

# SIH Year 4: Curriculum Overview 2025/2026

Term 1a	Term 1b	Term 2a	Term 2b	Term 3
<b>English</b>				
<b>Diary Entries:</b> <ul style="list-style-type: none"> <li>-Use first-person perspective and past tense consistently.</li> <li>-Organise events in chronological order with time connectives.</li> <li>-Include thoughts, feelings, and opinions to convey character voice.</li> <li>-Use powerful vocabulary and descriptive detail to engage the reader.</li> <li>-Apply correct punctuation, including commas in lists and apostrophes for possession.</li> </ul> <b>Poetry:</b>	<b>Persuasive Writing:</b> <ul style="list-style-type: none"> <li>-Identify and use persuasive features (emotive language, rhetorical questions, repetition, facts/opinions).</li> <li>-Use paragraphs to group ideas logically.</li> <li>-Apply imperative verbs and adverbs to strengthen arguments.</li> <li>-Use formal and informal language appropriately.</li> <li>-Speak clearly and convincingly in debates or presentations.</li> </ul> <b>Instructions:</b>	<b>Character and Setting Descriptions:</b> <ul style="list-style-type: none"> <li>-Develop characters and settings using descriptive vocabulary and sensory detail.</li> <li>-Use conjunctions and fronted adverbials to vary sentence openings.</li> <li>-Organise writing into paragraphs with clear openings and closings.</li> </ul> <b>Narrative Writing:</b> <ul style="list-style-type: none"> <li>-Plan and write a coherent story with a beginning, build-up, problem, and resolution.</li> </ul>	<b>Report Writing:</b> <ul style="list-style-type: none"> <li>-Identify key features of non-chronological reports (heading, subheadings, factual language).</li> <li>-Organise information into logical sections and paragraphs.</li> <li>-Use topic sentences to introduce paragraphs.</li> <li>-Compare different reports for structure and style.</li> </ul>	<b>Poetry:</b> <ul style="list-style-type: none"> <li>-Analyse how poets use vocabulary to create mood and atmosphere.</li> <li>-Analyse how poets use form and structure to enhance meaning (e.g., shape poetry, narrative poetry, free verse).</li> <li>-Include alliteration, onomatopoeia, and personification.</li> <li>-Perform poetry with expression, pacing, and gestures to engage an audience.</li> </ul> <b>Scripts and Performances:</b> <ul style="list-style-type: none"> <li>-Plan and perform scripted and improvised drama pieces.</li> <li>-Use speaking and listening skills to express ideas clearly and confidently.</li> <li>-Explore character through voice, tone, and body language.</li> </ul>

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<ul style="list-style-type: none"> <li>-Discuss and review a wide range of poetry, identifying language, structure, and meaning.</li> <li>-Recognise and use rhyme, rhythm, and repetition for effect.</li> <li>-Explore figurative language (metaphors, similes, personification) to create imagery.</li> <li>-Write and present original poems based on given structures or themes.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify key features (imperative verbs, chronological order, numbered/bulleted steps).</li> <li>-Use headings, subheadings, and diagrams for clarity.</li> <li>-Write concise, precise sentences.</li> <li>-Write instructions that are logical and easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>-Edit and improve writing for vocabulary choice and sentence fluency.</li> </ul>	<ul style="list-style-type: none"> <li>-Proofread for spelling, punctuation, and grammar accuracy.</li> </ul> <p><b>Newspaper Reports:</b></p> <ul style="list-style-type: none"> <li>-Recognise features: headline, byline, introduction, main body, quotations, conclusion.</li> <li>-Write in the third person and past tense.</li> <li>-Use factual, formal language and time connectives.</li> <li>-Summarise events clearly and concisely.</li> </ul>	<ul style="list-style-type: none"> <li>-Use speech punctuation and dialogue conventions in writing scripts.</li> <li>-Develop inference and understanding by interpreting characters' feelings and motives.</li> </ul>
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			- Edit to improve vocabulary precision and sentence structure.	
<b>Maths</b>				
<b>Number and Place Value:</b> <ul style="list-style-type: none"> <li>• Read, write, order, compare numbers up to 10,000.</li> <li>• Find 10, 100, or 1,000 more or less.</li> <li>• Round to nearest 10, 100, or 1,000.</li> <li>• Read Roman numerals to 100; count in multiples of 6, 7, 9, 25, and 100.</li> </ul> <b>Addition and Subtraction:</b>	<b>Area:</b> <ul style="list-style-type: none"> <li>• Perimeter of rectangles and rectilinear shapes.</li> <li>• Area of rectangles and rectilinear shapes.</li> <li>• Investigate the area and perimeter.</li> </ul> <b>Multiplication and Division:</b> <ul style="list-style-type: none"> <li>• Recall multiplication tables up to 12x12.</li> <li>• Multiply three-digit and two-digit numbers by one-digit numbers using a formal method.</li> <li>• Recognise factor pairs.</li> </ul>	<b>Length and Perimeter:</b> <ul style="list-style-type: none"> <li>• Measure, compare, add, and subtract lengths (mm, cm, m).</li> <li>• Convert between different units of length.</li> <li>• Calculate the perimeter of rectangles and rectilinear shapes.</li> </ul> <b>Fractions:</b> <ul style="list-style-type: none"> <li>• Count up and down in hundredths.</li> <li>• Recognise hundredths as parts of a whole.</li> </ul>	<b>Decimals:</b> <ul style="list-style-type: none"> <li>• Recognise and write decimal equivalents of tenths, quarters and halves.</li> <li>• Compare and order decimals with the same number of decimal places (up to two).</li> <li>• Round decimals with one decimal place to the nearest whole number.</li> </ul>	<b>Shape:</b> <ul style="list-style-type: none"> <li>• Compare and classify 2-D shapes, including quadrilaterals and triangles.</li> <li>• Identify lines of symmetry in 2-D shapes.</li> <li>• Identify acute and obtuse angles; compare and order angles up to two right angles.</li> <li>• Recognise 3-D shapes from different representations.</li> </ul> <b>Statistics:</b> <ul style="list-style-type: none"> <li>• Interpret and present data using bar charts, pictograms, and tables.</li> <li>• Interpret and construct time graphs (line graphs).</li> <li>• Solve one-step and two-step problems using information presented in charts and tables.</li> </ul>

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<ul style="list-style-type: none"><li>• Use efficient mental methods and written column methods (with regrouping) for four-digit numbers.</li><li>• Solve two-step real-world problems, estimate answers, and use inverse operations to check.</li></ul>	<ul style="list-style-type: none"><li>• Mental multiplication and division strategies using place value and known and derived facts.</li><li>• Short multiplication and division.</li></ul>	<ul style="list-style-type: none"><li>• Explore, recognise, and show equivalent fractions using diagrams and other representations.</li><li>• Convert improper fractions to mixed numbers and vice versa.</li><li>• Add and subtract fractions with the same denominator, including fractions greater than one.</li></ul>	<ul style="list-style-type: none"><li>• Multiply and divide whole numbers and decimals by 10 and 100.</li></ul> <p><b>Time:</b></p> <ul style="list-style-type: none"><li>• Read, write, and convert between analogue and digital (12-hour and 24-hour) times.</li><li>• Convert between different units of time (seconds, minutes, hours).</li><li>• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li></ul>	<p><b>Position and Direction</b></p> <ul style="list-style-type: none"><li>• Describe positions on a 2-D grid using coordinates in the first quadrant.</li><li>• Plot specified points and draw sides to complete a polygon.</li><li>• Describe movements between positions as translations of a given unit to the left/right and up/down.</li></ul>
Global Skills				

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<b>Making a positive difference to your community:</b> <ul style="list-style-type: none"><li>- Explore the power of words and practise active listening.</li><li>- Investigate and learn about the local community.</li><li>- Gain inspiration from courageous role models.</li><li>- Plan and prepare a community project.</li><li>- Take action to carry out the project.</li><li>- Share outcomes and reflect on the experience.</li></ul>		<b>Making a Positive Difference to Earth's Climate:</b> <ul style="list-style-type: none"><li>- Build active listening skills and explore climate issues</li><li>- Research local and global environmental challenges</li><li>- Develop and test practical project ideas</li><li>- Put project plans into action</li><li>- Create artwork using recycled or waste materials</li><li>- Share results and reflect on impact</li></ul>		<b>Making a Positive Difference to Earth's Ocean:</b> <ul style="list-style-type: none"><li>- Strengthen teamwork skills through active games.</li><li>- Investigate ocean issues and their local connections.</li><li>- Learn about charities and fundraising methods.</li><li>- Develop, test, and run an ocean-focused project.</li><li>- Share achievements and reflect on learning.</li></ul>	
<b>Wellbeing</b>					
<b>Taking care of the body: Healthy Body, Healthy Mind</b> <ul style="list-style-type: none"><li>- Explore how sleep, hydration, movement, and neuroplasticity support a healthy body and mind.</li></ul>		<b>Taking care of the mind: Mindful Me</b> <ul style="list-style-type: none"><li>- Explore mindfulness, overcoming the negativity bias, practicing gratitude, and being present in the moment.</li></ul>		<b>Taking care of relationships: Spreading Kindness</b> <ul style="list-style-type: none"><li>- Understand the science and importance of kindness, practice random acts of kindness, and appreciate others.</li></ul>	
		<b>Taking care of the self and the world: Character Strengths</b>		<b>Topic Recaps: Put into Practice</b> <ul style="list-style-type: none"><li>- Identify negative thinking patterns, reflect on positive experiences, and practice mindful moments.</li><li>- Complete strengths surveys, explore different ways to use strengths, and recognise strengths within family relationships.</li></ul>	

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			- Discover personal character strengths, how to use and grow them, and recognise strengths in others.	
Sustainability				
<b>Caring for our water (Taking responsibility for the difference we make)</b>  - Identify local commons and understand their role in the community. - Measure the health of water sources in school and community settings. - Explore shared rights and responsibilities to protect our water. - Collaborate to create agreements that support water conservation.		<b>Living well within Earth’s limits (Living on planet Earth)</b>  - Explain how the exchanges among diverse species make life possible on Earth. - Make and share recommendations to improve community health. - Demonstrate how to use limits or constraints to create a way to live well within the means of nature.		<b>Moving towards a no-waste world (Making change)</b>  - Illustrate the life cycle of everyday materials to understand waste impact. - Reflect on personal responsibility within material and waste cycles. - Understand the concept of ‘upstream’ challenges in waste management. - Design and share sustainable, no-waste solutions for daily use.
Humanities				
<b>Food - Eating Seasonally</b>	<b>Tales and Traditions</b>  - 1000 Paper Cranes	<b>Structures - Constructing a castle</b>  - What is a structure?		<b>Volcanoes, Mountains, and Earthquakes</b>

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<ul style="list-style-type: none"><li>- Where does our food come from?</li><li>- Food Miles</li><li>- What is Seasonality?</li><li>- Balanced diets and eating healthy</li><li>- How eating seasonally has changed through time.</li><li>- Using senses to explore foods</li><li>- Designing recipes, cooking, and evaluating</li></ul>	<ul style="list-style-type: none"><li>- Diya Lamps and Light Festivals</li><li>- Elephant Festivals</li><li>- Dia de los Muestrros</li><li>- Hinamatsuri - Doll Festival</li><li>- Breaking Bread</li><li>- Dreamtime Dot Painting</li><li>- Wish Trees</li></ul>	<ul style="list-style-type: none"><li>- The features of castles and structures</li><li>- Famous structures around the world</li><li>- Famous structures through time</li><li>- Who lived in castles?</li><li>- Exploring 3D Shapes and Nets</li><li>- Planning, designing, constructing, and evaluating through junk modeling</li></ul>	<ul style="list-style-type: none"><li>- How are mountains formed?</li><li>- Explain why volcanoes happen and where they're formed</li><li>- Recognise the positive and negative effects of living near a volcano.</li><li>- Make, design and erupt a volcano.</li></ul>	
Science				
<b>Habitats</b> <ul style="list-style-type: none"><li>- Using classification keys to help group, identify, and name a variety of living things in an environment</li><li>- Finding what happens to living things when environments change</li></ul> <b>States of matter</b>	<b>States of matter</b> <ul style="list-style-type: none"><li>- Compare and explore solids, liquids, or gases.</li></ul> <b>Sound</b> <ul style="list-style-type: none"><li>- Investigate how sounds are made and can travel to the ear</li><li>- explore the pitch and volume of sound</li></ul>	<b>Sound</b> <ul style="list-style-type: none"><li>- Investigate how sounds are made and can travel to the ear</li><li>- explore the pitch and volume of sound</li></ul> <b>Electricity</b> <ul style="list-style-type: none"><li>- Construct simple circuits</li></ul>	<b>The water cycle</b> <ul style="list-style-type: none"><li>- Investigate the temperature at which changes of state occur</li><li>- Explore evaporation and condensation in the water cycle.</li></ul> <b>Digestive system</b>	<b>Food chains</b> <ul style="list-style-type: none"><li>- Make food chains showing the producer, consumer, and predator/prey relationships.</li></ul> <p>In each unit, we will also be looking at different science skills:</p> <ul style="list-style-type: none"><li>- Use a range of equipment to make careful observations and take accurate measurements using standard units</li></ul>

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- Compare and explore solid, liquids or gases.		- Investigate how conductors and insulators affect how electrical current flows	- learn about teeth and the digestive system in humans	- Use results to draw simple conclusions, make predictions, suggest improvements, and raise further questions - Use scientific evidence to answer questions or to support findings
<b>Art</b>				
<b>Kaleidoscope Art</b>  1. Focus: Symmetry, reflection, repeated patterns.  2. Learning Goals: Understand radial symmetry and pattern repetition. Explore primary/secondary colors, as well as contrasting palettes.	<b>Picasso &amp; Cubism</b>  1. Focus: Deconstructing forms into geometric planes.  2. Learning Goals: Recognize Cubism as a style that breaks objects into shapes. Use overlapping, angular shapes in portraits.	<b>Tape Painting</b>  1. Focus: Using masking tape to divide space into geometric forms.  2. Learning Goals: Learn how to use tape as a tool for creating clean edges. Explore warm/cool color schemes in abstract designs.	<b>Blue &amp; White Vase Drawing</b>  1. Focus: Cultural art appreciation (inspired by Chinese porcelain or Delftware).  2 . Learning Goals: Explore decorative patterns in ceramics from different cultures. Practice brush control for fine details.	<b>Tree Project</b>  1 . Focus: Observational drawing & seasonal variation.  2. Learning Goals: Study the forms, bark textures, and branching patterns of various tree species. Use mixed media to capture depth and texture.
<b>Physical Education</b>				

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<b>Invasion Games</b>  Students are developing confidence and consistency in invasion game skills like dribbling, throwing, and shooting, while improving ball-handling. They apply a small range of tactics in gameplay, use footwork rules, basic marking, and receive passes over longer distances, showing basic speed and endurance, and assess skills to enhance performance.	<b>Gymnastic</b>  Students build competence and confidence in gymnastics, performing skills consistently and in time with others. They create sequences using changes in height, speed, and direction, expand body actions and shapes, identify core muscle groups, and refine weight-bearing on different body parts.	<b>Athletic Act</b>  Children take part in running, jumping, and throwing stations, working in small groups to explore and try different techniques for each activity. They use a variety of equipment, timing methods, and measurement tools to compare performances and evaluate the effectiveness of different styles in improving their results.	<b>Net/Wall Games</b>  Students explore and use a variety of forehand and backhand shots, demonstrating a range of net and wall skills. They work on returning serves effectively and apply different court positions during gameplay to improve performance and strategy.	<b>Striking and fielding games</b>  Students develop a range of striking and fielding skills, applying simple tactics in practice and games. They consolidate skills for consistent performance, striking the ball with intent, making decisions, and aiming with direction.  <b>Outdoor and adventurous act.</b>  Students work effectively in teams with clear roles, planning, and refining strategies to solve problems. They use maps, compasses, and symbols, and reflect on their strengths while identifying areas for improvement.
<b>Computing</b>				
<b>IT</b>  - Graphic Design	<b>Computer Science</b>  - Programming in Scratch	<b>Digital Literacy</b>  - Internet Research	<b>IT</b>  - 3D Design	<b>IT</b>  - Video Editing 1. Add scene images.

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<p>1. Create an icon using different shapes and fill tools.</p> <p>2. Combine shapes and lines, then arrange them in front of/behind each other.</p> <p>3. Combine shapes, colour, and text to re-create an icon.</p> <p>4. Change the colour, size, and style of text to match an icon, then arrange images and use masking and opacity tools.</p> <p>- Animation</p> <p>1. Create a stop-motion video by duplicating slides that include backgrounds and shapes.</p> <p>2. Create animation using transition and animation effects (morph, motion paths, pulse, etc), including taking and editing a screenshot.</p>	<p>1. Program inputs with loops, selection, and sensing for interactions.</p> <p>2. Work with variables and various forms of input and output.</p> <p>3. Debug programs that accomplish goals. (correcting errors)</p> <p>4. Use selection, data variables, and operators.</p> <p>5. Program a virtual robot using Scratch blocks.</p> <p>-Typing</p> <p>1. Use correct hand position and fingers for touch typing</p> <p>2. learn touch typing beginning with the home row in the first level and moving onto letters above and below it</p> <p>3. Use touch typing skills to try to achieve your best words per minute (WPM) score.</p>	<p>1. Use search technologies to find specific pieces of information.</p> <p>2. Understand features of an Internet Browser.</p> <p>3. Reference the correct source of information.</p> <p>4. Be discerning in evaluating digital content.</p> <p>5. Check the internet for fake news by cross-referencing facts.</p> <p><b>IT</b></p> <p>- Data Handling</p> <p>1. Change the appearance of cells in a spreadsheet (fill colour and border), then add and align text.</p> <p>2. Find and add data to a spreadsheet, resize cells, and use the software to create a suitable chart with a title.</p>	<p>3D Village Pupil Activity Pack skills:</p> <p>1. Understand 3D spatial awareness.</p> <p>2. Add 3D shapes, resize, adjust height, duplicate, and use the different perspectives.</p> <p>3. Re-create different types of buildings using 3D shapes.</p> <p>4. Create roads/paths by adjusting the height of 3D shapes.</p> <p>5. Add windows and door shapes.</p> <p>Lego Modelling Pupil Activity Pack skills:</p>	<p>2. Add scripted voiceover audio, adjust the volume, and crop clips (including splitting a clip).</p> <p>3. Add more clips and use transition effects.</p> <p>4. Add titles.</p> <p>5. Use elements such as shapes.</p> <p>6. Add music background music and adjust the volume.</p> <p>7. Export a project.</p> <p>- Ebook Creation</p> <p>1. Add scene images.</p> <p>2. Add scripted voiceover audio, adjust the volume, and crop clips (including splitting a clip).</p> <p>3. Add more clips and use transition effects.</p> <p>4. Add titles.</p> <p>5. Use elements such as shapes.</p> <p>6. Add music background music and adjust the volume.</p> <p>7. Export a project.</p> <p><b>Digital Literacy</b></p> <p>- Inside a Computer</p> <p>1. Understand what important parts of inside a computer or mobile device do to help with the performance (CPU, Fan, Hard Drive, RAM, Graphics Card).</p>
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<p>3. Animate individual elements of objects. 4. Create animated GIF files by animating pixels.</p> <p>- Typing</p> <p>1. The Computer keyboard : which covers the uses of different keys on a computer keyboard 2. match the different keys with their uses 3. Learn the keyboard shortcuts for Windows, iPad and Google Chromebook</p>			<p>1. Add, move, change colour, and duplicate a brick. 2. Rotate bricks. 3. Use sloping bricks and special bricks for a purpose. 4. Change the transparency of bricks.</p> <p>-Typing</p> <p>1. Use touch typing skills to try to achieve your best words per minute (WPM) score. 2. Develop and assess touch typing skills 3. put a keyboard back together, finding the correct places for the keys.</p>	<p>2. Understand that memory is measured in bytes and gigabytes.</p> <p>3. Use search filters on websites to find suitable information.</p> <p>- E-Safety</p> <p>1. Understand what to do if something upsets you online. 2. Understand why and how people can be nasty online. 3. Describe the term 'sharing online' and why we need to get permission to share photos and videos of other people. 4. Understand why people pretend to be someone else online. 5. Understand why we only talk to people we know in the real world, when online. 6. Understand why we should not always trust what we read online and how to check 7. Understand the importance of being kind in the real world and also online. 8. Understand how to protect digital content with a strong password. 9. Understand the importance of using avatars and how to make them.</p>
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Music				
<b>Elements of Music</b>  Focus on rhythm, tempo, pitch, dynamics, and texture. Understanding these terms and being able to both identify and demonstrate through instruments and body percussion. This unit will have an emphasis on texture - introducing the concept of rounds and building texture with the addition of new/more instruments.	<b>Healthy singing</b>  Drawing on the aforementioned elements of music, pupils will explore singing. Pupils will learn how to correctly sing, using their diaphragm, singing with the correct posture and projecting properly. Pupils will begin to sing in harmony.	<b>Introduction to notation</b>  Pupils will be introduced to notation on the treble clef and note durations. Pupils will be able to visually see rhythms and play them. Pupils will be able to see pitch represented on the treble clef and will be able to identify the notes with strategies in place.	<b>Notation continued and introduction to chords</b>  Pupils will build on their knowledge of notation and begin to be able to sightread simple music with accuracy. Pupils will be introduced to the concepts of chords and the instruments that can produce chords. They will be introduced to tonic triads only.	<b>Ukulele unit</b>  Pupils will be able to identify the different parts of the ukulele. Pupils learn the correct way to hold the ukulele. Pupils will be able to play C major and A minor with little to no prompting. Extending pupils will be able to play F Major with no prompting. Pupils will work on the transitions between chords, aiming for fluency.
Thai				

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<p>อ่านออกเสียง บท ร้อยแก้ว และบทร้อย กรองได้ถูกต้อง อธิบายความหมาย ของคำ ประโยค</p> <p>ตั้งคำถามสรุป ใจความ สำคัญ</p> <p>ไตรยางศ์</p> <p>สระ</p> <p>วรรณยุกต์</p> <p>คำเป็น คำตาย</p>	<p>เข้าใจเรื่องที่เป็น ความรู้ และความบันเทิง จากการฟัง และการดู</p> <p>พูดสรุปความจากการ ฟัง และการดู</p> <p>มาตราตัวสะกด</p> <p>สะกดคำและบอก ความหมายของคำใน บริบทต่างๆ</p> <p>อักษรควบ</p> <p>อักษรนา</p> <p>คำ ร ( รร ) หัน</p> <p>คำบัน บรร</p>	<p>จำแนกข้อเท็จจริง และข้อ คิดเห็นจากเรื่อง ที่ฟังและดู</p> <p>ตั้งคำถามและตอบ</p> <p>คำถามเชิงเหตุ เรื่องที่ฟัง และดู</p> <p>พูดแสดงความคิด เห็นและ ความรู้สึกจากเรื่องที่ฟังและดู</p> <p>พูดสื่อสารชัดเจนตรง ตามวัตถุประสงค์</p> <p>คำที่มีตัวฤ</p> <p>คำพ้อง</p> <p>คำนาม สรรพนาม กริยา</p>	<p>ระบุชนิดและหน้าที่ ของคำในประโยค</p> <p>ใช้พจนานุกรม ค้น หาความหมาย ของ คำ</p> <p>ใช้ภาษาในการ สื่อสารได้เหมาะสม กับกาลเทศะ</p> <p>คำที่ประไม</p> <p>ประวิสรรชนีย</p> <p>ตัวการ์นต์</p>	<p>สำนวนไทย</p> <p>บทร้อยกรอง</p> <p>เล่าและสรุปเรื่อง หลังจากการอ่านหรือ ฟัง</p> <p>วรรณคดีและ วรรณกรรมที่เหมาะสม สัมกับวัย</p> <p>วลีและประโยค</p> <p>เครื่องหมายวรรคตอน</p> <p>คำราชาศัพท์</p> <p>สำนวน</p>
<b>Mandarin</b>				
<ul style="list-style-type: none"> <li>你好！(Hello)</li> <li>你叫什么？(What is your name?)</li> <li>他是谁？(Who is he?)</li> <li>The basic Pinyin</li> <li>The number</li> <li>中国中秋节文化。(Chinese Mid-Autumn festival culture.)</li> </ul>	<ul style="list-style-type: none"> <li>我家有四口人。(There are 4 people in my family.)</li> <li>我六岁。(I'm 6 years old.)</li> <li>你的个子真高！(You are so tall!)</li> <li>家庭成员。The family member in Chinese.</li> <li>万圣节文化。(Halloween festival culture.)</li> </ul>	<ul style="list-style-type: none"> <li>这是谁的狗？(Whose dog is this?)</li> <li>动物。(The animal.)</li> <li>我去商店。(I'm going to the store.)</li> <li>地方。(The place)</li> <li>中国春节文化。(Chinese Spring Festival culture.)</li> </ul>	<ul style="list-style-type: none"> <li>今天星期几？(What day is it today?)</li> <li>现在几点？(What time is it?)</li> <li>日期和月份。(The date and month.)</li> </ul>	<ul style="list-style-type: none"> <li>你吃什么？(What would you like to eat?)</li> <li>复习。(Review)</li> <li>端午节文化。(The dragon boat festival culture.)</li> </ul>

## SIH Year 4: Curriculum Overview 2025/2026

			<ul style="list-style-type: none"><li>清明节文化。 (The tomb sweeping day festival culture.)</li></ul>	
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