

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/ Themes	Reading and Comprehension	Writing workshop Genres	Spelling, Punctuation and Grammar (SPaG)	Speaking and Listening	Duration to complete the Topic: 1-3 weeks
7 It's a mystery! Spellings Bees Programme 17/04/2018 - 04/05/2018 (13days)		Fiction • Mystery narrative Stolen Cake and Trick Cake from Precious and the Monkeys	• Fiction Writing an adventure story	• Unfamiliar words, definitions • Prefixes, non-, mis-, anti-, co- and ex • Pronouns • Singular and plural • Agreement of verbs • Features of fiction genre	• Expressing Opinions • Organisation of ideas	Textbook pages: 100 to 115 Workbook pages: 53 to 59
8 Our world Spellings Bees Programme 7/05/2018 - 25/5/2018 (15days)		Non-fiction • Non-Chrono reports, Michael, Desert Meerkats	Non-fiction • Writing non-chronological report	• New words in context • Irregular verbs, 'to have', 'to go' • Compound words • Compound sentences and connectives • Complex sentences and commas • Features of non-chronological reports	• Questions – developing ideas and extending understanding • Expressing opinions and ideas precisely	Textbook pages: 116 to 131 Workbook pages: 60 to 67
9 Why do we laugh? Spellings Bees Programme 28/5/2018 - 12/06/2018 (10days)		Poems • Humorous narrative poem Dad and the Cat and the Tree	Poetry • Writing a limerick	• Unfamiliar words, definitions • Dictionary, thesaurus and extension of vocabulary • Homonyms • Rhyme • Features of poetry genre	• Poetry performance • Language choices	Textbook pages: 132 to 143 Workbook pages: 68 to 81
Test	Revise and Check Test 13/06/2018		End of Term Assessment	Performance writing task	Wed 13/06/2017 ➤ Mid term break	
End of Year Exams Years 1 -5. 20/6/2018-26/06/2018						

Mathematics

Level: Year 3	
Topic/Unit: Number Crunching	Duration: Week 1
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• count on and count back in steps of 2, 3, 4, 5 and 10.• understand the relationship between doubling and halving• find doubles and halves of numbers• find complements to 100 and 1000	Textbook pages: 164 to 175 Workbook pages: 167 to 177
Topic/Unit: Fractions	Duration: Week 2 to Week 4
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• recognise and name unit fractions up to $\frac{1}{12}$• recognise and name a fraction of a whole• recognise and name simple mixed numbers• compare and order simple fractions• place simple fractions and mixed numbers on a number line	Textbook pages: 193 to 212 Workbook pages: 194 to 216

Topic/Unit: Money	Duration: Week 4 to Week 5
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none"> • use money notation • convert between dollars and cents • add money • find change • solve word problems involving money 	Textbook pages: 213 to 229 Workbook pages: 217 to 236
Topic/Unit: Right Angles	Duration: Week 6
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none"> • compare angles with a right angle • draw right angles with a set square 	Textbook pages: 230 to 238 Workbook pages: 237 to 245
Topic/Unit: Position and Movement	Duration: Week 7
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none"> • tell the directions north, east, south and west • locate and describe a position in a labelled square grid 	Textbook pages: 239 to 246 Workbook pages: 246 to 256

Science

Level: Year 3	
Topic/Unit: Forces and Magnets	Duration: Week 1 to Week 5
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">- Compare how things move on different surfaces- Observe that some forces need contact between two objects, but magnetic forces can act at a distance- Observe how magnets attract or repel each other and attract some materials and not others- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials- Describe magnets as having two poles- Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Textbook pages: 94 to 106
Preparation for GL Examination	Week 6 to Week 10

French

Level: Year 3	
Unit 11: Sports avec jouer,(to play)	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">• To read the text with correct pronunciation• To answer questions correctly• To talk about likes and dislikes.• To match sentences with pictures correctly	
Unit 12: Musical instrument (Instruments de musique)	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">• To list down musical instruments• To write short phrases on musical instruments• To transfer simple information.• To read short phrases relating musical instruments.	
Unit 13: Loisirs avec faire (hobbies)	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">• To list down on their hobbies.• To match pictures with the hobbies.• To do repetition on this topic.• To do reflection on this topic.	

Unit 14: Les Verbes (Verbs)	Duration: Week 8 to Week 9
<p>Concepts and Skills to be taught for this topic: Students should be able to:</p> <ul style="list-style-type: none"> • To list down verbs that they can think of. • To write short phrases using verbs. • To identify verbs in simple sentences. • To recap and revise on verbs. 	
Unit 15: Les Adjectif (Adjectives)	Duration: Week 10 to Week 12
<p>Concepts and Skills to be taught for this topic: Students should be able to:</p> <ul style="list-style-type: none"> • To list down verbs that they can think of. • To write short phrases using verbs. • To identify adjectives in simple sentences. • To recap and revise on adjectives. 	

Mandarin

Level: Year 3	
Unit 11: My School and Likes and dislikes	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">To read the text with correct pronunciationTo answer questions correctlyTo talk about likes and dislikes.To match sentences with pictures correctly	Text book pages: 75 to 81 Work book pages: 70 to 75
Unit 12: Pets	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">To read the text with the correct pronunciation and intonationTo answer questions correctlyTo read the text correctlyTo fill in the missing phonetic symbols	Text book pages: 82 to 88 Work book pages: 76 to 82
Unit 13: Fruits	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">To read the text with correct intonation and pronunciationTo answer questions orally and in writingTo trace certain radicals	Text book pages: 89 to 95 Work book pages: 83 to 89

Unit 14: Food	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"> • To read the text with correctly • To answer questions orally • To revise the pinyin • To trace the radicals and characters 	Text book pages: 96 to 102 Work book pages: 90 to 96
Unit 15: Stationery and Assessment	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"> • To read the text correctly • To answer questions orally and in writing • To have assessment on the above topics. 	Text book pages: 103 to 109 Work book pages: 97 to 102

Bahasa Malaysia

Level: Year 2	
THEME 7 – SCIENCE, TECHNOLOGY AND INNOVATION Unit 21: Beneficial and Creative	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">• write suitable responses and utter them• read text and underline the correct answers• write a simple narrative story• write sentences to complete a story	Activity book pages: 47 to 50
Unit 21: Beneficial and Creative	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">• choose and write statement sentences• match and write the compound words• construct sentences using compound words• complete simple sentences	Activity book pages: 51 to 54
THEME 7 – LOVE THE ENVIRONMENT Unit 22: Beautiful World	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">• complete a dialogue with the correct response• read labels and transfer the information from them• write phrases dictated by the teacher• complete a story and tell it spontaneously• choosing the correct question sentences	Activity book pages: 55 to 59

Unit 23: Be Close to the Environment	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"> • write and convey message upon completion of a dialogue • fill in the blanks with the correct nouns, adjective and a verb • construct and write sentences based on pictures • sing a song relating to environment • construct and write simple sentences 	Activity book pages: 60 to 64
Unit 24: Save the Environment	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"> • write and read an information • complete a dialogue with the relevant answers • complete a “pantun” • construct compound sentences based on the diagram • reinforcement and assessment on all the topics 	Activity book pages: 65 to 75

Computing

Level: Year 3	
Topic/Unit: 5 The Internet: Communicating online	Duration: 4 weeks - Term 3
Concepts and Skills to be taught for this topic: Students understand the uses, systems and conventions for email communications. They can manage an email account, including sending, receiving, storing and finding / sorting emails and their attachments <ul style="list-style-type: none">● To learn about email;● To send and receive email;● To store and find your emails; and● To keep your email account and yourself safe	Textbook pages: 70 to 82
Topic/Unit: 6 Computers in Society: The world of pixels	Duration: 4 weeks - Term 3
Concepts and Skills to be taught for this topic: Student are able to draw on the skills throughout the year to apply to this project. They understand the opportunities and risks associated with social networking, and are able to use appropriate language and etiquette online. They understand what it means to own electronic equipment. <ul style="list-style-type: none">● To learn that digital images are made of pixels;● On how to use pixels to measure images;● Each pixel has a Red, Green, Blue value;● On how a computer recognises an image; and● On why digital images are important in society.	Textbook pages: 86 to 98

Subjects	Geography	History	Communication Malay
Topics taught in Term 3	What's in the news?	Tudors – The difference between the rich and poor Tudors	<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

Subject	Islamic Studies	Physical Education
Topics taught in Term 3	<ul style="list-style-type: none"> • Wudhu • Adab of Salah • Pillars of Salah • Reading and Dua in Sallah • Praising Allah in Salah • Tasyahhud 	<ul style="list-style-type: none"> • Net and racket games – hitting, fielding, batting, catching, throwing, base running • Badminton • Cricket • T-ball/Softball • Fitness – stretching, warming up exercises, circuit training