effectively analysing how</p>

In **International**, we'll be learning about:

- The effects of natural disasters on society.
- How organisations provide aid and support after a natural disaster.

In **Design, Technology & Innovation**, we'll be learning about:

- Designing and building earthquake resistant buildings.
- How to design technology and equipment to support volcanologists.

In **Health & Wellbeing**, we'll be learning about:

- How humans can prepare and stay safe during an earthquake.

In **History**, we'll be learning about:

- Pompeii and the eruption of Vesuvius in 79 AD.

In **Science**, we'll be learning about:

- How to investigate liquid flow rates.

International:

- **Knowledge:** Effects of natural disasters, how humanitarian organizations provide aid.
- **Skills:** Critical thinking on disaster response, understanding global systems of aid.
- **Understanding:** The role of organizations in supporting communities after natural disasters.

Design, Technology & Innovation:

- **Knowledge:** Principles of earthquake-resistant design, tools for volcanologists.
- **Skills:** Design thinking, building models, applying technology to real-world problems.
- **Understanding:** How to create solutions for real-world problems, such as natural disaster resilience.

Health & Wellbeing:

- **Knowledge:** Safety precautions during earthquakes.
- **Skills:** Emergency preparedness, making informed decisions during natural disasters.

humanitarian organizations respond and provide aid.

Design, Technology & Innovation:

Students designing practical earthquake-resistant structures and applying innovative technology to support volcanologists in their work.

Health & Wellbeing:

Students demonstrating preparedness for earthquakes, knowing safety measures, and making informed decisions during an emergency.

History:

Students understanding the eruption of Vesuvius and its effect on Pompeii, analysing its historical significance and drawing connections to modern disaster response.

Science:

Students conducting investigations into liquid flow rates and understanding the formation of different rock types, linking these processes to volcanic and earthquake activities.

Art:

- How the three different rock types are formed.

In **Art**, we'll be learning about:

- How to create warm and cool colours to produce volcano inspired artwork

- **Understanding:** The importance of preparation and personal safety during emergencies.

History:



- **Knowledge:** The eruption of Mount Vesuvius and the destruction of Pompeii.
- **Skills:** Historical analysis, understanding the long-term effects of disasters.
- **Understanding:** How historical events shape the present, particularly in terms of disaster response and recovery.

Science:

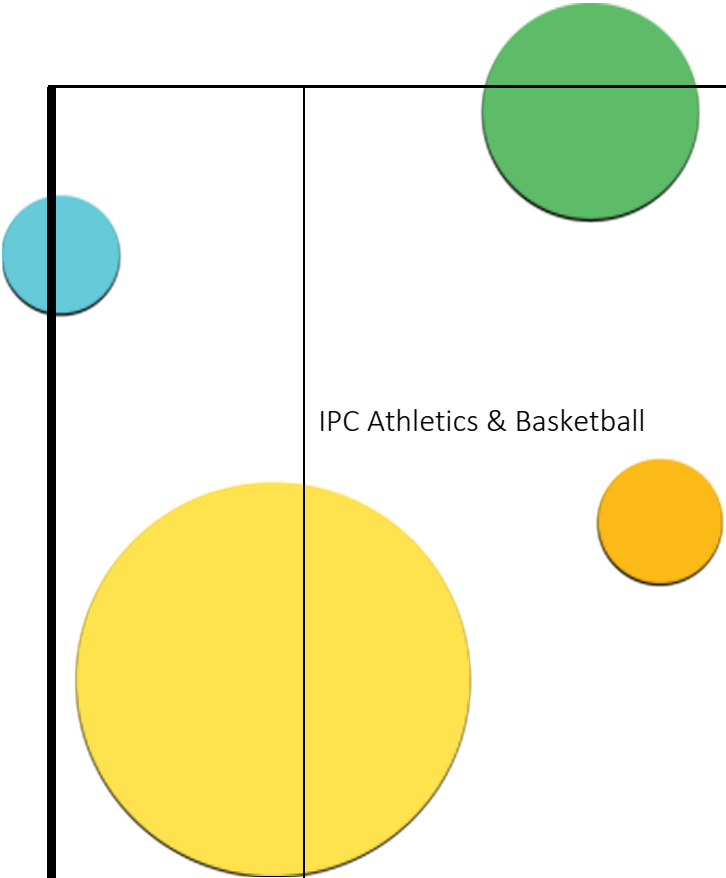
- **Knowledge:** Liquid flow rates, formation of different rock types.
- **Skills:** Scientific investigation, experimentation, data collection.
- **Understanding:** The scientific processes behind natural phenomena like volcanoes and earthquakes.

Art:

Students creating volcano-inspired artwork using warm and cool colours, demonstrating an understanding of colour theory and emotional expression in their art.

		<ul style="list-style-type: none"> • Knowledge: Use of warm and cool colours in art, volcano-inspired artwork. • Skills: Painting techniques, colour theory. • Understanding: How to express natural elements through art and the emotional impact of colours. 	
How will this be assessed?		End of unit knowledge assessment, ongoing observation, quiz.	
Bahasa Melayu	Membeli-belah (Shopping) 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify and name common shopping items (e.g., food, clothes, toys, books). • Recognize different shopping places (e.g., supermarket, market, shop). • Understand basic categories of shopping items (e.g., food, clothes, household goods). <p>Understanding:</p> <ul style="list-style-type: none"> • Describe the differences between shopping places (e.g., supermarket vs. market). • Understand the importance of choosing necessary items wisely. <p>Skills:</p> <ul style="list-style-type: none"> • Read and sort shopping items into correct categories. 	<ul style="list-style-type: none"> • Confidently identify and name various shopping items and categorize them correctly. • Clearly describe different shopping places and explain their purposes with examples. • Use well-structured sentences in speaking and writing, with appropriate shopping-related vocabulary. • Engage in role-play effectively, using polite phrases and asking relevant questions in a shopping scenario.

		<ul style="list-style-type: none"> • Write simple sentences about shopping experiences or favorite items to buy. • Role-play a shopping scenario using basic conversational phrases (e.g., asking for prices, saying thank you). 	
How will this be assessed?		<ul style="list-style-type: none"> • Listening & Reading: Identify and categorize shopping items correctly based on spoken or written descriptions. • Speaking: Participate in a role-play shopping scenario, using polite phrases and relevant vocabulary. • Writing: Write simple sentences or a short paragraph about a shopping experience, using correct grammar and structure. 	
Mandarin	Advanced: 早饭吃面包 Beginner: Daily life (日常生活)	Advanced: 学生了解了与食物有关的词汇，并掌握了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，并书写简短的文章。 Beginner: Students will learn vocabulary related to daily activities (e.g., 起床, 吃饭, 学习, 洗澡, 睡觉), understand their usage, describe their daily routines in simple sentences, and practice writing Chinese characters.	Advanced: <ul style="list-style-type: none"> • 朗读短文 • 写出与生活有关的词汇 • 正确回答相关问题 • 书写简短的文章 Beginner: Students accurately use vocabulary, write neatly, and confidently describe their daily routines in full sentences. They express time sequences clearly and engage in classroom discussions about their daily life.
How will this be assessed?		Comprehension reading assessment and writing short passage/sentences/phrases. Q and A discussion during the lesson	
Physical Education		K: Involves learning the rules, techniques, and essential facts about athletic events	<ul style="list-style-type: none"> • Students demonstrate a blend of skill, understanding, and positive attitude.



IPC Athletics & Basketball

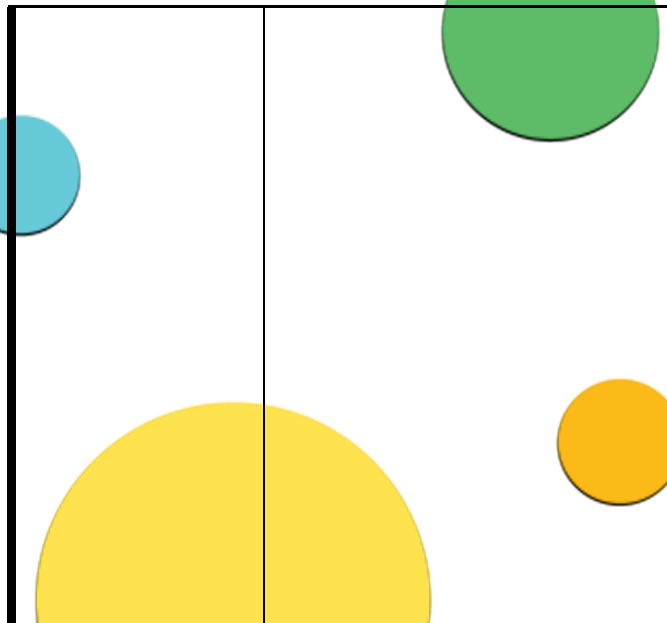
such as sprinting, long jump, or shot put. This includes understanding proper techniques, event-specific rules, and safety protocols.

U: Focuses on grasping because specific techniques and strategies are effective, such as recognizing how proper form enhances performance and minimizes injury or how pacing differs between sprints and long-distance races.

S: Encompasses the practice and reflection necessary for improvement. Students refine their skills through repeated drills, analyze demonstrations to better understand techniques, and evaluate their own or peers' performances to identify strengths and areas for growth. By integrating these three aspects, students not only build their physical abilities but also develop a deeper appreciation and competence in athletics.

In the Basketball units for Year 3 to Year 6, students develop their **knowledge, skills, and understanding** of the game through progressive learning stages. In **Year 3 and Year 4**, the focus is on fundamental

- Students showcase strong technical proficiency, such as executing proper running forms, accurate throws, or well-timed jumps, reflecting their dedication to mastering techniques.
- Students' understanding is evident in their ability to apply strategies, adapt to challenges, and explain the importance of technique, safety, and sportsmanship in athletics.
- Students are focused and disciplined during practice, consistently striving for personal improvement while encouraging and supporting their peers.
- These students also exhibit resilience, learning from mistakes and embracing feedback to refine their performance.
- Students stand out through their skillful execution, insightful understanding, and exemplary attitude towards learning and teamwork.



		<p>movement skills such as dribbling, passing, and shooting, along with basic game rules and teamwork concepts. As they progress to Year 5 and Year 6, students deepen their understanding of offensive and defensive strategies, game awareness, and decision-making in match play. Throughout the units, they enhance their understanding of fair play, communication, and sportsmanship, applying these principles in both practice and competitive settings. By the end of Year 6, students should have a solid grasp of basketball's core techniques and tactical principles, preparing them for more advanced gameplay in later years.</p>	
How will this be assessed?			
<p>Music</p>	<p>We are refining our ensemble skills, composition techniques, and understanding of musical form.</p>	<ul style="list-style-type: none"> • Knowledge: Exploring polyrhythms and syncopated rhythms. • Understanding: Structuring musical phrases using repetition and contrast. • Skills: Composing short group pieces with multiple rhythmic layers. 	<p>Students will compose and perform rhythmic pieces with precision, demonstrating clear musical structure and effective teamwork.</p>
How will this be assessed?		Written and practical assessment	