

# MUTIARA INTERNATIONAL GRAMMAR SCHOOL



**MIGS Junior School**

**TERM 3 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
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### **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. 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

Unit Topic/Themes	Reading and Comprehension	Writing workshop Genres	Spelling, Punctuation and Grammar (SPaG)	Speaking and Listening	Duration: 3 Weeks each
<b>7</b> Fantasy story  <b>Spellings Bees Programme</b>  <b>17/04/2018 - 04/05/2018</b> <b>(13days)</b>	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Fantasy narrative</li> <li>The Lost Stars</li> </ul>	<b>Fiction</b> Writing story captions	<ul style="list-style-type: none"> <li>• Descriptions</li> <li>• Blend sounds</li> <li>• Long vowel phonemes, /ea/ /ee/ /y/ /igh/ /oo/</li> <li>• Sentence punctuation: capital letters and full stops</li> <li>• Features of fantasy genre</li> </ul>	<ul style="list-style-type: none"> <li>• Questions – developing ideas and extending understanding</li> <li>• Organisation of ideas</li> <li>• Listening and confident talking in turns</li> <li>• Confident talking in discussion</li> </ul>	Textbook pages: 98 to 113  Workbook pages: 62 to 72
<b>8</b> About my life  <b>Spellings Bees Programme</b>  <b>7/05/2018 - 25/5/2018</b> <b>(15days)</b>	<b>Non-fiction</b> <ul style="list-style-type: none"> <li>• Recounts</li> <li>My First Year in Vietnam was Weird,</li> <li>• Alex Brychta Biography</li> </ul>	<b>Non-fiction</b> Writing a recount	<ul style="list-style-type: none"> <li>• New words in context</li> <li>• Ordering sentences</li> <li>• Sentence punctuation: capital letters and full stops</li> <li>• Joining sentences with and</li> <li>• Common word endings, –s, –ing, –ed</li> <li>• Blend sounds</li> <li>• Language and features of recounts</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and Confident talking in turns</li> <li>• Organisation of ideas</li> </ul>	Textbook pages: 114 to 129  Workbook pages: 73 to 80
<b>9</b> Family fun  <b>Spellings Bees Programme</b>  <b>28/5/2018 – 12/06/2017</b> <b>(10days)</b>	<b>Poem</b> <ul style="list-style-type: none"> <li>• Narrative poem</li> <li>Off We Go To Mexico!</li> </ul>	<b>Poetry Writing</b> a narrative poem	<ul style="list-style-type: none"> <li>• New words in context</li> <li>• Ordering sentences</li> <li>• Long vowel phoneme, /ee/</li> <li>• Initial letter sounds</li> <li>• Blend sounds</li> <li>• Rhyming words</li> <li>• Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and confident talking in turns</li> <li>• Reciting poems Expressing opinions</li> </ul>	Textbook pages: 130 to 141  Workbook pages: 81 to 85
<b>Test</b>	Revise and Check Test <b>13/06/2018</b>	End of Term Assessment	Performance writing task	<b>Mid term break 14/06/2018 – 18/06/2018</b>	
<b>End of Year Exams Years 1 -5. 20/6/2018-26/06/2018</b>					

## Mathematics

Level: Year 1	
<b>Topic/Unit:</b> <b>Doubles and halves</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>• Finding Doubles</li><li>• Finding Near Doubles</li><li>• Finding Halves of Shapes</li><li>• Finding Halves of Numbers</li></ul>	Textbook pages: 168 to 176  Workbook pages: 170 to 181
<b>Topic/Unit:</b> <b>Sharing</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>• Sharing Equally</li><li>• Even and Odd Numbers</li></ul>	Textbook pages: 179 to 186  Workbook pages: 182 to 188
<b>Topic/Unit:</b> <b>Numbers to 100</b>	<b>Duration:</b> Week 5 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>• Counting within 40</li><li>• Counting within 100</li></ul>	Textbook pages: 189 to 205  Workbook pages: 189 to 199



<b>Topic/Unit:</b> <b>Money</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>• Coins</li> <li>• Paying with Coins</li> </ul>	Textbook pages: 206 to 212  Workbook pages: 200 to 207
<b>Topic/Unit:</b> <b>Capacity</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>• Comparing Capacities</li> <li>• Measuring Capacities</li> </ul>	Textbook pages: 213 to 219  Workbook pages: 208 to 215
<b>Topic/Unit:</b> <b>Handling Information</b>	<b>Duration:</b> Week 10 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>• Making Graphs</li> <li>• Grouping Objects</li> </ul>	Textbook pages: 220 to 230  Workbook pages: 216 to 224

## Science

<b>Level: Year 1</b>	
<b>Topic/Unit:</b> <b>Everyday Materials</b>	<b>Duration:</b> Week 1 to Week 12 pg. 44 to pg. 53
<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 types of materials used to make everyday objects around them</li><li>• Distinguish between an object and the material from which it is made</li><li>• Describe the simple physical properties of a variety of everyday materials</li><li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li></ul>	

## French

Level: Year 1	
<b>Unit 11: Instruments de musique (musical instruments)</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>• To understand types of musical instruments</li><li>• To list down the musical instrument</li><li>• To read out the musical instruments</li><li>• To match pictures of musical instrument</li></ul>	
<b>Unit 12: Les Animaux (animals)</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>• To list down pet animals</li><li>• To read out on pet animals</li><li>• To list down animals in the zoo</li><li>• To read out on animals in the zoo</li></ul>	
<b>Unit 13: Transport (transportation)</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>• To know types of transportation</li><li>• To understand public transportation</li><li>• To list down the vehicles</li><li>• To match pictures of the vehicles</li></ul>	

<b>Unit 14: A l'école (at 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>• To understand activities in school.</li> <li>• To know the school rules</li> <li>• To do an extension of the topic of My School.</li> <li>• To revise and reinforce on My School.</li> </ul>	
<b>Unit 15: Reflection and Revision</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>• To reflect on the previous topics</li> <li>• To conclude on all topics</li> <li>• To do repetition on all topics</li> <li>• To do revision on all topics</li> </ul>	

## Mandarin

Level: Year 1	
<b>Unit 11: Numbers, Days of the Week and Months of the Year</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>• To revise on single digit numbers.</li><li>• To revise on days of the week.</li><li>• To revise on the numbers topic.</li><li>• To revise on months of the year.</li></ul>	Text book pages: 42 - 45  Work book pages: To be written on exercise book or hand-outs.
<b>Unit 12: Adjectives, Body Parts and Song</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>• To name and label the body parts.</li><li>• To use adjectives to describe the physical outlook</li><li>• To read the lyric of the song</li><li>• To sing according to the rhythm of the song.</li></ul>	Text book pages: 46 - 50  Work book pages: To be written on exercise book or hand-outs.
<b>Unit 13: Family and My School</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>• To list down on family members.</li><li>• To name and label the family members.</li><li>• To name some of the school facilities</li><li>• To label the pictures correctly.</li></ul>	Text book pages: 54 - 56  Work book pages: To be written on exercise book or hand-outs.

<b>Unit 14: 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>• To listen and read words / phrases aloud</li> <li>• To identify and read the word cards as instructed.</li> <li>• To do an extension of the topic of My School.</li> <li>• To revise and reinforce on My School.</li> </ul>	Text book pages: 58 - 62  Work book pages: To be written on exercise book or hand-outs.
<b>Unit 15: Colours</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>• To name all the basic colours.</li> <li>• To name the colours of the objects in class and colour the pictures</li> <li>• To do an extension of the topic of colours.</li> <li>• To revise and reinforce on the topics of colours.</li> </ul>	Text book pages: 66 - 69  Work book pages: To be written on exercise book or hand-outs

## Bahasa Malaysia

Level: Year 1	
<b>THEME 3 – HYGIENIC AND HEALTHY BODY</b> <b>Unit 9 – Hygiene and Health</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>• give response to interrogative sentences</li><li>• read text with the correct pronunciation and intonation</li><li>• read and answer questions based on the comprehension</li><li>• complete text and tell story with the appropriate expression</li></ul>	Activity book pages: 49 to 52
<b>Unit 9: Hygiene and Healthy</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>• add prefixes to the words and complete sentences</li><li>• re-write and read short sentences</li><li>• fill in the blanks with the transitive verbs</li><li>• dictation on simple sentences using transitive verbs</li></ul>	Activity book pages: 53 to 56
<b>THEME 4 – BE CAREFUL AND SAFE</b> <b>Unit 10: Be Careful All the Time</b>	<b>Duration:</b> Week 5 to 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>• roleplay on the completed dialogue</li><li>• recite “pantun” and colour the picture</li><li>• transfer information into the bubble map – “peta buih”</li><li>• tell a story based on a completed dialogue</li><li>• match syllables to construct adjectives</li></ul>	Activity book pages: 57 to 61

<b>Unit 11: Be Safe All the Time</b>	<b>Duration:</b> Week 7 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>• complete dialogue with appropriate response</li> <li>• read labels and transfer the information from the labels</li> <li>• identify pictures and label them based on teacher's dictation</li> <li>• identify, underline and shade pictures according the right colour adjectives</li> </ul>	Activity book pages: 62 to 66
<b>Unit 12: Set an Example</b>	<b>Duration:</b> Week 9 to 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>• write and convey messages</li> <li>• read and match phrases with pictures</li> <li>• write the dictated phrases</li> <li>• complete lyrics and sing a song</li> </ul>	Activity book pages: 67 to 70
<b>Unit 12: Set an Example</b>	<b>Duration:</b> Week 9 to 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>• complete dialogues with pronouns</li> <li>• shade the correct adjectives based on the pictures</li> <li>• read and transfer the information</li> <li>• reinforcement and assessment on all topics</li> </ul>	Activity book pages: 71 to 76



## Computing

<b>Term 3</b>	
<b>Topic/Unit: 5</b> <b>The Internet:</b>	<b>Duration:</b> 4 weeks - Term 3
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"><li>● To learn what the internet is and how to use web pages.</li><li>● To make a collage of your own web page.</li></ul>	Textbook pages: 74 to 86
<b>Topic/Unit: 6</b> <b>Computers in Society:</b>	<b>Duration:</b> 4 weeks - Term 3
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"><li>● To learn to look after and clean computer equipment.</li><li>● To understand how it is important to be courteous when using technology.</li><li>● To learn to use technology is all around us – in school and at home.</li></ul>	Textbook pages: 88 to 100

<b>Subjects</b>	<b>Geography</b>	<b>History</b>	<b>Communication Malay</b>
<b>Topics taught in Term 3</b>	How can we make our local area safer?	*TECHNOLOGY – Then and Now (Extension)	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Daily Activities</li> <li>• Land Transportation /Vehicles</li> <li>• Sea &amp; Air Transportation</li> <li>• My School</li> <li>• Simple reading</li> </ul>

<b>Subject</b>	<b>Islamic Studies</b>	<b>Physical Education</b>
<b>Topics taught in Term 3</b>	<ul style="list-style-type: none"> <li>• The story of Prophet Nuh a.s.</li> <li>• Adab in Islam</li> <li>• Daily Dua'</li> <li>• Akhlaq of the Prophet Muhammad</li> <li>• Story of Kaabah</li> <li>• Surah al-Fatihah</li> <li>• Good Manners in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Net and racket games – hitting, fielding, batting, catching, throwing, base running</li> <li>• Badminton</li> <li>• Cricket</li> <li>• T-ball/Softball</li> <li>• Fitness – stretching, warming up exercises, circuit training</li> </ul>