

# MUTIARA INTERNATIONAL GRAMMAR SCHOOL



**MIGS Junior School**

**TERM 1 CURRICULUM GUIDE**

**2017-18**

**YEAR 2**

## 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.



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**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. 2R – Ms Stella	Yr. 2S – Ms Sri
English & History	Ms Stella	
Maths & Science	Ms Sri	
Geography	Mr Bobby	
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 2</b>						
<b>Unit</b>	<b>Topic/ Theme</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: 1-3 weeks</b>
<b>1. New friends</b>  <b>Spellings Bees – a multitask approach to learning and applying spellings</b>  <b>11/9/2017 – 29/9/2017</b> <b>(15 days)</b>		<b>Fiction</b> • Narrative with familiar setting The Dreaming Tree	<b>Fiction</b> • Planning a story with setting, characters and structure • story with beginning, middle and end	• Blend sounds • Connectives, and, but, because • Two-letter phoneme, /ar/ • Extending range of interesting words and phrases to describe	• Questions – developing ideas and explaining further • Recounting experiences • Expressing ideas precisely	Textbook pages: 8 to 23  Workbook pages: 5 to 14
<b>2. Party time!</b>  <b>Spellings Bees programme</b>  <b>2/10/2017 – 27/10/2017</b> <b>(17days)</b>		<b>Non-fiction</b> • Instructions Party To Do list, Invitation, • How to get to my house, • How to Make a Pizza, • The Great Coin Trick, • Dancing Dragon Puppet	<b>Non-fiction</b> • Writing instructions	• Instructions vocabulary • Common suffix, -ly • Blend sounds • Language of time • Sentence punctuation: capital letters and full stops • New words in context	• Questions – • Developing ideas and explaining further • Expressing ideas precisely Including relevant details • Attentive listening	Textbook pages: 24 to 39  Workbook pages: 15 to 24
<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> • Playtime poems On the • Playground, My Football Counting Rhyme, • My Mum’s Sari, Goodbye Granny, Supermarket	<b>Poetry</b> • Writing a poem	• Rhyming patterns • Long vowel phonemes, /igh/ /ee/ /oa/ /ai/ /oi/ /oo/ • New words in context • Alliteration • Features of poetry genre	• Questions – • Developing ideas and explaining further • Expressing ideas precisely • Try out different ways speaking Speak clearly about likes and dislikes in reading poetry	Textbook pages: 40 to 51  Workbook pages: 25 to 32
<b>Test</b>	Revise and Check Test by <b>30/11/2017</b>	End of Term Assessment	Performance writing task	<b>International day 27/11/2017</b> <b>Term 1 break 8/12/2017-3/01/2018</b>		

## Mathematics

Level: Year 2	
<b>Topic:</b> <b>Numbers to 100</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>• list numbers between a pair of tens</li><li>• find 1 more than/1 less than a 2-digit number</li><li>• find 10 more than/10 less than a 2-digit number</li><li>• describe and continue number patterns</li><li>• place numbers on a number line</li><li>• use ordinal numbers up to 10th and more</li></ul>	Textbook pages: 2 to 12 Workbook pages: 1 to 10
<b>Topic:</b> <b>More about numbers to 100</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>• count in tens and ones</li><li>• recognise the place value of each digit in numbers</li><li>• compare numbers within 100</li><li>• round numbers to the nearest 10</li></ul>	Textbook pages: 15 to 24 Workbook pages: 11 to 20
<b>Topic:</b> <b>2D Shapes</b>	<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>• identify and describe 2D shapes</li><li>• identify symmetrical shapes</li><li>• identify and draw lines of symmetry</li></ul>	Textbook pages: 27 to 33 Workbook pages: 21 to 35



<b>Topic:</b> <b>3D shapes</b>	<b>Duration:</b> Week 6
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"> <li>• name 3D shapes such as cones and pyramids</li> <li>• recognise 3D shapes in the environments</li> </ul>	Textbook pages: 36 to 41  Workbook pages:36 to 42
<b>Topic:</b> <b>Addition within 100</b>	<b>Duration:</b> Week 7 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>• add without renaming</li> <li>• add with renaming</li> <li>• make number pairs to 20</li> <li>• make number pairs to 100</li> <li>• add three or more small numbers</li> </ul>	Textbook pages: 44 to 57  Workbook pages: 43 to 60
<b>Topic:</b> <b>Subtraction within 100</b>	<b>Duration:</b> Week 10 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>• subtract with and without renaming</li> <li>• use number pairs to 20 to subtract</li> <li>• use number pairs to 100 to subtract</li> <li>• solve number sentences</li> <li>• use addition or subtraction to solve word problems</li> </ul>	Textbook pages: 60 to 77  Workbook pages: 61 to 78

## Science

Level: Year 2	
<b>Topic: Plants</b>	<b>Duration:</b> Week 2 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>• Observe and describe how seeds and bulbs grow into mature plants.</li><li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li></ul>	Workbook pages: 4 to 11
<b>Topic: Animals including Humans</b>	<b>Duration:</b> Week 5 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>• Recognise that living things have predictable characteristics at different stages of development. (human – baby, child, teenager, adult)</li><li>• Explore different characteristics of life stages in animals such as butterfly and frog.</li><li>• Observe that all animals have offspring, usually with 2 parents.</li></ul>	Workbook pages: 18 to 33

## French

Level: Year 2	
<b>Unit 1: Bonjour! Comment t'appelles-tu? (How are you called?)</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 about honorifics</li><li>● pronounce the honorifics</li><li>● list down the honorifics used</li><li>● read short phrases using honorifics write basic strokes</li></ul>	
<b>Unit 2: Quel âge as-tu? (how old are you)</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 about age</li><li>● write about age</li><li>● read short phrases</li><li>● match activities with age level</li></ul>	
<b>Unit 3: Chiffres (numbers) 1 – 20 and 20-70</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>● count 1 until 20</li><li>● write the numbers in words</li><li>● count 20 until 70</li><li>● write the numbers in words</li></ul>	

<b>Unit 4: Accessoires de Classe (stationery)</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>● list down stationery</li> <li>● match pictures of stationery</li> <li>● read short phrases on stationery</li> <li>● reflect on the topic</li> </ul>	
<b>Unit 5: Où habites-tu? (where do you live) Pays de l'Europe,(European countries)</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>● talk about places we live</li> <li>● list down the places</li> <li>● know about the European countries</li> <li>● list down the European countries</li> </ul>	

## Mandarin

Level: Year 2	
<b>Unit 1: Song &amp; Nationalities &amp; Cities</b> <b>Lesson 1: Which country are you from?</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>• role play</li><li>• pronounce pinyin for consonants</li><li>• write words according to stroke order</li><li>• sing song with correct rhythm, pronunciation and action</li></ul>	Text book pages: 2 to 5  Work book pages: To be written in the exercise books or handouts.
<b>Unit 1: Nationalities &amp; Cities</b> <b>Lesson 2: I come from Beijing.</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 and count the strokes</li><li>• listen to a story and respond to questions</li><li>• play a word game cards</li><li>• write words according to the stroke order</li></ul>	Text book pages: 6 to 10  Work book pages: To be written in the exercise books or handouts.
<b>Unit 2: Time &amp; Date</b> <b>Lesson 3: What's the time now?</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>• tell the time and dates</li><li>• recite short rhymes</li><li>• listen to short story</li><li>• respond to questions</li></ul>	Text book pages: 13 to 16  Work book pages: To be written in the exercise books or hand outs

<b>Unit 2: Time &amp; Date</b> <b>Lesson 4: What is the date of today?</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>• name the days and dates</li> <li>• pronounce pinyin with the correct four tones</li> <li>• listen to story and respond to questions</li> <li>• write words according to stroke order</li> </ul>	Text book pages: 18 to 22  Work book pages: To be written in the exercise books or handouts.
<b>Units 1 &amp; 2: Revision &amp; reinforcement</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>• read the text as shown in flash cards</li> <li>• sing the song</li> <li>• name the strokes</li> <li>• write words according to correct stroke order</li> </ul>	Text book pages: 2 to 22  Work book pages: To be written in the exercise books or hand-outs.

## Bahasa Malaysia

Level: Year 2	
<b>THEME 5 – ART AND CULTURE</b>	<b>Duration:</b> Week 1 to Week 2
<b>Unit 13: Joyous Celebration</b>	
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>• fill in the blanks with the correct answers</li><li>• complete and read sentences, dialogues and story</li><li>• recite “pantun” (poem) with the correct pronunciation and intonation</li><li>• choose and underline the right conjunctions</li></ul>	Activity book pages: 1 to 5
<b>Unit 14: Our Culture</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>• give response to interrogative sentences</li><li>• read and arrange sentences</li><li>• edit and copy sentences with correct spelling</li><li>• sing song after matching lyrics with pictures</li><li>• match sentences with the right adjectives</li></ul>	Activity book pages: 6 to 10
<b>Unit 15: Wow, It’s Beautiful!</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>• pronounce and write the correct messages</li><li>• read and complete sentences</li></ul>	Activity book pages: 11 to 18

<ul style="list-style-type: none"> <li>• edit and re-write text</li> <li>• identify and tick simple sentences</li> <li>• match and underline pictures with sentences</li> <li>• fill in the blanks with the correct conjunctions</li> <li>• identify spelling mistakes and re-write the sentences</li> </ul>	
<p style="text-align: center;"><b>THEME 6-MALAYSIA, OH MALAYSIA</b></p> <p><b>Unit 16: Malaysia Cartoon Exhibition</b></p>	<p><b>Duration:</b> Week 8 to 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>• complete dialogue with information extracted from poster</li> <li>• read, understand phrases and underline the correct answers</li> <li>• construct and write sentences based on pictures</li> <li>• complete lyrics with suitable words</li> <li>• identify and choose the correct pronouns</li> </ul>	<p>Activity book pages: 19 to 23</p>
<p><b>Unit 17: Malaysian Flag</b></p>	<p><b>Duration:</b> Week 10 to Week 12</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>• write suitable responses and utter them</li> <li>• read text and circle the correct answers</li> <li>• read text and write answers in full</li> <li>• complete lyrics and sing a song</li> <li>• fill in the boxes with the correct prepositions to complete cross word puzzles</li> </ul>	<p>Activity book pages: 24 to 28</p>



## Music

Level: Year 2	
<b>Topic:</b> <b>Vocal skills</b>	<b>Duration:</b> Week 2 to Week 13
<b>Concepts and Skills to be taught for this topic:</b> It focuses on the development of the singing voices and other essential musical skills (listening skills, aural memory and physical skills) Students should be able to: <ul style="list-style-type: none"><li>• Sing a range of songs</li></ul>	Songbook
<b>Topic:</b> <b>Instrumental music</b>	<b>Duration:</b> Week 2 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><li>• Sing a range of songs at different speeds</li></ul>	
<b>Topic:</b> <b>Rhythm and beat</b>	<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><li>• Learn to recognise different speeds (tempo) in music</li></ul>	

## Art & Design

Level: Year 2		
Creating, Making, Drawing, & Colouring		
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>Assembling/constructing and making, forming and modeling using clay or air drying clay, paper, card and found materials to explore three dimensions and learn about the tactile properties of textures and surfaces – using 3D media to make representations of the real world as well as imagined and invented worlds.</li> <li>Develop a wide range of art, craft and design processes and techniques in using colour, pattern, texture, line, shape, tone, form and space.</li> <li>Assembling/constructing and making, forming and modelling using clay or air drying clay, paper, card and found materials to explore three dimensions and learn about the tactile properties of textures and surfaces Modelling using materials such as modelling clay, air drying clay, salt dough, polymer clays, Plasticine, Chavant or Newplast.</li> </ul>		<b>Materials:</b> <b>Drawing</b> using e.g. and hard pencils, graphite sticks, pastels, coloured pencils, fine liners, oil pastels. <b>Painting</b> using e.g. watercolour, tempera (block/ready-mix), ink, acrylic, PVA and additives such as salt and collage materials, and including any natural products e.g. <b>Sculpture</b> processes such as construction: using e.g. card, papier maché, found materials. modeling using materials such as modeling clay, air drying clay, salt dough, Plasticine, casting using plaster of Paris.
<b>Topic:</b>	<b>Elements of Art:</b>	<b>Duration:</b>
Glitter Galaxy Slime	Art Experiment using chemicals	Week 1 to Week 3
Mona Lisa	Great Artist –Art Appreciation (Post – Impressionism)	Week 4 to Week 6
Colour Wheel		Week 7 to Week 8
Keychain stained glass	Stained Glass Art	Week 9 to Week 11
<b>Coursework Topic 50% :</b> <ul style="list-style-type: none"> <li>3D Ice Cream</li> <li>Sea Creatures sculptures</li> </ul>		Modeling Paper Mache Art Modeling Plaster of Paris Art  Week 12 to Week 14

## PSHE

Level: Year 2	
<b>Topic: 1</b> <b>My family</b>	<b>Duration:</b> Week 2 to 3
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>● Can identify how they are unique and different.</li><li>● Able to develop own self identity</li><li>● Identify own strengths and weaknesses</li></ul>	Workbook pages: 5 to 7
<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>● Can identify few types of exercise to keep fit.</li><li>● Can relate healthy eating to positive mind and body.</li><li>● Identify the impact of lack in sleep.</li><li>● Conduct simple survey on students' pastime in relaxing.</li></ul>	Workbook pages: 13 to 16
<b>Topic:</b> <b>Growing up</b>	<b>Duration:</b> Week 6
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>● Can identify the simple process of growing up (then and now difference).</li><li>● Develop good people skill.</li></ul>	Workbook pages: 22 to 25

<p><b>Topic:</b> <b>Feelings and emotions</b></p>	<p><b>Duration:</b> Week 7 to 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>● How to stand up for themselves (situational learning).</li> <li>● Develop a good circle of friends.</li> <li>● To learn how to be forgiving to own self if they made a mistake.</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 to 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>● How to develop an enquiring mind.</li> <li>● Determine how they learn best.</li> <li>● To have a positive an open mind to one’s ability.</li> <li>● To identify and discuss the rights and wrong doings.</li> </ul>	<p>Workbook pages: 48, 49, 50, 60</p>
<p><b>Topic:</b> <b>Community activities and communication</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>● Can identify people they value and why.</li> <li>● To learn how to work at building and maintaining relationship.</li> </ul>	<p>Workbook pages: 79 to 80</p>

<b>Subjects</b>	<b>Geography</b>	<b>History</b>	<b>ICT</b>	<b>Communication Malay</b>
<b>Topics taught in Term 1</b>	An Island Home: Where is Struay?	How do we know about the Great Fire of London	<b>Module 4 Starting Control</b> <ul style="list-style-type: none"> <li>• 4.1 MSW Logo</li> <li>• 4.2 More commands</li> <li>• 4.3 Drawing pictures</li> <li>• 4.4 Recording commands</li> <li>• Introduction to Computer parts</li> </ul>	<ul style="list-style-type: none"> <li>• Malaysia National anthem</li> <li>• Festivals in Malaysia</li> <li>• Time</li> <li>• Clothes and Accessories</li> <li>• Road Signs</li> <li>• Common and proper nouns</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 of all things</li> <li>• Creation of mankind</li> <li>• Cleanliness in Islam</li> <li>• Wudhu I</li> <li>• Wudhu II: Do's and Don'ts Daily Prayers</li> <li>• Surah An –Anas</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>