

# MUTIARA INTERNATIONAL GRAMMAR SCHOOL



**MIGS Junior School**

**TERM 1 CURRICULUM GUIDE**

**2017-18**

**YEAR 1**

## Welcome to the Junior School Curriculum Guide 2017-2018

The Junior School Curriculum Guide is designed to give you an overview of the curriculum that Mutiara International Grammar School offers to students in Year 1 to Year 6. The internationally recognised National Curriculum for England underpins the academic programme at Mutiara International Grammar School from Reception to Year 6. This comprehensive and high-quality curriculum promotes excellence and equity in education.

Our teaching and learning programmes are based on the National Curriculum for England 2014, modified and enhanced to ensure that students develop the knowledge, skills, values and dispositions.

Rigorous, relevant and engaging learning programmes are then drawn from the National Curriculum for England to make up the School Curriculum. The highly-researched and enriched School Curriculum addresses each student's individual learning needs, emphasising knowledge, understanding, skills, values and dispositions that will enable students to discover and fulfill their intellectual and personal potential to become successful citizens in the 21<sup>st</sup> Century.

Thus the School Curriculum takes into account

- the content of the National Curriculum for England 2014
- how the Curriculum is experienced, taught and assessed both inside and outside the School
- how the Curriculum is adapted and amended to engage all children, and meet the needs and abilities of all children
- value-added learning experiences based on best practices from around the world to enhance the National Curriculum

Teaching and learning methods and strategies, and assessment instruments are regularly reviewed and updated to reflect the latest educational research, and remain coherent to our School guiding statements.

We hope you find the information contained in this guide useful. Our aim is to help you understand better the work being performed by your children, which they will undoubtedly come home and discuss. For most of the subjects, reference to resources and the duration for each topic have been included. However, do take note that such information only serve as a guide and teachers may modify the sequence or duration of learning according to learners' needs.

### The Stages of the National Curriculum for England

Stage	Year Group	Student's age
Foundation	Reception	4-5 years
Key Stage 1	Year 1	5-6 years
	Year 2	6-7 years
Key Stage 2	Year 3	7-8 years
	Year 4	8-9 years
	Year 5	9-10 years

	Year 6	10-11years
--	--------	------------

### **Areas of Learning and Development**

Under the umbrella of the National Curriculum for England (2014), the following subjects are offered:

English Language	Humanities (History & Geography)
Mathematics	Physical Education
Science	Physical, Social and Health Education
Music	Art & Craft
Choral Speaking	French
Computing	Mandarin

As a school registered with the Malaysian Ministry of Education, MIGS also commits to offer:

Bahasa Malaysia	Communication Malay
Islamic Studies	Sejarah (Malaysian History)

### **The Teaching for Learning Practice**

“There is no fixed recipe for ensuring that teaching has the maximum effect on student learning and no set principles that apply to all learning for all students.”

However, there are several effective practices and guiding principles, as follows.

### **Key Principles of Teaching and Learning**

- a) Learning activities are well planned, ensuring progress in the short, medium and long term. There is transparency in sharing learning objectives, learning outcomes and success criteria with students and parents.
- b) Teaching and learning activities must enthuse, engage and motivate students to learn, and foster their curiosity and enthusiasm for learning.
- c) Through assessment-driven teaching and learning, there is provision for support, repetition and extension of learning for each child, at each level of attainment.
- d) The learning environment is ordered, the atmosphere is purposeful and students feel safe.
- e) There are strong links between home and school, and the importance of parental involvement in their children’s learning is recognised, valued and developed.

**What Students must do ...**

- aim to achieve goals and meet targets and respect the right of others to do the same
- take responsibility for their own learning and be proactive in using self and peer assessment techniques and redraft work where needed
- meet deadlines for completing work
- prepare appropriately for each lesson and maintain high expectations of themselves
- follow the school rules and regulations
- respond to teachers' comments in their work
- complete homework set

**How Parents/Guardians can help ...**

- work in partnership with the academic team in all aspects of their child's education
- support School initiatives which involve learning both in and out of School to raise student achievement
- encourage and support their child to work to meet or exceed their potential
- attend parent meetings to discuss their child's progress
- support completion of homework

## Vision

Discovering Potential.

Learning to Care.

Respecting Differences.

## Mission

“Our mission is to challenge each student to reach their full potential by offering an international curriculum that encourages students to become lifelong learners, develop intellectual curiosity and a thirst for innovation”

## Client Charter

Mutiara International Grammar School will endeavor to:

- Provide opportunities in all aspects of the curriculum for students to reach their full potential.
- Provide best practice in Teaching and Learning.
- Provide a safe, caring, happy and conducive environment for all.
- Provide opportunities for the use of technology.
- Ensure that each child appreciates that serving and caring brings the highest rewards in life.
- Develop awareness for the need for stewardship of the earth's resources.



Lot 707, Jalan Kerja Ayer Lama, Ampang Jaya, 68000 Ampang, Selangor Darul Ehsan, Malaysia

Tel: [\(603\)42521452](tel:(603)42521452) / [42578678](tel:(603)42578678) Fax: (603)42523452

Email : [migs@tm.net.my](mailto:migs@tm.net.my) Website: [www.migs.edu.my](http://www.migs.edu.my)

**Teachers-in-Charge**

Head of School : Ms. Nancy Roch  
Dep. Head of Junior School : Ms. Delphy Corray  
Head of Curriculum : Ms Esther Nip

<b>Subjects</b>	<b>Teachers-in-charge</b>	
Class Teachers	Yr. 1R – Ms Sukhwant Kaur TA – Ms Mawar	Yr. 1S – Ms Kumud Malhotra TA – Ms Buven
English, History & Geography	Ms Sukhwant / Ms Mawar	
Maths & Science	Ms Kumud / Ms Buven	
ICT	Mr Mohammed	
French	Dr Huocine	
Mandarin	Mr Yap Ah Chai	
Bahasa Melayu	Ms Asma	
Communicational Malay	Ms Nabilah	
Islamic Studies	Mr Mohammed	
PSHE	Ms Nabilah	
Art	Ms Shafizah	
Music	Ms Lim Pui Ying	
PE	Mr Charlie	

## English Language

<b>Level: Year 1</b>					
<b>Unit Topic/Themes</b>	<b>Reading and Comprehension</b>	<b>Writing workshop Genres</b>	<b>Spelling, Punctuation and Grammar (SPaG)</b>	<b>Speaking and Listening</b>	<b>Duration: 3 Weeks each</b>
<b>1</b> <b>At home Spellings Bees</b> – a multitask programme to learn & apply spellings <b>11/9/2017 – 29/9/2017</b> <b>(15 days)</b>	<b>Fiction</b> • Narrative with familiar setting. Grandma’s Glasses	<b>Fiction</b> • Writing speech bubbles	• Initial letter sounds • Blend sounds • Sentence punctuation: capital letters, full stops. • Prepositions	• Questions – developing ideas and extending understanding • Listening and confident talking in turns.	Textbook pages: 8 to 23 Workbook pages: 4 to 13
<b>2</b> <b>Show me, tell me</b>  <b>Spellings Bees Programme</b> <b>2/10/2017 – 27/10/2017</b> <b>(17days)</b>	<b>Non-fiction</b> • instructions Signs& labels. • Our senses, How to Make a Spinning • Picture Trick	<b>Non-fiction</b> • Writing signs Drawing and labelling items	• Labels, captions • Initial letter sounds • Blend sounds • New words in context • Digraph, ch • Rhyming words • Language and features of instructions	• Listening and confident talking in turns • Organisation of ideas	Textbook pages: 24 to 41 Workbook pages:14 to24
<b>3</b> <b>Everyday poems</b>  <b>Spellings Bees Programme</b> <b>30/10/2017 – 24/11/2017</b> <b>(20days)</b>	<b>Poems</b> • Diggedy-Do, Wobbly Tooth, • Today I’m a drummer, • Poppadums?	<b>Poetry</b> • Writing rhyming words	• Link words to meaning • Digraphs, sh, ch • Rhyming words • Initial letter sounds • New words in context • Features of poetry genre	• Listening and confident talking in turns • Reciting poems Expressing opinions	Textbook pages: 42 to 53 Workbook pages: 25 to 34
<b>Test</b>	Revise and Check Test by <b>30/11/2017</b>	End of Term Assessment	Performance writing task	<b>International day</b> <b>27/11/2017</b> <b>Term 1 break</b> <b>8/12/2017-3/01/2018</b>	

## Mathematics

Level: Year 1	
<b>Topic:</b> Numbers and Place Value	<b>Duration:</b> Week 1 to Week 2
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>• Counting within 10</li><li>• Ordering numbers within 10</li><li>• Comparing numbers within 10</li><li>• Read and write numbers within 10</li></ul>	Textbook pages: 1 to 12 Workbook pages: 1 to 13
<b>Topic:</b> Naming Positions – Ordinal Numbers	<b>Duration:</b> Week 3
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>• Understand positions</li><li>• Days of the week</li></ul>	Textbook pages: 16 to 23 Workbook pages: 14 to 22
<b>Topic:</b> Measurement – Length & Mass	<b>Duration:</b> Week 4
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>• Comparing lengths</li><li>• Comparing masses</li></ul>	Textbook pages: 26 to 35 Workbook pages: 24 to 35
<b>Topic:</b> Number Pairs	<b>Duration:</b> Week 5
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>• Make number pairs to 2,3,4,5,6,7,8,9</li></ul>	Textbook pages: 38 to 45 Workbook pages: 37 to 45



<b>Topic:</b> <b>Addition within 10</b>	<b>Duration:</b> Week 6 to Week 8
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"> <li>• Add two numbers within 10</li> <li>• Write addition sentences</li> <li>• Solve 1- step addition word problems</li> <li>• Add three numbers within 10</li> </ul>	Textbook pages: 48 to 58  Workbook pages: 47 to 60
<b>Topic/Unit:</b> <b>Subtraction within 10</b>	<b>Duration:</b> Week 9 to Week 11
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"> <li>• Subtract two numbers within 10</li> <li>• Write subtraction sentences</li> <li>• Solve 1- step subtraction word problems</li> <li>• Relate subtraction to addition</li> </ul>	Textbook pages: 62 to 73  Workbook pages: 63 to 76
<b>Topic:</b> <b>Geometry – 2D Shapes</b>	<b>Duration:</b> Week 12 to Week 13
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"> <li>• Straight and curved lines</li> <li>• Names of 2D shapes</li> <li>• Making patterns with 2D shapes</li> <li>• Recognise symmetrical objects</li> </ul>	Textbook pages: 76 to 88  Workbook pages: 78 to 92

## Science

Level: Year 1	
<b>Topic/Unit:</b> <b>Plants</b>	<b>Duration:</b> Week 1 to Week 6 Textbook pages: 1 to 11
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>• State what are deciduous trees and their common characteristics; in relation to the environment they are found.</li><li>• State what are evergreen trees and their common characteristics; in relation to the environment they are found.</li><li>• State and identify some common wild and garden plants.</li></ul>	
<b>Topic/Unit:</b> <b>Seasonal Changes</b>	<b>Duration:</b> Week 7 to Week 12 Textbook pages: 12 to 17
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>• State the sequence of changes across the four seasons</li><li>• Infer that the seasonal change is a pattern that repeats itself continuously like a cycle</li><li>• Identify general changes related to summer, autumn, winter and spring</li></ul>	

## French

Level: Year 1	
<b>Unit 1: L'alphabet (Alphabet)</b>	<b>Duration:</b> Week 1 to Week 2
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>● understand the alphabet</li><li>● write the alphabet</li><li>● understand the combination of consonants and vowels</li><li>● pronounce the vowels</li></ul>	
<b>Unit 2: Les Chiffres (numbers)</b>	<b>Duration:</b> Week 3 to Week 4
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>● know the numbers</li><li>● write the numbers</li><li>● understand the numbers</li><li>● count the numbers</li></ul>	
<b>Unit 3: Les Couleurs (colors)</b>	<b>Duration:</b> Week 5 to Week 7
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>● know the primary colours</li><li>● identify the primary colours</li><li>● list down the colours</li><li>● colour the pictures</li></ul>	

<b>Unit 4: Les Vêtements (clothes)</b>	<b>Duration:</b> Week 8 to Week 9
<p><b>Concepts and Skills to be taught for this topic:</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>● know types of clothes</li> <li>● list down name of clothes</li> <li>● read types of clothes</li> <li>● match pictures of clothes</li> </ul>	
<b>Unit 5: Le Corps (body parts)</b>	<b>Duration:</b> Week 10 to Week 12
<p><b>Concepts and Skills to be taught for this topic:</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>● know the body parts</li> <li>● read the body parts</li> <li>● list down the body parts</li> <li>● label the body parts</li> </ul>	

## Mandarin

Level: Year 1	
<b>Song &amp; Ice breaking session</b>	<b>Duration:</b> Week 1 to Week 2
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>• sing song with rhythm.</li><li>• write basic strokes</li><li>• sing song with rhythm.</li><li>• pronounce pinyin-consonants</li></ul>	Text book pages: N/A  Work book pages: To be written on exercise book or handouts.
<b>Unit 1: Greeting</b> <b>Lesson 1: Social greeting</b>	<b>Duration:</b> Week 3 to Week 4
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>• role play.</li><li>• write basic strokes</li><li>• read words as shown in the flash cards.</li><li>• pronounce pinyin-consonants.</li></ul>	Text book pages: 2 to 4  Work book pages: To be written on exercise book or handouts.
<b>Unit 1: Greeting</b> <b>Lesson 2: My name is .....</b>	<b>Duration:</b> Week 5 to Week 7
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>• write basic strokes.</li><li>• pronounce pinyin-consonants</li><li>• identify the pinyin</li><li>• tell others where do they come from and names.</li></ul>	Text book pages: 6 to 8  Work book pages: To be written on exercise book or handouts.

<b>Unit 2: Counting &amp; numbers</b> <b>Lesson 3: Numbers 1 -10</b>	<b>Duration:</b> Week 8 to Week 9
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"> <li>• recite simple rhythm</li> <li>• pronounce consonants correctly</li> <li>• write basic strokes.</li> <li>• counting of objects</li> </ul>	Text book pages: 14 - 15  Work book pages: To be written on exercise book or handouts.
<b>Pin Yin (phonetics) and Vocabulary</b> <b>Lesson 4: My age is .....</b>	<b>Duration:</b> Week 10 to Week 12
<b>Concepts and Skills to be taught for this topic: Counting &amp; Age</b> Students should be able to: <ul style="list-style-type: none"> <li>• read the phrases / sentences with correct pronunciation</li> <li>• tell the time / dates</li> <li>• read the words as shown in the flash</li> <li>• counting of objects and tell one's age</li> </ul>	Text book pages: 16 - 19  Work book pages: To be written on exercise book or hand outs

## Bahasa Malaysia

Level: Year 1	
<b>THEME 1 – LOVE YOUR FAMILY</b> <b>Unit 1 – Love Your Family</b>	<b>Duration:</b> Week 1 to Week 2
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>• identify and pronounce letters</li><li>• match small letters with the correct capital letters</li><li>• combine letters and read syllables</li><li>• write letters according to the correct mechanism</li></ul>	Activity book pages: 1 to 5
<b>Unit 2 - Let's Do It, Dear</b>	<b>Duration:</b> Week 3 to Week 4
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>• write words containing both vowels and consonants</li><li>• read, choose and colour syllables according to the correct pictures</li><li>• read and write the words in the sentences</li><li>• tell stories based on pictures</li><li>• write common nouns based on pictures</li></ul>	Activity book pages: 6 to 11
<b>Unit 3 - Going Back to Kampong</b>	<b>Duration:</b> Week 5 to Week 7
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>• write words containing diphthong</li><li>• read and copy words duly labelled</li><li>• complete and sing lyrics of the song</li><li>• pronounce and circle capital letters</li><li>• arrange sentences according to pictures</li></ul>	Activity book pages: 12 to 20

<b>THEME 2 LIVING IN HARMONY</b>	
<b>Unit 4 - Know Your Neighbours</b>	<b>Duration:</b> Week 8 to Week 9
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"> <li>• write words, phrases and sentences containing both vowels and consonants</li> <li>• complete and read sentences written with suitable words</li> <li>• recite “pantun” (poem) with the correct pronunciation and intonation</li> <li>• match pictures with the appropriate sentences</li> </ul>	Activity book pages: 21 to 25
<b>Unit 5 - Wei Han’s Friends</b>	<b>Duration:</b> Week 10 to Week 12
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"> <li>• complete sentences with compound vowels</li> <li>• read and write phrases</li> <li>• arrange, write and read sentences based on pictures</li> <li>• match and colour subject with predicate</li> </ul>	Activity book pages: 26 to 30



## Music

Level: Year 1	
<b>Topic:</b> Vocal skills	<b>Duration:</b> Week 2 to Week 13
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"><li>It focuses on the development of the singing voices and other essential musical skills (listening skills, aural memory and physical skills)</li></ul>	Songbook
<b>Topic:</b> Instrumental music	<b>Duration:</b> Week 4 to Week 13
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>Explore the duration of vocal and instrumental sounds</li></ul>	
<b>Topic:</b> Rhythm and beats.	<b>Duration:</b> Week 3 to Week 13
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>Recognise the difference between pulse and rhythm and to perform with a sense of pulse</li><li>Move and dance to music with a strong pulse and a variety of rhythmic styles</li></ul>	

## Art & Design

Level: Year 1		
Creating, Making & Colouring		
<p><b>Summary of Concepts and Skills to be taught for the whole year:</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• Develop research skills, reading, selecting, collecting, assembling, cutting, tearing, sticking, layering and collaging to create work informed by a variety of found and created resources, from other sources, artists, craftspeople and designers, other times and cultures.</li> <li>• Paint with increasingly controlling colour, tint, tone, shade, hue and temperature by mixing and controlling how they apply different types of paint - using a range of wet and dry media to explore wash, transparency, marks and strokes, layers, blending, splash, drip and dribble, scumble ,etc.</li> <li>• Physically mix of colours and optical colour mixing, to create descriptive, expressive, emotional effects to convey ideas and intentions.</li> </ul>		<p><b>Materials used:</b> <b>Constructions Paper Crafts</b> such as coloured papers, Tissue paper. Straw Painting using water based paint, drinking straw and salt.</p> <p><b>Recycled Materials Crafts</b> such as tissue roll and paper cup Stained glass art using glass paint and a transparent glass deco.</p> <p><b>Painting</b> using a range of wet and dry media - including e.g. PVA and additives such as salt, and other collage materials, and including any appropriate natural products.</p>
Topics	Elements of Art	Duration
3D Paper Dragon	Constructions of Paper Crafts	Week 1 - 2
2D Sequin Art	Collage	Week 3 - 4
Keychain stained glass -Sun catchers	Stained Glass Art	Week 5 - 7
Straw Painting	Abstract /Colours	Week 8 - 9
3D Dragon fire	Tissue Roll Crafts	Week 10 - 12
<p><b>Coursework Topic 50%:</b></p> <ul style="list-style-type: none"> <li>• Raised Salt Painting</li> <li>• Paper Rosette Birds</li> </ul>	<p>Abstract Painting Constructions Paper Crafts</p>	Week 13 to Week 14

## PSHE

Level: Year 1	
<b>Topic: 1</b> <b>My family</b>	<b>Duration:</b> Week 2 to Week 3
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>● Understand their uniqueness and be proud of it.</li><li>● Develop sense of identity.</li><li>● Understand how to value relationship.</li></ul>	Workbook pages: 5 to 9
<b>Topic: 2</b> <b>Health and safety</b>	<b>Duration:</b> Week 4 to Week 5
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>● Understand the importance of exercising regularly.</li><li>● Understand the concept of eating well.</li><li>● Able to relate eating well to sleeping well for a better health.</li><li>● Develop a broader knowledge about relaxation.</li></ul>	Workbook pages: 17 to 21
<b>Topic:</b> <b>Growing up</b>	<b>Duration:</b> Week 6 to Week 7
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>● How to keep learning and growing.</li><li>● How to seek knowledge about themselves, others and the world around them.</li><li>● Determine how they learn best.</li><li>● To learn how to develop an open mind.</li></ul>	Workbook pages: 27 to 30

<p><b>Topic:</b> <b>Feelings and emotions</b></p>	<p><b>Duration:</b> Week 8</p>
<p><b>Concepts and Skills to be taught for this topic:</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>● Understand about love and the value of others.</li> <li>● Develop positivity in learning.</li> </ul>	<p>Workbook pages: 37 to 39</p>
<p><b>Topic:</b> <b>Manners and behaviours</b></p>	<p><b>Duration:</b> Week 9</p>
<p><b>Concepts and Skills to be taught for this topic:</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>● How to be polite and use good manners.</li> <li>● Understand the importance of following rules.</li> <li>● How to develop honesty and seeking truth.</li> <li>● Understand integrity and how to show it.</li> </ul>	<p>Workbook pages: 61 to 64</p>
<p><b>Topic:</b> <b>Community activities and communication</b></p>	<p><b>Duration:</b> Week 10</p>
<p><b>Concepts and Skills to be taught for this topic:</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>● Accepting differences in a community.</li> <li>● Caring for others.</li> </ul>	<p>Workbook pages: 95 to 97</p>
<p><b>Topic:</b> <b>Bullying</b></p>	<p><b>Duration:</b> Week 11</p>
<p><b>Concepts and Skills to be taught for this topic:</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>● Be tolerant and understanding of differences.</li> <li>● Respect other's point of view.</li> </ul>	<p>Workbook pages: 104 to 105</p>

<b>Subjects</b>	<b>Geography</b>	<b>History</b>	<b>ICT</b>	<b>Communication Malay</b>
<b>Topics taught in Term 1</b>	Around our school	What were homes like long ago?	<b>Starting with Text</b> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Words</li> <li>• Capital letters</li> <li>• Sentences</li> <li>• Save</li> <li>• Writing poems</li> <li>• Changing a story</li> <li>• Selecting and changing</li> <li>• Editing</li> </ul>	<ul style="list-style-type: none"> <li>• About Malaysia</li> <li>• Days in a week</li> <li>• Self-Introduction</li> <li>• My Body</li> <li>• Malaysian local flowers</li> <li>• Malaysian local fruits</li> <li>• Vegetables</li> <li>• Animals</li> </ul>

<b>Subject</b>	<b>Islamic Studies</b>	<b>Physical Education</b>
<b>Topics taught in Term 1</b>	<ul style="list-style-type: none"> <li>• Allah is the creator</li> <li>• Allah made the first man</li> <li>• Private prayer (Do'a)</li> <li>• Pillars of Islam</li> <li>• Syahadah (declaration of faith)</li> <li>• Daily prayer (Sholat)</li> <li>• Prophet Muhammad</li> </ul>	<ul style="list-style-type: none"> <li>• Track and Field – running, jumping, throwing, rolling and catching</li> <li>• Games – fun multi-sport games</li> <li>• Fitness – stretching, warming up exercises, circuit training</li> </ul>