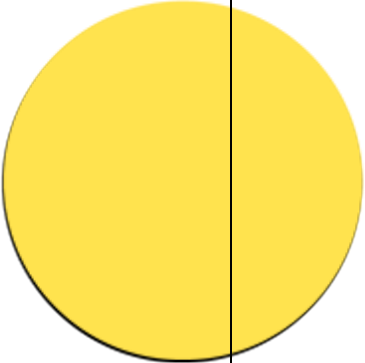




# Straits International School Rawang

## Curriculum Overview – Year 5

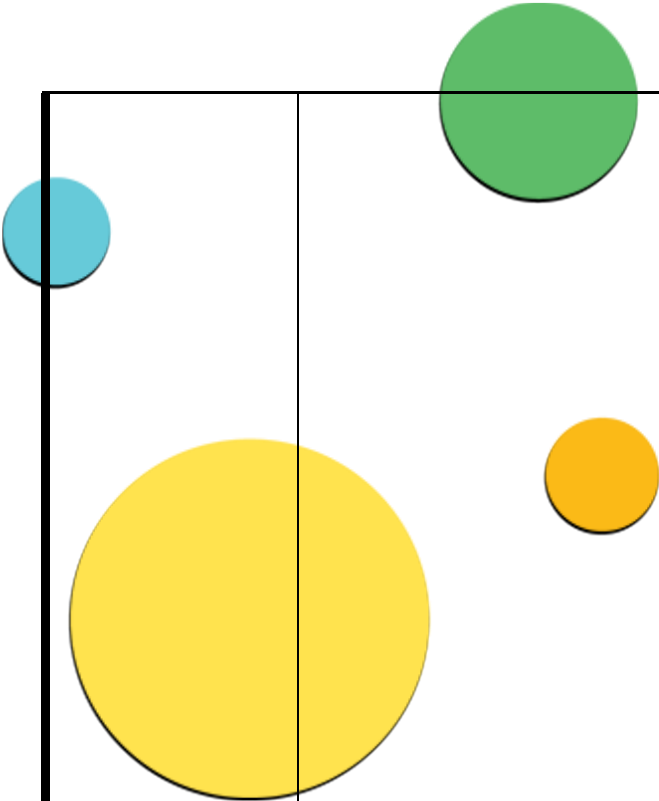
### Year 5 Summer Term 3.1 2024/2025

Summer Term 3.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Non-chronological report</li> </ul> <p><b>Reading</b></p>	<p><b>Knowledge (What students will know):</b></p> <ul style="list-style-type: none"> <li>The purpose and structure of non-chronological reports</li> <li>Key features: headings, subheadings, topic sentences, diagrams, captions</li> <li>Difference between facts and opinions</li> <li>How to use organisational devices (e.g., contents, index, glossary)</li> <li>Roman topic facts (cross-curricular)</li> </ul> <p><b>Understanding (What students will understand):</b></p> <ul style="list-style-type: none"> <li>Non-chronological reports are written to inform and can be read in any order</li> <li>Reports use a formal and impersonal tone</li> <li>Organisational features help guide readers</li> <li>Plagiarism is taking someone else's words or ideas and claiming them as your own.</li> </ul> <p><b>Skills (What students will be able to do):</b></p> <ul style="list-style-type: none"> <li>Plan and organise ideas using a 'box it up' planner</li> <li>Skim, scan and research from multiple sources</li> <li>Write clear introductions and topic paragraphs</li> <li>Use parenthesis accurately</li> <li>Edit and improve writing using peer/self-assessment</li> <li>Write with formal tone and technical vocabulary</li> </ul> <p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>The report opens with a clear and informative introduction that sets the purpose and engages the reader.</li> <li>Information is grouped into well-structured paragraphs, each focusing on one theme.</li> <li>Headings and subheadings are used effectively and clearly match the content of each paragraph.</li> <li>A closing statement is included when appropriate, linking the report back to the reader.</li> <li>The paragraphs are logically ordered but could be rearranged without confusing the reader (except the introduction and conclusion).</li> <li>Diagrams are used where needed and are accompanied by accurate labels or informative captions.</li> <li>Technical vocabulary related to the topic is used confidently, with a glossary included to explain unfamiliar words.</li> <li>The language used is formal, informative, and avoids a chatty or conversational tone.</li> </ul>

 	<ul style="list-style-type: none"> <li>• <b>"Beowulf"</b> by Michael Morpurgo</li> <li>• VIPER Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Know key characters and main events</li> <li>• Understand the story setting and historical context</li> <li>• Recognise themes like good vs evil and bravery</li> <li>• Understand Beowulf's heroic qualities</li> <li>• Learn key vocabulary from the text</li> <li>• Identify how tension and atmosphere are created</li> <li>• Summarise key parts of the story</li> <li>• Infer character thoughts and feelings</li> <li>• Make predictions using evidence</li> <li>• Support ideas with quotes from the text</li> <li>• Compare Beowulf with other legends or heroes</li> <li>• Understand the author's purpose in retelling the story</li> </ul>	<ul style="list-style-type: none"> <li>• The present tense is used appropriately for factual writing, while the past tense is correctly used for historical information.</li> <li>• The report uses third person singular and plural correctly (e.g., "he," "they," "the Romans").</li> <li>• Factual information is accurate and relevant throughout the report.</li> <li>• All expected features of a non-chronological report are clearly present and used effectively.</li> <li>• Headings and subheadings clearly guide the reader and introduce each section of the report.</li> <li>• Diagrams and captions add meaning and are clearly linked to the text.</li> <li>• Each paragraph remains focused and logically connected to the overall topic.</li> <li>• The overall tone and structure match the expectations of a non-chronological report.</li> <li>• The report demonstrates a deep understanding of the topic, particularly the Romans.</li> <li>• The information is well-organised, making the report easy to navigate.</li> <li>• Vocabulary and sentence structure reflect a formal, academic style suitable for informative writing.</li> <li>• Writing flows fluently, and the meaning is always clear.</li> </ul>
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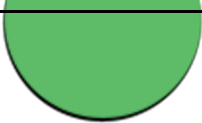


	 		<ul style="list-style-type: none"> <li>• Planning tools, such as the ‘box-it-up’ planner, have been used effectively to support the structure of the report.</li> <li>• Peer and self-assessments have been used thoughtfully to edit and improve the report.</li> <li>• The final piece shows accurate use of punctuation, spelling, and grammar.</li> <li>• Vocabulary choices are ambitious, topic-specific, and reflect formal written English.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Clearly explains key events and character actions</li> <li>• Uses evidence from the text to support ideas</li> <li>• Describes themes like bravery and sacrifice with understanding</li> <li>• Makes thoughtful predictions and inferences</li> <li>• Identifies powerful language and explains its effect</li> <li>• Confidently compares Beowulf to other heroes or stories</li> <li>• Reflects on the message or moral of the legend</li> <li>• Speaks and writes about the story with detail and clarity</li> <li>• Asks deep, thoughtful questions about characters and events</li> <li>• Applies all VIPERS skills confidently to deepen understanding</li> </ul>
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<p>How will this be assessed?</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Students will independently plan, write, edit and publish their own non-chronological report</li> <li>• Rubrics will be used to evaluate writing</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading Comprehension Assessments</li> <li>• Weekly Spelling Test</li> </ul>		
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Position and Direction</li> <li>• Decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Know what degrees are and how to use them.</li> <li>• Classify angles (acute, obtuse, right, reflex). Estimate angle sizes visually.</li> <li>• Measure angles up to <math>180^\circ</math> using a protractor.</li> <li>• Draw lines and angles accurately.</li> <li>• Calculate angles around a point (total <math>360^\circ</math>).</li> <li>• Calculate angles on a straight line (total <math>180^\circ</math>).</li> <li>• Understand angle rules in shapes.</li> <li>• Know properties of regular and irregular polygons.</li> <li>• Identify and describe 3-D shapes.</li> <li>• Read and plot coordinates on a grid.</li> <li>• Solve problems using coordinates.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident use of degrees and protractors.</li> <li>• Accurate angle classification and estimation.</li> <li>• Neat and precise drawings of lines and angles.</li> <li>• Fast and correct angle calculations.</li> <li>• Clear understanding of shape properties.</li> <li>• Accurate identification of regular vs irregular polygons.</li> <li>• Confident 3-D shape recognition and description.</li> <li>• Perfect plotting and translation of coordinates.</li> <li>• Accurate shape movement on grids.</li> <li>• Reflecting shapes with precision.</li> <li>• Quick and correct decimal addition/subtraction.</li> <li>• Confident handling of different decimal places.</li> <li>• Effective use of mental and written methods.</li> <li>• Spotting and explaining patterns in decimal sequences.</li> </ul>

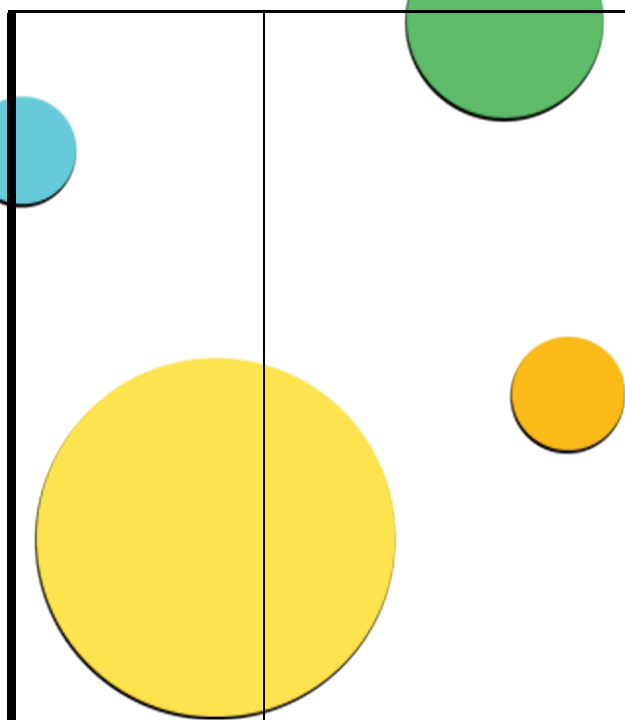
		<ul style="list-style-type: none"> <li>• Translate shapes on a grid.</li> <li>• Translate shapes using coordinates.</li> <li>• Identify lines of symmetry in shapes.</li> <li>• Reflect shapes in vertical and horizontal lines.</li> <li>• Use facts to add and subtract decimals within 1.</li> <li>• Know complements to 1 (e.g. <math>0.6 + 0.4 = 1</math>).</li> <li>• Add and subtract decimals across 1.</li> <li>• Add decimals with the same number of places.</li> <li>• Subtract decimals with the same number of places.</li> <li>• Add decimals with different decimal places.</li> <li>• Subtract decimals with different decimal places.</li> <li>• Choose efficient strategies for decimal operations.</li> <li>• Recognise and continue decimal sequences.</li> </ul>	
How will this be assessed?		<ul style="list-style-type: none"> <li>• End Of Unit (EOU Assessments)</li> <li>• Weekly Mental Maths/TTRS</li> </ul>	
IPC	Being A Historian	Knowledge, Understanding and Skill	Entry point

	<ul style="list-style-type: none"> <li>• Entry Point - Exploring different types of historians</li> <li>• Knowledge Harvest - Ordering events and eras</li> </ul> <p><b>In History, we'll be learning about:</b></p> <ul style="list-style-type: none"> <li>• History Task 1 - Timelines and personal chronology</li> <li>• History Task 2 - Family trees and digital timelines</li> <li>• History Task 3 - Significant events research</li> <li>• History Task 4 - Evaluating sources about significant people</li> <li>• History Task 5 - Inventions and their historical impact</li> <li>• History Extension Task - Fact files of time periods or civilisations</li> </ul> <p><b>In Geography, we'll be learning about:</b></p> <ul style="list-style-type: none"> <li>• Geography Task 1 - Changing borders and names</li> <li>• Geography Task 2 - Tectonic activity shaping history</li> </ul> <p><b>In Art, we'll be learning about:</b></p> <ul style="list-style-type: none"> <li>• Art Task 1 - Civilisations using art for storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the different roles and specialisations of historians</li> <li>• Identify key historical periods across civilizations</li> <li>• Recognise the defining features of historical periods and societies</li> <li>• Investigate family histories and the structure of past communities</li> <li>• Use evidence to build thoughtful inferences about the past</li> <li>• Understand how historical accounts can vary and what causes bias</li> <li>• Trace the evolution of inventions and their impact on societies</li> <li>• Examine characteristics of specific time periods</li> <li>• Discover how country names and borders have changed over time</li> <li>• Understand the impact of tectonic activity on the landscape</li> <li>• Learn how ancient art was used to tell stories</li> <li>• Recognise how artists have documented historical events</li> <li>• Explore different cultural systems for measuring time</li> <li>• Reflect on historical achievements and errors</li> <li>• Analyse how news is reported differently around the world</li> <li>• Understand how misinformation and fake news spread</li> <li>• Apply metacognitive strategies to reflect on learning and thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Shows curiosity, describes historian roles in detail, and asks thoughtful questions about evidence</li> </ul> <p>History Task 1</p> <ul style="list-style-type: none"> <li>• Timeline is chronological with well-researched, accurate events</li> <li>• Annotations show thoughtful insights into historical impacts</li> </ul> <p>History Task 2</p> <ul style="list-style-type: none"> <li>• Sequences events accurately with correct dates</li> <li>• Explains why each period is significant using historical reasoning</li> </ul> <p>History Task 3</p> <ul style="list-style-type: none"> <li>• Shows curiosity by asking insightful questions about evidence</li> <li>• Clearly explains how different historians investigate the past</li> </ul> <p>History Task 4</p> <ul style="list-style-type: none"> <li>• Uses correct chronology and clear family/historical links</li> <li>• Includes key terminology and context for important moments</li> </ul> <p>History Task 5</p> <ul style="list-style-type: none"> <li>• Clearly connects events across time with justified links</li> <li>• Uses interactive tools or creative elements effectively</li> </ul> <p>History Task 6</p> <ul style="list-style-type: none"> <li>• Analyses how and why sources differ, supported by evidence</li> <li>• Explains the influence of bias with historical examples</li> </ul>
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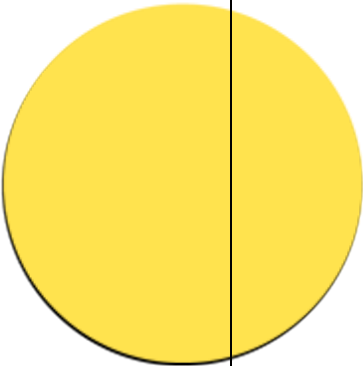
	<ul style="list-style-type: none"> <li>• Art Task 2 - Art as historical record</li> </ul> <p><b>In International, we'll be learning about:</b></p> <ul style="list-style-type: none"> <li>• International Task 1 - Calendars and time measurement</li> <li>• International Task 2 - Learning from the past</li> <li>• International Task 3 - News perspectives</li> </ul> <p><b>In Health &amp; Wellbeing, we'll be learning about:</b></p> <ul style="list-style-type: none"> <li>• Health &amp; Wellbeing Task 1 - Fake news</li> <li>• Health &amp; Wellbeing Task 2 - Metacognition in history</li> </ul>		<p>History Task 7</p> <ul style="list-style-type: none"> <li>• Shows how inventions evolved and influenced societies</li> <li>• Creates a clear, engaging video or presentation with strong historical context</li> </ul> <p>History Task 8</p> <ul style="list-style-type: none"> <li>• Well-structured file using timelines, colour codes, and categories</li> <li>• Provides rich context and connects facts across time periods</li> </ul> <p>Geography Task 1</p> <ul style="list-style-type: none"> <li>• Explains specific changes with reasons and historical events</li> <li>• Uses historical vocabulary and maps to support comparisons</li> </ul> <p>Geography Task 2</p> <ul style="list-style-type: none"> <li>• Explains how geographical features affected historical choices</li> <li>• Connects tectonic activity or landforms to settlement patterns</li> </ul> <p>Art Task</p> <ul style="list-style-type: none"> <li>• Art shows accurate historical content and strong creativity</li> <li>• Includes a thoughtful written explanation of its significance</li> </ul> <p>International Task 1:</p> <ul style="list-style-type: none"> <li>• Suggests thoughtful, realistic ways to build a better future</li> <li>• Explains ideas clearly with historical evidence and insight</li> </ul> <p>International Task 2:</p> <ul style="list-style-type: none"> <li>• Highlights bias in multiple sources with examples</li> </ul>
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How will this be assessed?		Exit Point  Recording Tasks  Learning Journey  Knowledge Assessment	
Bahasa Melayu	<u>Pakaian Kita</u>  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),</li> </ul> </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>



		<p><i>poliester</i> (polyester), <i>kulit</i> (leather)).</p> <ul style="list-style-type: none"> <li>• Understanding: <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> </ul> </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	Mandarin Advanced: Travel experience (旅游经验)	Mandarin Advanced:	Mandarin Advanced: 优秀的学生能够准确地使用旅游相关词汇进行口语表达与写作，能够写出内容连贯、语

	<p><b>Mandarin Beginner:</b> 我有五节课</p>	<p>学生将学习与旅游相关的词汇，如“旅游”、“旅行”、“回味无穷”、“心旷神怡”等，并理解这些词汇在描述旅行经历时的用法。他们将练习正确书写相关汉字，掌握词语的结构和笔顺。同时，学生将学习如何使用这些词语进行造句和简单叙述，提升句子组织能力和表达能力。在阅读理解方面，学生将通过短文了解他人的旅游经历，并学会提取信息和理解文章主旨，培养整体语言运用能力。</p> <p><b>Mandarin Beginner:</b> Students will be introduced to basic vocabulary related to school subjects. They will learn to read and recognize simple Chinese characters, practise writing them with correct stroke order, and take part in spelling tests to reinforce their learning. Students will also begin forming short and simple sentences to talk about their favourite subjects. This unit aims to build students' confidence in using Mandarin to describe their school life through reading, writing, and speaking activities.</p>	<p>句通顺的旅游经历小短文，表达出个人的感受与想法，如“这次旅行让我心旷神怡”。他们的汉字书写清晰、美观，笔画顺序正确。在阅读理解中，能够快速找到关键信息并理解文章内容，回答问题准确无误。优秀学生还能够将旅游词汇与个人生活经验相结合，表达有情感、有层次的句子，展现出较强的中文综合运用能力。</p> <p><b>Mandarin Beginner:</b> Students can confidently read and write the names of school subjects with accurate stroke order and neat handwriting. They will be able to spell the words correctly in tests and use them to form clear, grammatically correct short sentences. Students showing excellence will also express their preferences about school subjects in Mandarin with good pronunciation and understanding, showing both accuracy and fluency in their communication.</p>
How will this be assessed?	Workbook, worksheet, Assessment, Q&A		



## Physical Education



### Football


#### Knowledge

- **Rules of the game** – Basic rules such as kick-off, throw-ins, goal kicks, corner kicks, and fouls.
- **Positions and roles**—Basic understanding of different positions (e.g., goalkeeper, defender, midfielder, striker) and their responsibilities.
- **Tactics and strategies**—Introduction to simple tactics like passing into space, creating width, and defending as a team.

#### Understanding

- **Teamwork and cooperation**—Recognizing the importance of working together to achieve a common goal.
- **Making decisions**—Understanding when to pass, dribble, shoot, or defend, and why.
- **Fair play and respect**—grasping the values of sportsmanship, respecting officials and opponents.
- **Evaluation and improvement**—understanding how to reflect on their own and others' performance to improve.

- **Teamwork and Communication:** Excellent students work well with others, pass the ball effectively, and talk to their teammates to organize play.
- **Good Ball Control:** They can dribble the ball smoothly and keep it close to their feet, even when moving quickly.
- **Accurate Passing:** They can pass the ball accurately to teammates using the correct technique, both short and long distances.
- **Spatial Awareness:** They understand where to move on the pitch, find space, and position themselves well during play.
- **Listening and Following Instructions:** They pay attention to the teacher, understand the rules, and follow them during activities and games.
- **Supporting Teammates:** They encourage others, help build team spirit and play fairly without arguing or blaming.
- **Enthusiasm and Effort:** They take part eagerly, stay focused and active, and show a strong desire to learn and improve.
- **Positive Attitude:** They stay cheerful, try their best even when it's hard, and show respect to everyone.



		<b>Skills</b>  Students will learn: <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 teammates, marking opponents, tackling safely, and intercepting passes.</li> </ul>	
How will this be assessed?		Practical observations	
<b>Music</b>	We are exploring musical patterns — learning how repeated rhythms and melodies can be used in music.	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Understand what a musical pattern is (ostinato, repeated phrases, rhythmic loops).</li> <li>• <b>Understanding:</b> Identify patterns in songs and instrumental pieces.</li> <li>• <b>Skills:</b> Create and perform simple rhythmic and melodic patterns using instruments and voice.</li> </ul>	Students will confidently create and layer musical patterns in group performances, showing control and coordination with rhythm and pitch.
How will this be assessed?		Written and practical assessment	