

MUTIARA INTERNATIONAL GRAMMAR SCHOOL



MIGS Junior School

TERM 1 CURRICULUM GUIDE

2017-18

YEAR 3

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 21st 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

Subjects	Teachers-in-charge	
Classroom Teachers	Yr. 3R – Ms Jasveen	Yr. 3S – Ms Esther Kheong
English & History	Ms Jasveen	
Maths	Ms Esther Kheong	
Science	Ms Emma Lee Yaacob	Ms Esther Kheong
Geography	Mr Bobby	
ICT	Mr Mohammed	
French	Dr Huocine	
Mandarin	Mr Yap Ah Chai	
Bahasa Malaysia	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

Level: Year 3						
Unit	Topic/ Theme	Reading and Comprehension	Writing workshop Genres	Spelling, Punctuation and Grammar (SPaG)	Speaking and Listening	Duration: 1-3 weeks
1 Home and school Spellings Bees – a multitask approach to learning and applying spellings 11/9/2017 – 29/9/2017 =15 days		Fiction <ul style="list-style-type: none"> • Narrative with familiar setting The Dreaming Tree 	Fiction <ul style="list-style-type: none"> • Planning a story with setting, characters and structure • story with beginning, middle and end 	<ul style="list-style-type: none"> • Blend sounds • Connectives, and, but, because • Two-letter phoneme, /ar/ • Extending range of interesting words and phrases to describe 	<ul style="list-style-type: none"> • Questions – developing ideas and explaining further • Recounting experiences • Expressing ideas precisely 	Textbook pages: 8 to 23 Workbook pages: 5 to 14
2 Find out how! Spellings Bees Programme 2/10/2017 – 27/10/2017 = 17days		Non-fiction <ul style="list-style-type: none"> • Instructions Party To Do list, Invitation, • How to get to my house, • How to Make a Pizza, • The Great Coin Trick, • Dancing Dragon Puppet 	Non-fiction <ul style="list-style-type: none"> • Writing instructions 	<ul style="list-style-type: none"> • Instructions vocabulary • Common suffix, -ly • Blend sounds • Language of time • Sentence punctuation: capital letters and full stops • New words in context 	<ul style="list-style-type: none"> • Questions – • Developing ideas and explaining further • Expressing ideas precisely Including relevant details • Attentive listening 	Textbook pages: 24 to 39 Workbook pages: 15 to 24
3 Our sensational senses Spellings Bees Programme 30/10/2017 – 24/11/2017 = 20days	Everyday poems Spellings Bees programme 30/10/2017 – 24/11/2017 (20days)	Poems <ul style="list-style-type: none"> • Playtime poems On the • Playground, My Football Counting Rhyme, • My Mum’s Sari, Goodbye Granny, Supermarket 	Poetry <ul style="list-style-type: none"> • Writing a poem 	<ul style="list-style-type: none"> • Rhyming patterns • Long vowel phonemes, /igh/ /ee/ /oa/ /ai/ /oi/ /oo/ • New words in context • Alliteration • Features of poetry genre 	<ul style="list-style-type: none"> • 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
Test	Revise and Check Test by 30/11/2017	End of Term Assessment	Performance writing task		International day 27/11/2017 Term 1 break 8/12/2017-3/01/2018	

Mathematics

Level: Year 3	
Topic: Numbers to 1000	Duration: Week 1 to Week 3
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• count within 1000• recognise the place value of each digit in numbers• read and write numbers within 1000• count on and count back• place 3-digit numbers on a number line• compare and order numbers within 1000• round numbers to the nearest ten and hundred	Textbook pages: 2 to 26 Workbook pages: 1 to 24
Topic: 2D Shapes and 3D Shapes	Duration: Week 3 to Week 4
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• classify 2D shapes according to their sides, vertices and right angles• identify, describe and draw 2D shapes• identify and describe 3D shapes according to their faces, edges and vertices• identify which nets will make a cube• identify, describe and make pyramids and prisms	Textbook pages: 28 to 42 Workbook pages: 25 to 37

<p>Topic: Addition and Subtraction within 1000</p>	<p>Duration: Week 4 to Week 10</p>
<p>Concepts and Skills to be taught for this topic: Students should be able to:</p> <ul style="list-style-type: none"> • add without renaming • subtract without renaming • add with renaming • subtract with renaming 	<p>Textbook pages: 44 to 61</p> <p>Workbook pages: 38 to 51</p>
<p>Topic: Word Problem</p>	<p>Duration: Week 10 to Week 11</p>
<p>Concepts and Skills to be taught for this topic: Students should be able to:</p> <ul style="list-style-type: none"> • solve 2-step word problems involving addition • solve 2-step word problems involving subtraction • 	<p>Textbook pages: 62 to 72</p> <p>Workbook pages: 52 to 63</p>
<p>Topic: Length</p>	<p>Duration: Week 12</p>
<p>Concepts and Skills to be taught for this topic: Students should be able to:</p> <ul style="list-style-type: none"> • recognise the relationship between metres and centimetres • choose appropriate units of measure • measure lengths in metres and centimetres • convert lengths between metres and centimetres • draw and measure lines • do simple addition and subtraction of lengths • relate kilometres and metres 	<p>Textbook pages: 73 to 86</p> <p>Workbook pages: 64 to 83</p>

Topic: Data Handling	Duration: Week 13 to Week 14
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• read and use tally charts and frequency tables• read and use pictograms and scales• read and use bar charts• sort data using two criteria	Textbook pages: 176 to 192 Workbook pages: 178 to 193

Science

Level: Year 3	
Topic: Animals (including humans)	Duration: Week 1 to Week 6
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Textbook pages: 1 to 8 Textbook pages: 30 to 50
Topic: Plants	Duration: Week 7 to Week 14
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers• Explore and determine the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant• Investigate the way in which water is transported within plants• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Textbook pages: 9 to 29

French

Level: Year 3	
Unit 1: Prépositions	Duration: Week 1 to Week 2
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">● understand the prepositions● list down the prepositions● repetition on prepositions● write short phrase using prepositions	
Unit 2: Quelle heure est-il? (time)	Duration: Week 3 to Week 4
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">● understand the time● list down the time in words● read short sentences regarding time● repeat and revise the topic of time	
Unit 3: Les Maîtres (my routine)	Duration: Week 5 to Week 7
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">● discuss on their routines during weekdays.● discuss on their routines during weekends.● list down routines during weekdays.● list down routines during weekends.	

Unit 4: Les Opinions (opinions)	Duration: Week 8 to Week 9
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none"> ● talk about own opinions ● read short sentences on opinions. ● repetition on this topic. ● reflection on this topic 	
Unit 5: Nourriture (food)	Duration: Week 10 to Week 12
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none"> ● match pictures with words ● list down types of food ● repetition on this topic. ● reflection on this topic. 	

Mandarin

Level: Year 3	
Unit 1 - Numbers and Greetings	Duration: Week 1 to Week 2
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• count from 1 – 100• write the numbers in Chinese• know how to use social greetings correctly• match the social greetings with the pictures correctly	Text book pages: 1 to 7 Work book pages: 1 to 13
Unit 2: Manners & social greetings	Duration: Week 3 to Week 4
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• read the text with the correct intonation and pronunciation• answer questions orally• role play – express greetings• draw pictures according to the number required	Text book pages: 8 to 22 Work book pages: 14 to 27
Unit 3: Social Expressions	Duration: Week 5 to Week 7
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• read the text with correct intonation and pronunciation• answer questions orally and in writing• translate words into English	Text book pages: 24 to 29 Work book pages: 28 to 35

Unit 4: One self & family members	Duration: Week 8 to Week 9
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none"> • introduce oneself orally • write simple introductions on oneself • read text and answer questions orally • explain and translate words into English 	Text book pages: 30 to 37 Work book pages: 36 to 42
Unit 5: Family Members	Duration: Week 10 to Week 12
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none"> • read text correctly • name the family members • answer questions orally • write answers to the questions 	Text book pages: 24 to 37 (Reinforcement) Work book pages: 44 to 51

Bahasa Malaysia

Level: Year 3	
Unit 1: Family Day	THEME 1 – HARMONIOUS FAMILY
	Duration: Week 1 to Week 2
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• arrange and write given words in order to complete paragraph statement• complete lyrics of song• sing song with the correct pronunciation• filling in blanks with the correct common nouns used for humans	Activity book pages: 1 to 6
Unit 2: Aunt Usu’s Hobby	Duration: Week 3 to Week 4
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• listen and write phrases joined with conjunctions• complete sentences with words containing digraphs and consonants• complete sentences with phrases containing digraphs and consonants• complete sentences with proper nouns and reading them with correct pronunciation and intonation	Activity book pages: 7 to 12
Unit 3: Adam’s Cousin	Duration: Week 5 to Week 7
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• apply conjunctions in combining simple sentences• construct compound sentences by using conjunctions• read information and write the main and supporting ideas.• fill in blanks with the correct pronouns	Activity book pages: 13 to 20

THEME 2 – FIT AND HEALTHY	
Unit 4: Personal Hygiene	Duration: Week 8 to Week 9
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none"> • provide reasoning for pictures • complete dialogues based on pictures • read paragraph statement • write phrases neatly and correctly 	Activity book pages:21 to 26
Unit 5: My Clean School Canteen	Duration: Week 10 to Week 12
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none"> • copy text with joined up handwriting. • have conversation containing interrogative sentences • observe, understand and explain pictures • construct sentences based on pictures 	Activity book pages: 27 to 30

Music

Level: Year 3	
Topic: Vocal skills	Duration: Week 2 to Week 13
Concepts and Skills to be taught for this topic: 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">• Sing a range of songs• Use their voices in different ways• Listen to a variety of music and begun to recognise ways in which sounds are used	Songbook
Topic: Rhythm and pattern	Duration: Week 2 to Week 13
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• Create simple rhythmic patterns and perform them rhythmically using notation as support• Develop a sense of pulse• Practise keeping a steady beat when performing	
Topic: Pulse and beat	Duration: Week 3 to Week 13
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• Develops children's ability to recognise and explore some characteristics of singing games. It consolidates their sense of pulse and ability to perform with others.• Sing and play a range of playground games• Clap/ tap the pulse of songs and jingles	

Art & Design

Level: Year 3		
Topic: Crafting & Fundamental Drawing		Duration: Week 1 to Week 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • Explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts. • Investigate the principles of design (pattern/repetition, variety, contrast, emphasis, rhythm/movement, balance, and unity) in the visual environment. • Apply one or more of the elements and principles of design in creating artwork based on the senses and imagination. • Drawing from memory, imagination and observation, to perceive, communicate, invent and inform actions, using an increasing range of fine and broad media to carefully and/or expressively control line, shape, tone, colour, pattern, texture, tone, form and space – • Painting increasingly controlling colour, tint, tone and shade by learning how to mix and apply paint in different ways to match and to make new colours - using a range of wet and dry media to explore wash, transparency, marks and strokes, layers, blending, splash, drip and dribble, scumble etc – 		Materials: Stencil Art using, Art card, drawing paper and cutting tools. Batik techniques using wax, dye paint, drawing chanting tools, etc. Water Colour painting using water colour paint. Landscape Illustrations using oil pastels, soft pastels, sugar paper and coloured paper.
Topic:	Elements of Art:	Duration:
Nativity Chalk Silhouette	Chalk Stencils	Week 1 to Week 3
Observation Drawing - Sea Creatures	Batik	Week 4 to Week 6
Still Life Fruits	Soft Pastel Illustrations	Week 7 to Week 8
Landscape Drawing	Oil Pastel Illustrations	Week 9 to Week 11
Coursework Topic 50%: <ul style="list-style-type: none"> • Quotes Card • Fruits Stencilling 	Water colour Painting Technique Art Stencil	Week 12 to Week 14

PSHE

Level: Year 3	
Topic: 1 Health and safety	Duration: Week 2 to 3
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• Able to conduct a survey on 'popular form of exercise' in the classroom.• Understand the differences of getting uptight and relax.• Able to identify relaxing activities to relief stress.	Workbook pages: 5 to 6
Topic: 2 Growing up	Duration: Week 4 to 5
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• Create a profile about them.• Appreciate own uniqueness.• Understand that risks give out different consequences.	Workbook pages: 8 to 10
Topic: Feelings and emotions	Duration: Week 6 to Week 7
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• Understand the love, and value the love of others.• Identify what is sensitive to others and learn how to be sensitive to other's feelings.	Workbook pages: 16 to 18

<p>Topic: Duties, rights and responsibilities</p>	<p>Duration: Week 8 to 9</p>
<p>Concepts and Skills to be taught for this topic: Students should be able to:</p> <ul style="list-style-type: none"> ● To conduct survey on ‘what types of chores’ they help out at home. ● Understand differences of duties and responsibilities. 	<p>Workbook pages: 32 to 33</p>
<p>Topic: Community activities and participation</p>	<p>Duration: Week 10 to 11</p>
<p>Concepts and Skills to be taught for this topic: Students should be able to:</p> <ul style="list-style-type: none"> ● How to manage time wisely. ● Understand that learning from mistake is one of the way to learn better. ● Identify own mistake and how they overcame it. 	<p>Workbook pages: 37 to 38</p>

Subjects	Geography	History	ICT	Communication Malay
Topics taught in Term 1	Weather around the world (Topic Focus: Flood)	Remembrance Day - What do we remember about/ from Remembrance Day?	Module 1 Exploring Documents <ul style="list-style-type: none"> • New document • Selecting and changing • Cut and paste • Spellchecker • Long documents • Amend text for a specific audience • Inserting images • WordArt • Refine and organise • Project 	<ul style="list-style-type: none"> • Plants with/without flowers • Taman Negara • Balance Diet • Learn the Slogans • Translate the Slogans • Read, Understand & Translate Poems • Read & Understand Text (Comprehension) • List Camp Activities • A City • A Town

Subject	Islamic Studies	Physical Education
Topics taught in Term 1	<ul style="list-style-type: none"> • Faith and belief in islam • Belief in Tawheed (Oneness of Allah) • Six pillars of Iman • Belief in Angels • Belief in the Books of Allah • Belief in the prophets • Day of Judgment • Belief in Akhirah 	<ul style="list-style-type: none"> • Track and Field – running, jumping, throwing, rolling and catching • Games – fun multi-sport games • Fitness – stretching, warming up exercises, circuit training