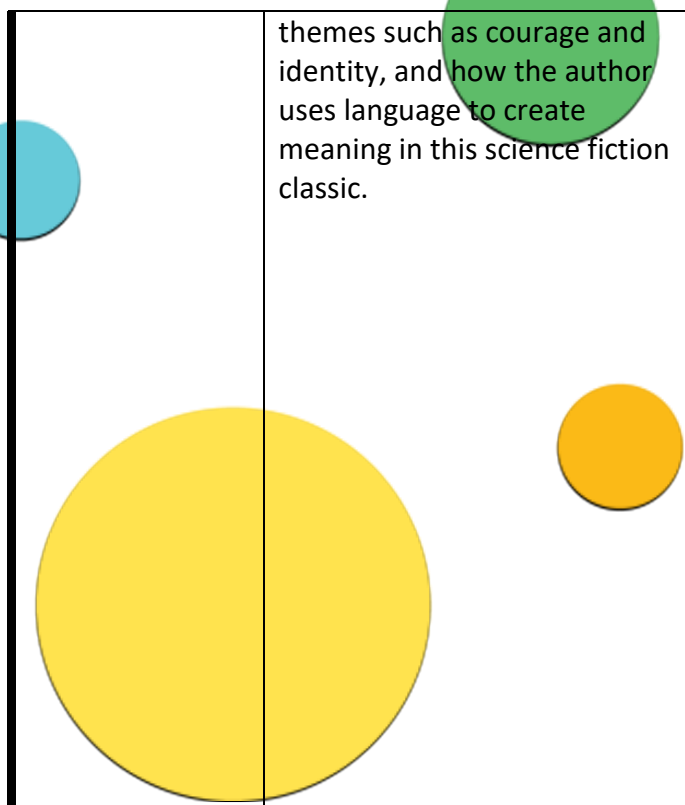


# Straits International School Rawang

## Curriculum Overview – Year 6

### Year 6 Summer Term 3.2 2024/2025

Spring Term 2.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p><b>Writing</b></p> <p>In this unit, we will explore the genre of biography and learn how to research, plan, and write detailed and engaging biographies of influential artists, linking closely with our IPC topic <i>They See the World Like This</i>. Alongside this, we will consolidate our SPaG knowledge through targeted revision and application in our writing.</p> <p><b>Reading</b></p> <p>We will continue reading <i>A Wrinkle in Time</i>, deepening our comprehension and analysis skills. We'll explore character development,</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Key features and structure of a biography.</li> <li>• The purpose and effect of writing in the third person and past tense.</li> <li>• The significance of an artist's background, influences, and achievements.</li> <li>• SPaG focus: sentence types, clauses, tenses, punctuation, and grammar terminology.</li> <li>• Literary themes and language in <i>A Wrinkle in Time</i>.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• How to research and select relevant information to write an accurate biography.</li> <li>• How structure, tone, and detail influence the reader's understanding of a subject.</li> </ul>	<ul style="list-style-type: none"> <li>• A clearly structured and informative biography that captures the subject's life and contributions.</li> <li>• Confident use of third-person, past tense, and formal tone.</li> <li>• Effective use of paragraphing and varied sentence structures.</li> <li>• High-level SPaG accuracy throughout.</li> <li>• Evidence of careful research and thoughtful selection of detail.</li> <li>• Insightful responses to <i>A Wrinkle in Time</i>, with supported ideas and critical thinking.</li> </ul>

	<p>themes such as courage and identity, and how the author uses language to create meaning in this science fiction classic.</p>	<ul style="list-style-type: none"> <li>• How to apply SPaG knowledge consistently to improve clarity and accuracy.</li> <li>• How an author uses language, structure, and dialogue to develop characters and ideas.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Researching and note-taking from different sources.</li> <li>• Planning and writing a well-organised, engaging biography.</li> <li>• Applying accurate grammar and punctuation in writing.</li> <li>• Revising and editing writing for clarity, accuracy, and impact.</li> <li>• Reading with inference, retrieval, and evaluation.</li> <li>• Comparing texts and justifying opinions with evidence.</li> </ul>	
How will this be assessed?		End of term reading assessment. Extended individual pieces of writing.	
<b>Maths</b>	<p><b>Position and Movement</b></p> <ul style="list-style-type: none"> <li>• <b>Coordinates:</b> <ul style="list-style-type: none"> <li>◦ Read, write, and plot coordinates</li> </ul> </li> </ul>	<p><b>Mathematical Understanding:</b></p> <ul style="list-style-type: none"> <li>• A strong grasp of the coordinate grid system, including how it is structured and how it can be used to map movement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fluent and Accurate:</b> <ul style="list-style-type: none"> <li>◦ Confidently and accurately plot, read, and describe coordinates in all four quadrants.</li> <li>◦ Effortlessly translate and reflect shapes with precision and correct notation.</li> </ul> </li> <li>• <b>Mathematically Articulate:</b></li> </ul>

	<p>in all four quadrants.</p> <ul style="list-style-type: none"> <li>○ Identify and describe the position of points using ordered pairs (x, y).</li> <li>• <b>Translation:</b> <ul style="list-style-type: none"> <li>○ Translate shapes on a coordinate grid and describe translations using vectors (e.g., left/right, up/down).</li> </ul> </li> <li>• <b>Reflection:</b> <ul style="list-style-type: none"> <li>○ Reflect shapes in a mirror line (horizontal and vertical), recognising the effect on position.</li> <li>○ Use coordinates to describe reflected shapes and lines of symmetry.</li> </ul> </li> <li>• <b>Problem Solving:</b> <ul style="list-style-type: none"> <li>○ Solve problems involving position and movement, including those with missing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The ability to visualise and manipulate shapes through translation and reflection.</li> <li>• <b>Skills Development:</b> <ul style="list-style-type: none"> <li>• Precision and accuracy in plotting and reading coordinates.</li> <li>• Logical thinking and spatial awareness.</li> <li>• Use of mathematical language to describe position and movement clearly.</li> </ul> </li> <li>• <b>Readiness for Key Stage 3:</b> <ul style="list-style-type: none"> <li>• A solid foundation for secondary school topics such as geometry, vectors, and algebraic graphs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Use clear and correct mathematical language (e.g., “translated 4 units left and 3 units up”) when describing movement and position.</li> <li>○ Explain methods and reasoning clearly, both verbally and in writing.</li> <li>• <b>Deep Thinkers and Problem Solvers:</b> <ul style="list-style-type: none"> <li>○ Tackle multi-step problems with independence and resilience.</li> <li>○ Show flexibility in approach and justify strategies using mathematical reasoning.</li> </ul> </li> <li>• <b>Visually Representing Ideas:</b> <ul style="list-style-type: none"> <li>○ Present work neatly and logically, using accurate diagrams to support reasoning.</li> <li>○ Use coordinate grids effectively to represent real-world and abstract problems.</li> </ul> </li> </ul>
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	<p>information or requiring multiple steps.</p> <ul style="list-style-type: none"> <li>○ Apply reasoning skills to explain patterns and justify conclusions.</li> </ul>		
How will this be assessed?		End of unit and end of term written assessments. Multiplication test preparation.	
IPC	<p><b>They See The World Like This</b></p> <p><b>Art and Design:</b></p> <ul style="list-style-type: none"> <li>• Study different artistic styles (e.g., Cubism, Impressionism, Abstract, Surrealism).</li> <li>• Learn about renowned artists such as Pablo Picasso, Frida Kahlo, Georgia O'Keeffe, and Salvador Dalí.</li> <li>• Explore how light, perspective, colour, and composition affect how we see the world.</li> <li>• Develop techniques in drawing, painting, collage, sculpture, and digital media.</li> </ul>	<p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>• A deeper awareness of global artistic traditions and historical art movements.</li> <li>• The ability to recognise and discuss visual elements in art and how they convey meaning.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Technical skills in a variety of artistic techniques and tools.</li> <li>• Critical thinking and the ability to articulate opinions about their own and others' work.</li> <li>• Collaboration and discussion skills through peer critique and group projects.</li> </ul> <p><b>Personal Development:</b></p> <ul style="list-style-type: none"> <li>• Increased confidence in self-expression and creativity.</li> <li>• Respect for diverse perspectives and cultural interpretations.</li> </ul>	<p><b>Artistic Excellence:</b></p> <ul style="list-style-type: none"> <li>• Producing thoughtful and original artwork that reflects understanding of styles studied.</li> <li>• Demonstrating mastery of artistic techniques such as blending, proportion, perspective, and composition.</li> <li>• Presenting a final piece that shows creativity, precision, and purpose.</li> </ul> <p><b>Reflective Thinking:</b></p> <ul style="list-style-type: none"> <li>• Articulating how their work was inspired by others and how it reflects their personal vision.</li> <li>• Thoughtfully critiquing peer work using appropriate art vocabulary.</li> </ul> <p><b>Global Awareness:</b></p> <ul style="list-style-type: none"> <li>• Showing empathy and insight when discussing how art reflects diverse cultural and historical experiences.</li> <li>• Engaging respectfully in discussions about global art traditions and interpretations.</li> </ul> <p><b>Portfolio Quality:</b></p>

	<ul style="list-style-type: none"> <li>Learn to critique and appreciate art thoughtfully.</li> </ul> <p><b>International:</b></p> <ul style="list-style-type: none"> <li>Understand how art reflects cultural values, beliefs, and identity across different parts of the world.</li> <li>Explore how people from diverse backgrounds use art to tell stories and express views.</li> </ul> <p><b>Society and History:</b></p> <ul style="list-style-type: none"> <li>Discover how art has been used throughout history to influence, reflect or challenge societal norms.</li> <li>Learn how political and social changes affect artistic expression.</li> </ul>	<ul style="list-style-type: none"> <li>Curiosity about the world and an appreciation for different ways of seeing.</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining a well-organised art journal or portfolio showing the progression of skills, planning, experimentation, and final outcomes.</li> </ul>
How will this be assessed?		Knowledge checker/assessment	
Bahasa Melayu	Sayangi Alam Sekitar (Take care of the environment)	<p><b>Knowledge:</b></p> <p>Students will know:</p> <ul style="list-style-type: none"> <li>Key vocabulary related to environmental conservation in Bahasa Melayu:             <ul style="list-style-type: none"> <li><i>Kitar semula</i> (recycle)</li> <li><i>Kurangkan</i> (reduce)</li> <li><i>Guna semula</i> (reuse)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Clearly express the importance of environmental care using accurate vocabulary and sentence structure.</li> <li>Suggest practical and realistic actions to protect the environment with strong reasoning.</li> <li>Participate actively in class campaigns or discussions and show leadership in promoting green habits at school or home.</li> </ul>

- *Pencemaran* (pollution)
- *Alam sekitar* (environment)
- *Sumber semula jadi* (natural resources)

- Examples of harmful environmental actions (e.g., membuang sampah merata-rata, membakar sampah secara terbuka)
- Benefits of protecting the environment.

#### Understanding:


Students will understand:

- The relationship between human actions and the health of the environment.
- Why it is important to reduce waste and conserve resources.
- How small daily actions can make a big difference in preserving the environment.

#### Skills:

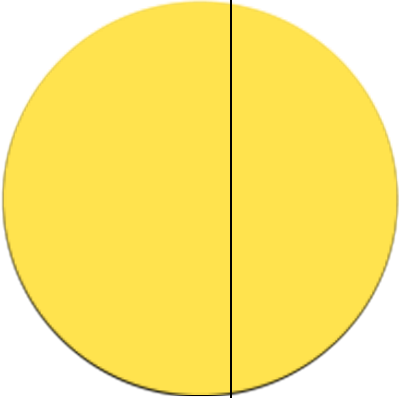

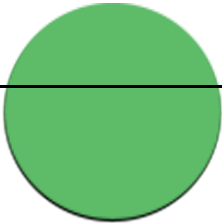


Students will be able to:

- Identify environmentally friendly and unfriendly behaviours.
- Explain ways to protect the environment using full sentences in Malay (e.g., *Kita harus kitar semula kertas untuk menyelamatkan pokok.*)
- Write short paragraphs or posters promoting environmental care.

		<ul style="list-style-type: none"> <li>Take part in group discussions or projects on how to love and care for the environment.</li> </ul>	
How will this be assessed?		Workbook, worksheet, Assessment, Q&A	
 <p><b>Mandarin</b></p>	<p><b>Mandarin Advanced :</b></p> <p>1. My Little Brother's Room 弟弟的房间</p> <p>2. I Eat With A Bowl 吃饭要用碗</p>	<p><b>Mandarin Advanced :</b></p> <p>学生将学习描述家庭成员的生活空间和日常生活习惯，掌握关于家具、位置、餐具及动作的相关词汇。将进一步运用“用……做……”等句型，提升句子结构的复杂性。通过听说读写的综合练习，学生将提高表达能力，尤其在描述事物位置、用途和生活方式方面。课程中也将渗透中国饮食文化与家庭生活习惯的相关知识，增强跨文化理解。</p>	<p><b>Mandarin Advanced :</b></p> <p>优秀的学生能够熟练运用学过的句型和词汇，清楚地描述弟弟房间的布置及自己的用餐方式，语序正确，表达自然。他们在口语表达中能讲述细节，在写作中句式多样，条理清晰。听力理解准确，能抓住细节信息。部分学生还可以将文化知识融入语言输出，展现对中西方生活差异的理解与表达能力。</p>
	<p><b>Mandarin Beginner:</b></p> <p>Transportation 交通工具</p>	<p><b>Mandarin Beginner:</b></p> <ul style="list-style-type: none"> <li>Understand and use key vocabulary related to common forms of transport in Mandarin.</li> <li>Recognise and describe different modes of transport in context (e.g. daily travel, holidays, city vs. rural).</li> <li>Ask and answer questions about how they and others travel.</li> <li>Understand short passages (written and spoken) using transport vocabulary in real-life scenarios.</li> <li>Write simple sentences and short paragraphs about transport preferences and experiences.</li> </ul>	<p><b>Mandarin Beginner:</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Accurately understand short texts and dialogues describing people's travel methods.</li> <li>Identify specific details such as time, location, and type of transportation.</li> <li>Infer meaning from context, including fewer familiar words.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Confidently use vocabulary to describe how they travel to school, go on holidays, or visit places.</li> <li>Ask and answer questions about transport preferences and experiences using correct word order and measure words (e.g. 坐公共汽车, 开车).</li> <li>Pronounce key terms accurately and speak in full sentences with clarity.</li> </ul> <p><b>Listening:</b></p>

			<ul style="list-style-type: none"> <li>• Comprehend spoken descriptions of travel routines or holiday plans involving different modes of transport.</li> <li>• Pick out key details such as transport type, destinations, and reasons for travel.</li> <li>• Respond appropriately to questions based on audio or video input.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write short descriptive paragraphs using a variety of transport terms, e.g. "我每天坐小巴上学。"</li> <li>• Use connectives (比如、然后、所以) to link ideas when writing about travel.</li> <li>• Show accurate use of measure words and structure (e.g. 一辆公共汽车, 一架飞机).</li> </ul>
How will this be assessed?		Term end Assessment, Worksheet, Q&A session	
Physical Education	Swimming	<p><b>1. Knowledge</b></p> <ul style="list-style-type: none"> <li>• <b>Water Safety Knowledge:</b> Basic rules for staying safe in and around water (e.g., don't run near the pool, listen to the lifeguard/teacher, enter water safely).</li> <li>• <b>Swim Strokes Basics:</b> Knowing the key features of different strokes (e.g., alternating arm and leg actions in front crawl).</li> <li>• <b>Survival Techniques:</b> Recognizing basic survival methods (e.g., floating,</li> </ul>	<ul style="list-style-type: none"> <li>• Swim confidently and fluently over a distance of at least 25 metres.</li> <li>• Demonstrate strong technique in a range of strokes (e.g., front crawl, backstroke, breaststroke).</li> <li>• Show effective breathing, streamlined body position, and smooth coordination.</li> <li>• Display a solid understanding of water safety rules and principles.</li> <li>• Follow instructions responsibly and attentively.</li> <li>• Show positive attitude, teamwork, and leadership by supporting and encouraging peers.</li> </ul>



 	 	<p>treading water, star float, help/huddle position).</p> <ul style="list-style-type: none"><li>• <b>Stroke Components:</b> Awareness of body position, breathing techniques, arm/leg coordination.</li></ul>  <p><b>2. Understanding</b></p> <ul style="list-style-type: none"><li>• <b>The Purpose of Swimming Skills:</b> Understand why swimming is a life skill, how it promotes fitness, and how it can save lives.</li><li>• <b>Technique Importance:</b> Understanding how good technique improves speed, efficiency, and safety in water.</li><li>• <b>Linking Movements:</b> How different body parts work together (e.g., how breathing ties into timing and arm movement).</li><li>• <b>Personal Progress:</b> Recognising their own strengths and areas for improvement, including how practice leads to progress.</li></ul> <p><b>3. Skills</b></p> <ul style="list-style-type: none"><li>• <b>Swimming Proficiency:</b><ul style="list-style-type: none"><li>○ Swim competently, confidently, and proficiently</li></ul></li></ul>	
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		<p>over a distance of at least <b>25 metres</b>.</p> <ul style="list-style-type: none"> <li>○ Use a range of strokes effectively: e.g., <b>front crawl, backstroke, and breaststroke</b>.</li> <li>● <b>Controlled Breathing:</b> Rhythmic breathing during strokes, particularly with front crawl.</li> <li>● <b>Floatation &amp; Balance:</b> Demonstrate various floating positions (front, back, star, tuck).</li> <li>● <b>Water Entry and Exit:</b> Safe jumping in, using steps/ladders, climbing out unassisted.</li> <li>● <b>Stroke Development:</b> Improve technique, stamina, and coordination through drills and repetition.</li> </ul>	
How will this be assessed?		Practical observations	
<b>Music</b>	We are using music to tell short stories — combining instruments, voice, and movement to bring a scene or idea to life. Music accompaniment and specific sound effects.	<ul style="list-style-type: none"> <li>● <b>Knowledge:</b> Explore how music can represent actions, characters, or settings.</li> <li>● <b>Understanding:</b> Link musical choices (tempo, pitch, dynamics) to parts of a story or mood.</li> <li>● <b>Skills:</b> Work in small groups to create short “musical scenes” using classroom instruments and sound effects.</li> </ul>	Students will perform short musical stories with clear structure and expression, demonstrating teamwork and creativity in their musical choices.

How will this be assessed?

Written project and practical assessments

