

# MUTIARA INTERNATIONAL GRAMMAR SCHOOL



**MIGS Junior School**

**TERM 1 CURRICULUM GUIDE**

**2017-18**

**YEAR 6**

## 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**

- 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.
- Teaching and learning activities must enthuse, engage and motivate students to learn, and foster their curiosity and enthusiasm for learning.
- Through assessment-driven teaching and learning, there is provision for support, repetition and extension of learning for each child, at each level of attainment.
- The learning environment is ordered, the atmosphere is purposeful and students feel safe.
- 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>	
Classroom Teachers	6R - Ms Lim Pui Ying	6S - Ms Nabilah
English & History	Mr Gary True	
Maths	Ms Esther Nip	
Science	Ms Emma Lee Yaacob	Ms Esther Nip
Geography	Mr Bobby	
ICT	Ms Delphy	
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

<b>Level: Year 6</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: 1-3 weeks</b>
<b>1</b> <b>We can all be heroes</b> Alaska, USA <b>Spellings Bees – a multitask approach to learning and applying spellings</b> 11/9/2017 – 29/9/2017 (15 days)	<b>Fiction</b> <ul style="list-style-type: none"> <li>• How it all began Storm breaker</li> <li>• The hook White Dolphin</li> <li>• Kara makes the people listen White Dolphin</li> <li>• Going hunting Black Star, Bright Dawn</li> <li>• The Iditarod Great Sled Race</li> </ul>	<b>Fiction</b> narrative story structure	<ul style="list-style-type: none"> <li>• sentence length and structure</li> <li>• Main and subordinate clauses</li> <li>• Direct speech</li> <li>• Spelling the ‘k’ and ‘j’ sounds</li> <li>• Colons and semicolon</li> <li>• Using colons and semicolons</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation and expression of ideas</li> </ul>	Textbook pages: 8 to 25  Workbook pages: 4 to 11
<b>2</b> <b>Health and sport</b> Oceans of the world, USA 2/10/2017 – 27/10/2017  <b>Spellings Bees</b> (15 days)	<b>Non-fiction</b> <ul style="list-style-type: none"> <li>• <b>Biography</b> Wilma Rudolph: Olympic athlete</li> <li>• Newspaper article Gold! Gold! Gold!</li> <li>• <b>Autobiography</b> Mike Perham: Sailing the Dream</li> <li>• Journalistic interview</li> </ul>	<b>Non-fiction</b> Writing an interview	<ul style="list-style-type: none"> <li>• Connectives</li> <li>• Spelling connectives</li> <li>• Making new words with prefixes and suffixes</li> <li>• Simple, compound and complex sentences</li> <li>• Suffixes</li> <li>• Modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Expression of ideas</li> </ul>	Textbook pages: 26 to 43  Workbook pages: 12 to 19
<b>3i</b> <b>Stormy weather</b> Italy, Worldwide 30/10/2017 – 10/11/2017 (10days) <b>9 A treasure trove of poems</b> Egypt’s coast, worldwide <b>Spellings Bees</b> 13/11/2017 – 24/11/2017 (10days)	<b>Poetry</b> <ul style="list-style-type: none"> <li>• <b>Weather poems:</b> Flood. Shape poems. The Tornado, It’s only the storm</li> <li>• <b>Dialogue poem</b> Herakleion: An Underwater City in the Bay of Abukir off the North Coast of Egypt</li> </ul>	<b>Poetry</b> Writing a spy poem  <b>Poetry</b> Kennings	<ul style="list-style-type: none"> <li>• Compound words</li> <li>• Word changes over time</li> <li>• Word origins</li> <li>• Revising same sounds but different spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing opinions</li> <li>• Expression of ideas</li> <li>• Poetry performance</li> </ul>	Textbook pages: 44 to 49 Workbook pages: 20 to 24  Textbook pages: 144 to 151 Workbook pages: 68 to 74
<b>Test</b>	Revise and Check Test by 30/11/2017	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 6	
<b>Topic:</b> <b>Whole Numbers</b>	<b>Duration:</b> Week 1
<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 place value of each digit in numbers up to a million</li><li>• Compare and order numbers</li><li>• Round numbers to the nearest ten, hundred and thousand</li></ul>	Textbook pages: 1 to 13 Workbook pages: 1 to 11
<b>Topic:</b> <b>Factors, multiples and prime numbers</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>• Find factors of 2-digit numbers</li><li>• Find multiples and common multiples</li><li>• Apply tests of divisibility by 2, 4, 5, 10, 25 and 100</li><li>• Recognise and find prime numbers</li></ul>	Textbook pages: 14 to 25 Workbook pages: 12 to 20
<b>Topic:</b> <b>Operations with whole numbers</b>	<b>Duration:</b> Week 4 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>• Multiply and divide by tens, hundreds and 1000</li><li>• Multiply and divide by 1-digit and 2-digit numbers</li><li>• Apply the order of operations</li><li>• Apply mental calculation strategies</li></ul>	Textbook pages: 39 to 62 Workbook pages: 39 to 55



<b>Topic:</b> <b>Shapes</b>	<b>Duration:</b> 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>• Recognise and classify polygons</li> <li>• Identify and describe properties of quadrilaterals</li> <li>• Visualise and describe the properties of 3D shapes</li> <li>• Recognise the relationship between 2D and 3D shapes</li> <li>• Recognise nets of 3D shapes</li> </ul>	Textbook pages: 26 to 38  Workbook pages: 21 to 38
<b>Topic:</b> <b>Length</b>	<b>Duration:</b> 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>• Use standard units of measure for length</li> <li>• Convert between units of measure for length</li> <li>• Draw and measure lines</li> </ul>	Textbook pages: 63 to 71  Workbook pages: 56 to 63
<b>Topic:</b> <b>Time</b>	<b>Duration:</b> Week 10
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"> <li>• Convert units of time</li> <li>• Tell time in 24-hour clock notation</li> <li>• Compare times</li> <li>• Calculate time intervals</li> </ul>	Textbook pages: 72 to 85  Workbook pages: 64 to 76

## Science

Level: Year 6	
<b>Topic:</b> <b>Living things and their habitat</b>	<b>Duration:</b> Week 1 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>● Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</li><li>● Give reasons for classifying plants and animals based on specific characteristics.</li></ul>	Textbook pages: 1 to 22, 47 to 62
<b>Topic:</b> <b>Animals including human</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>● Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li><li>● Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li><li>● Describe the ways in which nutrients and water are transported within animals, including humans.</li></ul>	Textbook pages: 23 to 46
<b>Topic:</b> <b>Evolution and Inheritance</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>● Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li><li>● Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li><li>● Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li><li>● Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li></ul>	Textbook pages: 63 to 79

## French

Level: Year 6	
<b>Unit 1 – Les Sports (Sports)</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>● do word search and puzzles on sports</li><li>● write short sentences relating to sports.</li><li>● link pictures with descriptions.</li><li>● have a role play on favourite sports.</li></ul>	Text book: Metro Book
<b>Unit 2 - Les passe-temps (Hobbies)</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>● read and understand lyrics.</li><li>● sing a song.</li><li>● list down hobbies.</li><li>● have role play on hobbies.</li></ul>	Text book: Metro Book
<b>Unit 3 - Famille (family)</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>● read simple text on family.</li><li>● answer questions based on the text.</li><li>● do guided writing on family.</li><li>● do a role play on family.</li></ul>	Text book: Metro Book

<b>Unit 4 - Le temps (Weather)</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>● discuss about weather in France and in the world.</li> <li>● write short sentences on weather</li> <li>● read and understand a text.</li> <li>● answer questions based on text.</li> </ul>	Text book: Metro Book
<b>Unit 5 - Direction (directions)</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>● write directions based on the route map.</li> <li>● present the directions.</li> <li>● revise and revise on the topic.</li> <li>● recap and reflect on the topic.</li> </ul>	Text book: Metro Book

## Mandarin

Level: Year 6	
<b>Unit 1 – Countries that I have been to.</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>• name the countries one has been to</li><li>• write the time according to the pictures shown</li><li>• read the text with correct pronunciation &amp; intonation</li><li>• fill in the blanks with the correct words</li></ul>	Text book pages: 1 to 7 Work book pages: 1 to 5
<b>Unit 2 - The four seasons</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>• relate the seasons with clothing.</li><li>• write few sentences about clothes wore during respective seasons</li><li>• read the text aloud correctly</li><li>• spelling test</li></ul>	Text book pages: 8 to 12 Work book pages: 6 to 13
<b>Unit 3 - Visiting the doctor / sickness</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>• name some of the illnesses</li><li>• read the text with correct pronunciation</li><li>• discuss about each other's hobbies.</li><li>• match the sentences correctly</li></ul>	Text book pages: 14 to 17 Work book pages: 14 to 19

<b>Unit 4 - My school</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>• talk about the school facilities</li> <li>• read the text aloud with correct pronunciation</li> <li>• draw and describe lay out plan of the school</li> <li>• write a short paragraph</li> </ul>	Text book pages: 22 to 26  Work book pages: 20 to 27
<b>Unit 5 &amp; 6 - Simple instructions &amp; Daily activities</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>• give simple instructions</li> <li>• tell one's favourite activity</li> <li>• spelling test</li> <li>• write few sentences about one's favourite activity</li> </ul>	Text book pages: 28 to 41  Work book pages: 27 to 36

## Bahasa Malaysia

Level: Year 6	
<b>Unit 16 – Folk Games</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>• pronounce and select adjectives for shapes and measurement</li><li>• number pictures according to the right sequence</li><li>• read sentences in the text with the correct pronunciation</li><li>• answer and write questions based on text</li><li>• transcribe dictation for words with prefixes and suffixes</li></ul>	Activity book pages: 1 to 4
<b>Unit 17 - Traditional food</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>• do role play based on completed dialogues</li><li>• fill in the blanks with the correct verbs, adjectives and nouns</li><li>• transcribe dictation for phrases spoke by teacher</li><li>• read “pantun” and evaluate its contents</li><li>• add on prefixes and suffixes to root words</li></ul>	Activity book pages: 5 to 8
<b>Unit 18 - Traditional Dances</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>• construct interrogative sentences using interrogative words</li><li>• underline conjunctions in the text</li><li>• write sentences using the conjunctions</li><li>• read, understand text and provide reasoning for pictures</li><li>• find synonym for the listed words</li></ul>	Activity book pages: 9 to 14

<b>Unit 19 - National Heritage</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>• give response and do role play on a dialogue</li> <li>• read text and transfer information</li> <li>• understand information and identify the ideas</li> <li>• tell story using simple and compound sentences based on text and pictures</li> <li>• transfer information and complete a flow chart</li> </ul>	Activity book pages: 15 to 18
<b>Unit 20 - Successful Malaysia</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>• identify the correct proposition, complete text and read it</li> <li>• complete text with the correct information</li> <li>• classify and write main and supporting ideas in the text</li> <li>• understand and provide assessment based on the contents of the text</li> <li>• discuss and provide synonyms for the listed words</li> </ul>	Activity book pages: 19 to 22



## Music

Level: Year 6	
<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><li>• Use their voices in different ways</li><li>• Listen to a variety of music and begun to recognise ways in which sounds are used</li></ul>	Songbook
<b>Topic:</b> <b>Rhythm and pulse</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>• Develop pupils' ability to perform rhythmic patterns confidently and with a strong sense of pulse</li><li>• Developed a sense of pulse</li><li>• Recognised how beats can be organised into stronger and weaker patterns</li></ul>	
<b>Topic:</b> <b>Percussion and pitch</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 effect of two or more pitched notes sounding together – harmony.</li><li>• Sing a range of simple rounds in two parts</li><li>• Have experience of playing a range of pitched percussion instruments, eg chime and tone bars, glockenspiels and xylophones</li></ul>	

## Art & Design

Level: Year 6		
Fundamental Drawing & Graphic Designing		
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• Apply critical thinking and problem-solving strategies to reflect n and respond to their own and others' expressive work.</li> <li>• Understand the role of technologies in creating and responding to expressive works.</li> <li>• Analyse the relationship between artistic intent and the expressive work.</li> <li>• Demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.</li> <li>• respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression</li> <li>• Aesthetic Expression.</li> <li>• Communication Skills.</li> <li>• Personal Development.</li> <li>• Moral Development.</li> </ul>		<b>Materials:</b> Still Life drawing using Pencil drawing.  Graphic Designing using the Graphic Software: Adobe Illustrator CS, Adobe Photoshop.  Research study using computer and resources from the school library books.
Topic:	Elements of Art:	Duration:
Drawing Seascapes	Scenery	Week 1 to Week 3
Human Figure / Animals /Natural Objects	Still Life Drawing	Week 4 to Week 6
Great Artist History		
<b>Coursework Topic 50%:</b> <ul style="list-style-type: none"> <li>• Magazine Cover</li> <li>• Table Setting Display (Man Made &amp; Natural Objects)</li> </ul>	Research Study	Week 7 to Week 8
	Graphic Designing (Computer Illustrations)	Week 9 to Week 11
	Still Life Drawing & Shading	Week 12 to Week 14

## PSHE

Level: Year 6	
<b>Topic: 1</b> <b>Health and safety</b>	<b>Duration:</b> 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>● Conduct survey on sleep.</li><li>● Identify how sleep affects personality, energy levels and school work.</li><li>● Identify and create relaxation retreat schedule.</li></ul>	Workbook pages: 5 to 6
<b>Topic: 2</b> <b>Growing up</b>	<b>Duration:</b> Week 3 to 4
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"><li>● To identify, create and share family identity (family crest)</li><li>● Explore more about their ability and talents.</li><li>● Revisited life lesson they have encountered and share.</li><li>● To identify common risky situation and how to deal with them.</li></ul>	Workbook pages: 8 to 11
<b>Topic: 3</b> <b>Getting on or falling out</b>	<b>Duration:</b> Week 5 to 6
<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 reach out / give out advises to others.</li><li>● Understand that mistakes are meant as a lesson to be learned.</li><li>● How to develop an optimistic value in life.</li><li>● How to negotiating needs and wants in positive manner.</li></ul>	Workbook pages: 13 to 16

<b>Topic: 4</b> <b>Duties, rights and responsibilities</b>	<b>Duration:</b> Week 6 to 7
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"> <li>● Recognize the value of knowledge</li> <li>● Have an enquiring mind.</li> </ul>	Workbook pages: 18 to 19
<b>Topic: 5</b> <b>Community activities and participation</b>	<b>Duration:</b> Week 8 to 9
<b>Concepts and Skills to be taught for this topic:</b> Students should be able to: <ul style="list-style-type: none"> <li>● Identify the characteristics of a good role model</li> <li>● To conduct survey on how people behave responsibilities</li> <li>● To overview general respond on behaving responsible.</li> </ul>	Workbook pages: 29 to 30
<b>Topic: 6</b> <b>Bullying</b>	<b>Duration:</b> Week 10 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>● Respects the rights of others.</li> <li>● Understand how complimenting plays a positive impacts to human.</li> </ul>	Workbook pages: 36 to 37

<b>Subjects</b>	<b>Geography</b>	<b>History</b>	<b>ICT</b>	<b>Communication Malay</b>
<b>Topics taught in Term 1</b>	<ul style="list-style-type: none"> <li>• Investigating Coasts</li> <li>• Investigating Rivers</li> </ul>	<ul style="list-style-type: none"> <li>• What was it like to live here in the past?</li> <li>• Why have people invaded and settled in Britain in the past? - <i>A Roman Case Study</i></li> </ul>	<b>Module 5 Control for a Purpose</b> <ul style="list-style-type: none"> <li>• Control devices</li> <li>• Flow charts</li> <li>• Creating a working module</li> <li>• Looping</li> <li>• Input switch</li> <li>• Double sets of traffic lights</li> <li>• Using Subroutines</li> <li>• Subroutines</li> <li>• Using a motor output</li> <li>• Greenhouse</li> <li>• Using variables</li> </ul>	<ul style="list-style-type: none"> <li>• In the Classroom</li> <li>• Sports</li> <li>• Verbs</li> <li>• Verbs of Emotion</li> <li>• Prepositions</li> <li>• Conjunctions</li> <li>• Classifiers</li> <li>• Gender</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>• The True faith (Iman Mufassal)</li> <li>• The Two Brothers</li> <li>• The Five Pillars of Islam</li> <li>• Surah Al –Qariah</li> <li>• Story of Two Gardens</li> <li>• The angel and The Three Men</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>