

MUTIARA INTERNATIONAL GRAMMAR SCHOOL



MIGS Junior School

TERM 3 CURRICULUM GUIDE

2017-18

YEAR 5

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
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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

Subjects	Teachers-in-charge	
Classroom Teachers	Yr. 5R – Mr Bobby Sam	Yr. 5S – Ms Pavithra
English	Ms Pavithra	
Maths	Ms Sharon	
Science	Ms Emma Lee Yaacob	Ms Sharon
Geography	Mr Bobby	
History	Mr Bobby	Ms Pavithra
ICT	Ms Delphy Corray	
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

Unit	Topic/Themes	Reading and Comprehension	Writing workshop Genres	Spelling, Punctuation and Grammar (SPaG)	Speaking and Listening	Duration: 1-3 weeks
7	It's a small world Australia, India, Tanzania Spellings Bees Programme 17/04/2018 - 04/05/2018 (13days)	<ul style="list-style-type: none"> • Fiction Historical story • <i>The young Ghandi</i> • Fiction Real-life narrative • <i>My Rows and Piles of Coins</i> • Fiction Adventure narrative • <i>Wombat Goes Walkabout</i> 	<ul style="list-style-type: none"> • Fiction • Writing a • suspense story 	<ul style="list-style-type: none"> • Unfamiliar words, • definitions Prepositions • Complex sentences • Agreement of verbs • Synonyms • Spelling; adding -ed and -ing 	<ul style="list-style-type: none"> • Expressing • opinions • Organisation • of ideas 	Textbook pages: 108 to 125 Workbook pages: 52 to 59
8	That's a good point! Namibia, Nigeria, Tanzania, UK Spellings Bees Programme 7/05/2018 - 25/5/2018 (15days)	<ul style="list-style-type: none"> • Non-fiction Newspaper article • and persuasive advertisement <i>First News</i> • Persuasive poster • <i>Want to save a life?</i> • Newspaper article • persuasive language 	<ul style="list-style-type: none"> • Non-fiction • Writing a • persuasive letter • Writing a • persuasive leaflet 	<ul style="list-style-type: none"> • Persuasive language • Opposites and comparisons • Homophones • Idioms Suffixes • Personal pronouns • Possessive pronouns 	<ul style="list-style-type: none"> • Language • choices • Expressing • opinions • Group roles 	Textbook pages: 126 to 143 Workbook pages: 60 to 67
9	A great performance UK, world's forests and seas Spellings Bees Programme 28/5/2018 - 12/06/2018 (10days)	<ul style="list-style-type: none"> • Poetry Rhythmic poem • <i>Alligator Problem</i> • Rhyming poem • <i>From a Railway Carriage</i> • List poem <i>The Marathon</i> • Conservation poem • <i>Blue Planet's Blue</i> 	<ul style="list-style-type: none"> • Poetry • Writing a • rap poem 	<ul style="list-style-type: none"> • Silent vowels Plurals 	<ul style="list-style-type: none"> • Poetry performance 	Textbook pages: 144 to 155 Workbook pages: 68 to 74
Test	Revise and Check Test 13/06/2018		End of Term Assessment	Performance writing task	Mid term break 14/06/2018 – 18/06/2018	
	End of Year Exams, Years 1 -5. 20/6/2018-26/06/2018					

Mathematics

Level: Year 5	
Topic/Unit: Fractions	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">• Compare and order fractions whose denominators are all multiples of the same number• Recognise mixed numbers and improper fractions and convert from one form to the other• Add and subtract fractions with the same denominator and related fractions; write mathematical statements >1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 11/5$).• Multiply proper fractions and mixed numbers.• Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	Textbook pages: 213 to 224 Workbook pages: 197 to 209
Topic/Unit: Percentage	Duration: Week 3 to Week 3
Concepts and Skills to be taught for this topic: Students should be able to: <ul style="list-style-type: none">• Percent• Decimals and Fraction as percentages• Percentages of a whole part• Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those with a denominator of a multiple of 10 or 25	Textbook pages: 225 to 235 Workbook pages: 210 to 221
Topic/Unit: Perimeter and Area	Duration: Week 4 to Week 4

<p>Concepts and Skills to be taught for this topic: Students should be able to:</p> <ul style="list-style-type: none"> • Perimeter • Area 	<p>Textbook pages: 27 to 278</p> <p>Workbook pages: 258 to 272</p>
<p>Topic/Unit: Data Handling</p>	<p>Duration: Week 5 to Week 5</p>
<p>Concepts and Skills to be taught for this topic: Students should be able to:</p> <ul style="list-style-type: none"> • Bar line charts and line graphs. • Mode of a set of numbers • Timetable 	<p>Textbook pages: 138 to 156</p> <p>Workbook pages: 135 to 154</p>
<p>Topic/Unit: Symmetry</p>	<p>Duration: Week 6 to Week 6</p>
<p>Concepts and Skills to be taught for this topic: Students should be able to:</p> <ul style="list-style-type: none"> • Reflective. • Rotational 	<p>Textbook pages: 246 to 250</p> <p>Workbook pages: 229 to 235</p>
<p>Topic/Unit: Translation and Reflection</p>	<p>Duration: Week 7 to Week 7</p>
<p>Concepts and Skills to be taught for this topic: Students should be able to:</p> <ul style="list-style-type: none"> • Coordinates • Translation • Reflection 	<p>Textbook pages: 257 to 269</p> <p>Workbook pages: 245 to 257</p>

Science

Level: Year 5	
Topic: Earth and Space	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">• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.• Describe the movement of the Moon relative to the Earth.• Describe the Sun, Earth and Moon as approximately spherical bodies.• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Textbook pages: 115 to 137

French

Level: Year 5	
Unit 11: Weather Condition and School Subjects	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 then answers questions.• To write a few sentences about the weather• To read and understand the text• To answer questions based on the text read	
Unit 12: Stationery and Activities	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 have a spelling test based on vocabulary learned• To talk and read about stationery.• To talk about one's activities• To write new words and counting the strokes	
Unit 13: Hobbies and Activities	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 and answer questions orally• To write few sentences about one's hobbies• To talk about one's hobbies• To write a few sentences about activities	

Unit 14: Instructions and Local Fruits	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 aloud with correct pronunciations • To have a role play on giving and carrying out instructions • To read the passage and answer questions orally • To match the words with pictures 	
Unit 15: Imported Fruits 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 passage and answer questions orally • To match the words with pictures • To have assessment on the above topics. 	

Mandarin

Level: Year 5	
Unit 11: Weather Condition and School Subjects	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 then answers questions.• To write a few sentences about the weather• To read and understand the text• To answer questions based on the text read	Text book pages: 74 to 79 Work book pages:58 to 67
Unit 12: Stationery and Activities	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 have a spelling test based on vocabulary learned• To talk and read about stationery.• To talk about one's activities• To write new words and counting the strokes	Text book pages: 80 to 87 Work book pages:68 to 75
Unit 13: Hobbies and Activities	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 and answer questions orally• To write few sentences about one's hobbies• To talk about one's hobbies• To write a few sentences about activities	Text book pages: 88 to 93 Work book pages: 76 to 83

Unit 14: Instructions and Local Fruits	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 aloud with correct pronunciations • To have a role play on giving and carrying out instructions • To read the passage and answer questions orally • To match the words with pictures 	Text book pages: 96 to 101 Work book pages: 84 to 91
Unit 15: Imported Fruits 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 passage and answer questions orally • To match the words with pictures • To have assessment on the above topics. 	Text book pages: 102 to 108 Work book pages: 92 to 99

Bahasa Malaysia

Level: Year 5	
THEME 4: UNITY Unit 11: Tolerance is Our Virtue	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">• read text, observe pictures, describe activities and complete main and supporting ideas.• read sentences and write the correct information.• read, provide reasoning, complete and construct sentences using pronouns.• complete and do a role play based on a dialogue	Activity book pages: 53 to 59
Unit 12: Good Values in Life	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 information, discuss to obtain implied information and complete the dialogue.• complete text with words with prefixes and read the words with the correct pronunciation.• identify and construct simple and complex sentences accordingly.• discuss and give opinions relating to a brochure.	Activity book pages: 59 to 64
THEME 4: OUR ECONOMY Unit 8: Smart Buyer	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">• convey a message based on the brochure and utter the dialogue through a role play.• complete the lyrics of the song and list down the vocabulary and the vocabulary term.• read a text and underline simple sentences.• complete lyrics and sing the song.• read and complete text with compound words.	Activity book pages: 65 to 70

Unit 14: Being Thrifty is a Good Practice	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"> • read a text and complete a dialogue based on the text. • provide the numbering based on the right sequence. • write phrases and construct sentences based on the pictures. • read, understand and make announcement based on the graphic materials given. 	Activity book pages: 71 to 74
Unit 15: Working Diligently	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"> • underline the adjectives used in the sentences and construct own sentences using the same adjectives. • read a text and answer questions based on the text. • complete an interview based on the role play card. • reinforcement and assessment on the above topics. 	Activity book pages:75 to 84

Computing

Level: Year 5	
Topic Unit: 5 Control the Computer - Make a game	Duration: 4 weeks - Term 3
Concepts and Skills to be taught for this topic: Students will understand the variety of publishing options available for different types of media. Students will be able to critically evaluate the suitability of their content for sharing on a variety of platforms and will be able to use these to control access to their content through eg. Privacy settings. Students should be able to: <ul style="list-style-type: none">● To learn about how to control the computer with a computer program.● To create a computer game.● To create a game that use a loop and IF blocks option.● To learn to create variables to store data.● To make logical tests and comparisons.	Textbook pages: 78 to 90
Topic Unit: 6 Computers in Society - Sorting Algorithms	Duration: 4 weeks - Term 3
Concepts and Skills to be taught for this topic: Students will produce a simple computer game application, which takes users input and produces immediate feedback on achievement Students should be able to: <ul style="list-style-type: none">● Understand what sorting is● Understand why sorting is important for computing● Think in small, clear steps● Understand about insertion, selection and bubble sorts● Understand the strengths and weaknesses of different types of sorting algorithms	Textbook pages: 94 to 106

Subjects	Geography	History	Communication Malay
Topics taught in Term 1	<ul style="list-style-type: none"> • A contrasting UK locality – Llandudno • In the news – (Topic Focus: Wind) 	Victorian Times – <i>How did life in Britain change in 1948?</i>	<ul style="list-style-type: none"> • Classifiers/collective nouns • Adjectives • Adjectives for numbers • Gender • Comparative adjectives • Superlatives • Interrogative and relative pronouns • Idiomatic expression • Conjunctions

Subject	Islamic Studies	Physical Education
Topics taught in Term 1	<ul style="list-style-type: none"> • The story of Prophet Yusuf A.S.. • The rightly guided caliph: Uthman Bin Affan • The Supplications (Do'a) for daily life • The Teachings of Prophet Muhammad S.A.W : Kindness to all people 	<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