

# Straits International School Rawang

## Curriculum Overview – Year 4

### Year 4 Summer Term 3.1 2024/2025

Summer Term 3.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<ul style="list-style-type: none"> <li>Read and enjoy fantasy fiction.</li> <li>Understand how the fantasy setting and tension are created.</li> <li>Understand how the unreal aspects are created in fantasy fiction.</li> <li>Understand how the story is structured.</li> <li>Plan and write a fantasy story.</li> </ul>	<p><b>Writing</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>The features and purpose of all genres covered.</li> <li>The difference between layout and language features.</li> <li>The definition of setting and tension</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Use a range of grammar and punctuation such as conjunctions and apostrophes.</li> <li>Write direct speech accurately.</li> <li>Identify the features of all genres covered.</li> <li>Use figurative language techniques.</li> </ul> <p>Understanding:</p> <ul style="list-style-type: none"> <li>Apply concepts such as fronted adverbials to extend sentences and provide information.</li> <li>Compare and contrast pieces of fantasy fiction in terms of how setting and tension are created.</li> </ul> <p><b>Reading</b></p>	<p><b>Writing</b></p> <p>Fantasy Fiction</p> <p>A piece of fantasy fiction with a magical, engaging setting and tension created using a range of techniques. The features of fantasy fiction are included, and the writer is clearly thinking about audience.</p>

	<p><b>Reading</b>  <b>Reading Text:</b> Cakes in Space by Reeve, Philip McIntyre, Sara</p> <ul style="list-style-type: none"> <li>• Reading Fluency and Comprehension</li> <li>• Retrieving and Recording Information</li> <li>• Summarising and Explaining</li> <li>• Comparing and Contrasting Texts</li> </ul>	<p><b>Reading Fluency and Comprehension</b></p> <ul style="list-style-type: none"> <li>• Knowledge: Read a variety of texts fluently and understand vocabulary in context.</li> <li>• Skills: Decode words accurately and read with expression.</li> <li>• Understanding: Grasp main ideas and details, and make inferences</li> </ul> <p><b>Retrieving and Recording Information</b></p> <ul style="list-style-type: none"> <li>• Knowledge: Identify specific details and facts in texts.</li> <li>• Skills: Use skimming and scanning to locate and record information.</li> <li>• Understanding: Summarise and present information clearly</li> </ul> <p><b>Summarising and Explaining</b></p> <ul style="list-style-type: none"> <li>• Knowledge: Recognise main ideas and themes in texts.</li> <li>• Skills: Summarise text passages and explain understanding in their own words.</li> </ul> <p>Understanding: Integrate information from different parts of a text for clear summaries.</p> <p><b>Comparing and Contrasting Texts</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting Texts Provides thoughtful, evidence based comparisons. Clearly understands and explains differences in authorial style and purpose.</li> </ul>	<p><b>Reading</b>  <b>Reading Fluency and Comprehension</b></p> <ul style="list-style-type: none"> <li>• Read fluently with expression and deep understanding.</li> <li>• Make detailed explanations and accurate inferences from texts.</li> </ul> <p><b>Retrieving and Recording Information</b>  Efficiently locate and record key information. Provide clear and logical summaries of complex details.</p> <p><b>Summarising and Explaining</b>  Offer insightful summaries and thorough explanations of key ideas and themes. Integrate Information coherently from various parts of the text.</p> <p><b>Comparing and Contrasting Texts</b>  Provide thoughtful, evidence-based comparisons. Clearly understand and explain differences in authorial style and purpose.</p>
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		<ul style="list-style-type: none"> <li>• Knowledge: Compare texts for similarities and differences.</li> <li>• Skills: Analyse and provide evidence based comparisons.</li> <li>• Understanding: Explain how different authors' styles and purposes affect the text.</li> </ul>	
How will this be assessed?		End of term reading assessment. Extended individual pieces of writing.	
<b>Maths</b>	<ul style="list-style-type: none"> <li>• To make a whole with tenths.</li> <li>• To make a whole with hundredths.</li> <li>• To partition decimals.</li> <li>• To flexibly partition decimals.</li> <li>• To compare decimals.</li> <li>• To order decimals.</li> <li>• To round to the nearest whole number.</li> <li>• To represent halves and quarters as decimals.</li> <li>• To write money as decimals.</li> <li>• To convert between pounds and pence.</li> <li>• To compare amounts of money.</li> <li>• To estimate with money.</li> <li>• To calculate with money.</li> <li>• To solve problems with money.</li> <li>• To measure time in days, weeks, months and years.</li> </ul>	<p>Decimals</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Decimals are a different way of displaying part of a whole number.</li> <li>• Fractions with denominators other than 10 and 100 can be represented as decimals.</li> <li>• The value of each place value column to 2 decimal places.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Order decimals to 2 decimal places in ascending and descending order.</li> <li>• Round decimals with 1 and 2 decimal places to the nearest whole number.</li> <li>• Partition decimal numbers in different ways.</li> </ul> <p>Understanding:</p> <ul style="list-style-type: none"> <li>• The relationship between fractions and decimals.</li> <li>• Order fractions and decimals.</li> </ul> <p>Money</p>	<p>Decimals</p> <ul style="list-style-type: none"> <li>• Order fractions, decimals, improper fractions and mixed numbers including decimals to 2 places.</li> </ul> <p>Money</p> <ul style="list-style-type: none"> <li>• Complete budgets and shopping lists.</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>• Solve train timetable word problems.</li> </ul>

- To measure time in seconds, minutes and hours.
- To convert between analogue and digital times.
- To convert to and from the 24-hour clock.

#### Knowledge:

- Different countries use different money.
- Different coins and notes used in the UK.
- The relationship between pounds and pence.

#### Skills:

- Calculate change received.
- Represent values using different coins and notes.
- Convert between pounds and pence and vice versa.

#### Understanding:

- Order values represented in mixed measures of money.

#### Time

#### Knowledge:

- Time can be measured in different ways.
- The relationship between the different measures of time.
- The reason for having the different measures of time.

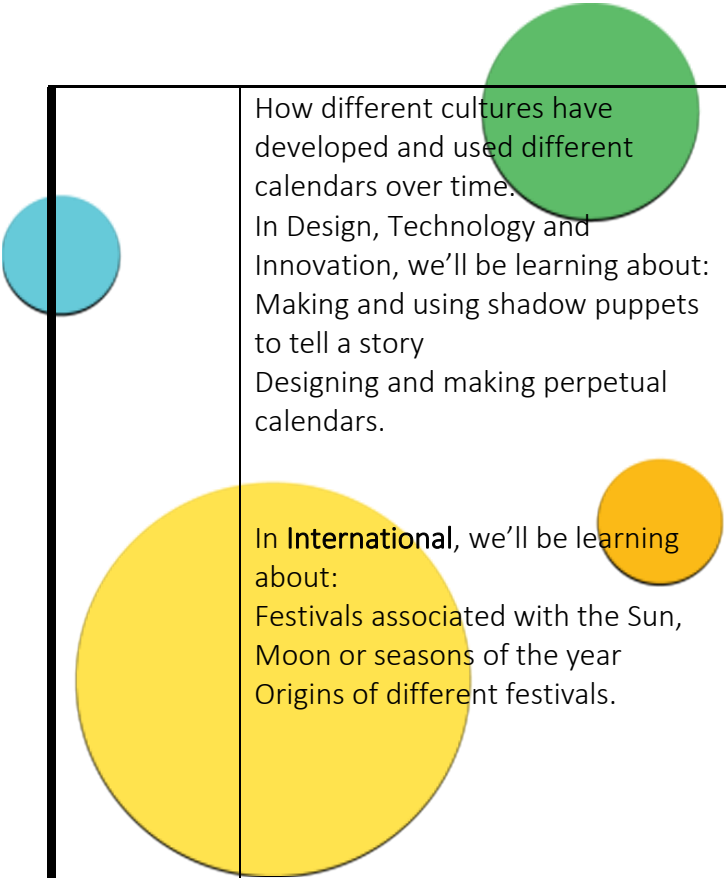
#### Skills:

- Record time in different measures.
- Convert different measures of time.
- Read analogue and digital clocks.

#### Understanding:

- Order a series of times represented in different measures.

How will this be assessed?		End of unit and end of term written assessments. Multiplication test preparation.	
IPC	In <b>Science</b> , we'll be learning about:	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Light sources, Earth's movement, properties of materials, the Sun's influence, the Moon's phases, seasons.</li> <li>• <b>Skills:</b> Conducting experiments, observing and recording the movement of shadows, investigating material properties, identifying seasonal patterns.</li> <li>• <b>Understanding:</b> The relationship between light, Earth's rotation, and the seasons, how the Sun affects the Earth, and the cycle of day, night, and the Moon's phases.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Different climates, geographic regions, map features (latitude, longitude), time zones, human-environment interactions.</li> <li>• <b>Skills:</b> Reading maps, calculating time differences across time zones, understanding global climate zones, mapping geographic features.</li> <li>• <b>Understanding:</b> How human activities are shaped by climate and terrain, the</li> </ul>	<p><b>Science</b></p> <p>Students will demonstrate the ability to explain the movement of the Earth and the Sun, accurately describe how shadows change throughout the day, and explain the seasonal patterns with a clear understanding of how light affects life on Earth.</p> <p><b>Geography</b></p> <p>Students will be able to accurately identify climate zones, understand the relationship between human activities and geography, and confidently use latitude and longitude to locate places on maps, explaining how time zones affect global interactions.</p> <p><b>History</b></p> <p>Students will be able to compare and contrast myths from different cultures, explain the historical origins of different calendar systems, and reflect on how these influenced society's understanding of time and the natural world.</p> <p><b>Design and Technology</b></p>
	Sources of light		
	How time relates to the movement of the Earth		
	Investigating to see if light passes through materials		
	How and why shadows change throughout the day	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Light sources, Earth's movement, properties of materials, the Sun's influence, the Moon's phases, seasons.</li> <li>• <b>Skills:</b> Conducting experiments, observing and recording the movement of shadows, investigating material properties, identifying seasonal patterns.</li> <li>• <b>Understanding:</b> The relationship between light, Earth's rotation, and the seasons, how the Sun affects the Earth, and the cycle of day, night, and the Moon's phases.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Different climates, geographic regions, map features (latitude, longitude), time zones, human-environment interactions.</li> <li>• <b>Skills:</b> Reading maps, calculating time differences across time zones, understanding global climate zones, mapping geographic features.</li> <li>• <b>Understanding:</b> How human activities are shaped by climate and terrain, the</li> </ul>	<p><b>Science</b></p> <p>Students will demonstrate the ability to explain the movement of the Earth and the Sun, accurately describe how shadows change throughout the day, and explain the seasonal patterns with a clear understanding of how light affects life on Earth.</p> <p><b>Geography</b></p> <p>Students will be able to accurately identify climate zones, understand the relationship between human activities and geography, and confidently use latitude and longitude to locate places on maps, explaining how time zones affect global interactions.</p> <p><b>History</b></p> <p>Students will be able to compare and contrast myths from different cultures, explain the historical origins of different calendar systems, and reflect on how these influenced society's understanding of time and the natural world.</p> <p><b>Design and Technology</b></p>
	The Sun as a source of light and heat		
	What causes the seasons		
	Why the moon appears to change shape.		
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	Weather and climate around the world		
	Human activities that need particular climates and terrain		
	The different lines that divide up globes and maps		
	How to latitude and longitude are used to locate places on a globe or map	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Light sources, Earth's movement, properties of materials, the Sun's influence, the Moon's phases, seasons.</li> <li>• <b>Skills:</b> Conducting experiments, observing and recording the movement of shadows, investigating material properties, identifying seasonal patterns.</li> <li>• <b>Understanding:</b> The relationship between light, Earth's rotation, and the seasons, how the Sun affects the Earth, and the cycle of day, night, and the Moon's phases.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Different climates, geographic regions, map features (latitude, longitude), time zones, human-environment interactions.</li> <li>• <b>Skills:</b> Reading maps, calculating time differences across time zones, understanding global climate zones, mapping geographic features.</li> <li>• <b>Understanding:</b> How human activities are shaped by climate and terrain, the</li> </ul>	<p><b>Science</b></p> <p>Students will demonstrate the ability to explain the movement of the Earth and the Sun, accurately describe how shadows change throughout the day, and explain the seasonal patterns with a clear understanding of how light affects life on Earth.</p> <p><b>Geography</b></p> <p>Students will be able to accurately identify climate zones, understand the relationship between human activities and geography, and confidently use latitude and longitude to locate places on maps, explaining how time zones affect global interactions.</p> <p><b>History</b></p> <p>Students will be able to compare and contrast myths from different cultures, explain the historical origins of different calendar systems, and reflect on how these influenced society's understanding of time and the natural world.</p> <p><b>Design and Technology</b></p>
	Time zones.		
	In <b>History</b> , we'll be learning about:		
	Myths to explain the Earth, Sun, day and night		



How different cultures have developed and used different calendars over time.

In Design, Technology and Innovation, we'll be learning about: Making and using shadow puppets to tell a story

Designing and making perpetual calendars.

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

Festivals associated with the Sun, Moon or seasons of the year

Origins of different festivals.

significance of coordinates in navigation, and the global time system.

### History

- **Knowledge:** Mythologies about the Earth and Sun, historical use of calendars, cultural perspectives on time.
- **Skills:** Analysing cultural myths and their significance, comparing different calendars, understanding the historical development of time-keeping systems.
- **Understanding:** The role of myths and calendars in understanding the natural world, and how different cultures have contributed to the way we measure and think about time.

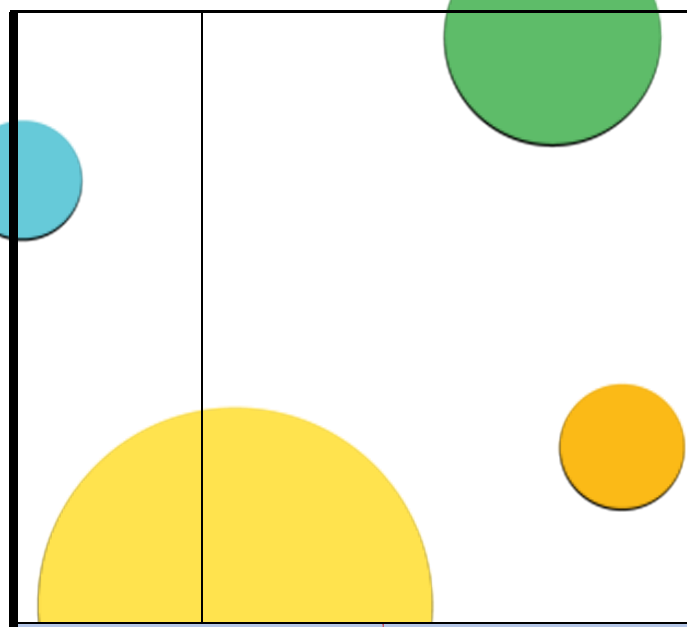
### Design and Technology

- **Knowledge:** Principles of design, the mechanics of light and shadow, perpetual calendar functions.
- **Skills:** Creative design, crafting puppets, constructing functioning objects, and storytelling through shadow play.
- **Understanding:** How light can be used creatively for art and storytelling, the mechanics of time-keeping devices, and the design process.

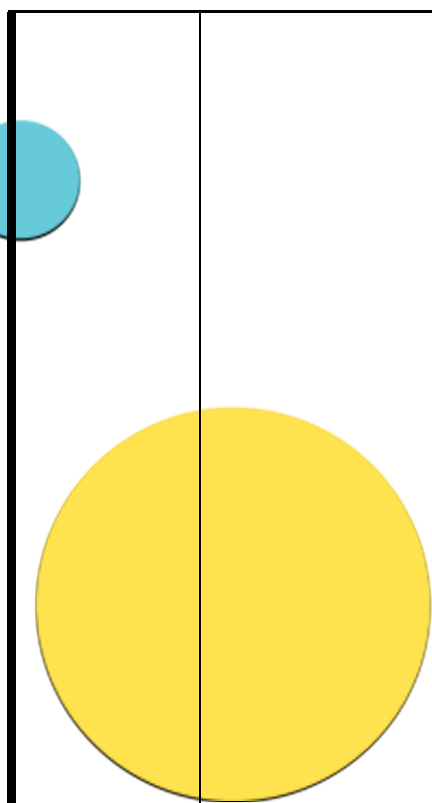

Students will design and craft a set of shadow puppets that effectively tell a story, and create a functional perpetual calendar that shows an understanding of design principles and time measurement.

### International

Students will research and present a detailed analysis of a specific festival, its origins, and its connection to the Sun, Moon, or seasonal changes, showing a deep appreciation for global cultural practices.

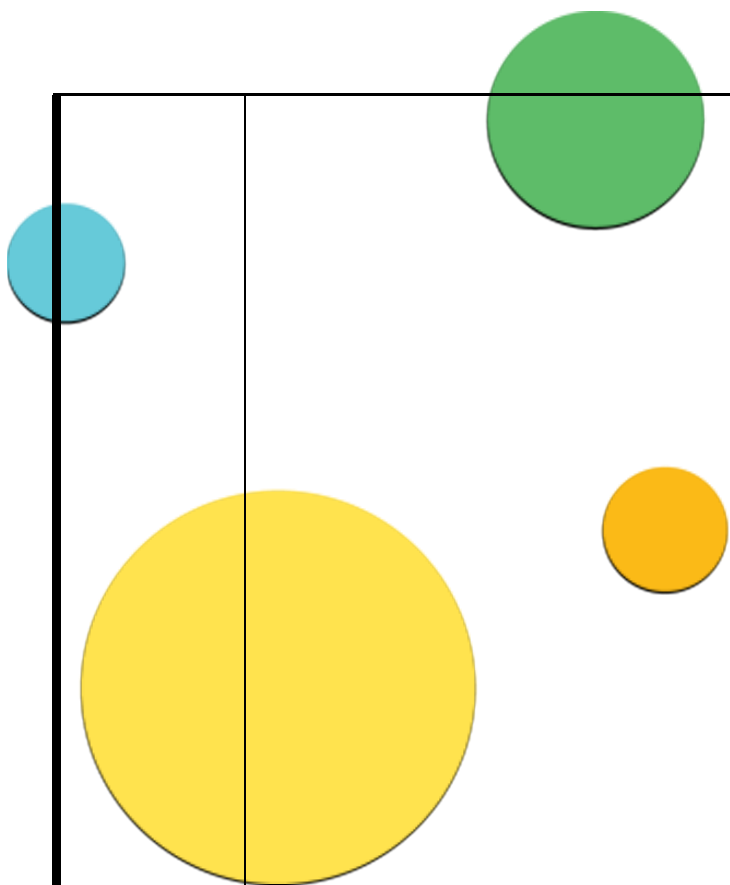


		<b>International</b> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Cultural festivals, the significance of celestial events, seasonal traditions.</li> <li>• <b>Skills:</b> Researching and presenting information on cultural celebrations, understanding the symbolism behind festivals.</li> <li>• <b>Understanding:</b> The connection between celestial events and cultural traditions, the impact of seasons on celebrations worldwide.</li> </ul>	
How will this be assessed?		[SM1]End of unit knowledge assessment, ongoing quiz, observation, exit point	
<b>Bahasa Melayu</b>	<b><u>Pakaian</u></b> Students will be able to identify and name different types of clothing (e.g., shirt, pants, dress, shoes) and describe their uses.	<ul style="list-style-type: none"> <li>• Knowledge:               <ul style="list-style-type: none"> <li>○ Recognize and name common types of clothing in Bahasa Melayu such as <i>kemeja</i> (shirt), <i>seluar</i> (pants), <i>gaun</i> (dress), <i>kasut</i> (shoes), <i>topi</i> (hat), <i>seluar pendek</i> (shorts), and <i>jaket</i> (jacket).</li> <li>○ Understand the difference between formal and casual clothing.</li> <li>○ Identify materials used for clothing (e.g., <i>kapas</i> (cotton), <i>poliester</i> (polyester), <i>kulit</i> (leather)).</li> </ul> </li> <li>• Understanding:</li> </ul>	<ul style="list-style-type: none"> <li>• Students accurately name and identify a wide variety of clothing items in Bahasa Melayu (e.g., <i>kemeja</i>, <i>seluar</i>, <i>gaun</i>, <i>kasut</i>).</li> <li>• Students can describe the use of different clothing items with correct context (e.g., "<i>Saya memakai jaket kerana cuaca sejuk</i>" – I wear a jacket because the weather is cold).</li> <li>• Students confidently use clothing-related vocabulary to talk about different occasions and weather conditions where specific clothes are worn.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Understand the purpose and use of different types of clothing (e.g., wearing a <i>gaun</i> for a party, <i>kemeja</i> for work).</li> <li>○ Comprehend how weather or occasion influences the type of clothing choices (e.g., wearing <i>jaket</i> in cold weather, wearing <i>seluar pendek</i> in hot weather).</li> <li>○ Recognize that different cultures and regions may wear different types of clothing.</li> <li>• Skills: <ul style="list-style-type: none"> <li>○ Be able to name and identify various types of clothing in Bahasa Melayu.</li> <li>○ Describe the use or occasion for different types of clothing (e.g., "Saya pakai gaun untuk majlis perkahwinan" – I wear a dress for a wedding).</li> <li>○ Participate in activities where they match clothing items with appropriate occasions or weather.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students can organize clothing items based on weather (e.g., <i>pakaian musim panas</i> – summer clothes, <i>pakaian musim sejuk</i> – winter clothes) and events (e.g., <i>pakaian formal</i> – formal wear, <i>pakaian santai</i> – casual wear).</li> <li>• Students actively engage in interactive activities like fashion shows, matching games, or discussions where they practice describing clothing and its uses in various contexts.</li> </ul>
How will this be assessed?		Worksheets, videos, simple quizzes, assessments, Q&A	
Mandarin	<b>Mandarin Advanced:</b> 我骑车上学  <b>Mandarin Beginner:</b> Country (国家)	<b>Mandarin Advanced:</b> 学生将阅读《我骑车上学》一文，理解文章内容并掌握与交通工具相关的词汇。学生将学习正确的汉字笔顺，确保规范书写，并通过词汇练习提升书写准确性。此外，学生将	<b>Mandarin Advanced:</b> 学生能够准确理解并流畅朗读《我骑车上学》，清晰表达文章的主要内容和自己的感受。在书写方面，学生能够正确运用笔顺，工整、美观地书写与交通工具相关的词汇，确保字体规范。在写作方面，学生



		<p>运用所学词汇和句型，书写一篇短文，描述自己的出行方式或与交通工具相关的经历。</p> <p><b>Mandarin Beginner:</b> Students will gain knowledge of country-related vocabulary such as 国家 (country), 马来西亚 (Malaysia), 美国 (USA), 中国 (China), 韩国 (Korea), etc. They will develop an understanding of how to use these words in sentences to introduce where they are from and talk about other countries. Key skills include speaking in simple phrases like “我是马来西亚人,” reading short texts about countries, and practicing accurate character writing. Students will also begin to compare countries using basic adjectives (e.g., 大, 美丽) and express simple opinions.</p>	<p>能够运用丰富的词汇和多样的句式，书写内容完整、条理清晰、表达生动的短文，描述自己的出行方式或相关经历。</p> <p><b>Mandarin Beginner:</b> Excellence will be shown when students can confidently say, read, and write country names and use them in full, meaningful sentences. They will be able to talk about “My Country” using key vocabulary and sentence patterns, such as “我住在马来西亚” and “马来西亚很美丽.” In writing, they will use proper stroke order and spacing. Excellent students will speak clearly and independently, apply the vocabulary in both spoken and written tasks, and begin to show interest in exploring cultural differences between countries through Mandarin expressions.</p>
How will this be assessed?		Workbook, worksheet, Assessment, Q&A	
Physical Education	Football	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• <b>Rules of the game</b> – Basic rules such as kick-offs, throw-ins, goal kicks, corner kicks, and fouls.</li> <li>• <b>Positions and roles</b>—Basic understanding of different positions (e.g., goalkeeper, defender, midfielder, striker) and their responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teamwork and Communication:</b> Excellent students work well with others, pass the ball effectively, and talk to their teammates to organize play.</li> <li>• <b>Good Ball Control:</b> They can dribble the ball smoothly and keep it close to their feet, even when moving quickly.</li> <li>• <b>Accurate Passing:</b> They can pass the ball accurately to teammates using the correct technique, both short and long distances.</li> <li>• <b>Spatial Awareness:</b> They understand where to move on the pitch, find space,</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Tactics and strategies</b>—Introduction to simple tactics like passing into space, creating width, and defending as a team.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• <b>Teamwork and cooperation</b>—Recognizing the importance of working together to achieve a common goal.</li> <li>• <b>Making decisions</b>—Understanding when to pass, dribble, shoot, or defend, and why.</li> <li>• <b>Fair play and respect</b>—grasping the values of sportsmanship, respecting officials and opponents.</li> <li>• <b>Evaluation and improvement</b>—understanding how to reflect on their own and others' performance to improve.</li> </ul> <p><b>Skills</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• <b>Ball control</b>—Dribbling with control, using different parts of the foot.</li> <li>• <b>Passing and receiving</b>—Using both feet to pass and receive accurately over short distances.</li> <li>• <b>Shooting</b>—Developing shooting technique, aiming at the target with power and accuracy.</li> <li>• <b>Attacking and defending</b>—finding space, moving into good positions, and supporting</li> </ul>	<p>and position themselves well during play.</p> <ul style="list-style-type: none"> <li>• <b>Listening and Following Instructions:</b> They pay attention to the teacher, understand the rules, and follow them during activities and games.</li> <li>• <b>Supporting Teammates:</b> They encourage others, help build team spirit and play fairly without arguing or blaming.</li> <li>• <b>Enthusiasm and Effort:</b> They take part eagerly, stay focused and active, and show a strong desire to learn and improve.</li> <li>• <b>Positive Attitude:</b> They stay cheerful, try their best even when it's hard, and show respect to everyone.</li> </ul>
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		teammates, marking opponents, tackling safely, and intercepting passes.	
How will this be assessed?		<ul style="list-style-type: none"> <li>Practical observations</li> </ul>	
<b>Music</b>	We are focusing on rhythm around the world — learning traditional rhythms and drumming techniques from different cultures.	<ul style="list-style-type: none"> <li><b>Knowledge:</b> Learn about different percussion instruments and rhythm patterns from cultures (e.g., African, Latin American).</li> <li><b>Understanding:</b> Recognize how rhythm is used in celebrations, traditions, and dances globally.</li> <li><b>Skills:</b> Perform layered rhythms, explore polyrhythms, and work in ensembles using body percussion and classroom instruments.</li> </ul>	Students perform world rhythms with accurate timing and coordination in group settings, demonstrating an appreciation of cultural music styles.
How will this be assessed?		Practical observations	