



# M I G S

## MUTIARA INTERNATIONAL GRAMMAR SCHOOL

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MIGS Junior School  
**CURRICULUM GUIDE**  
Term 3 Year 2018-19  
**YEAR 3**

Dear Junior School Parents,

These Junior School Curriculum Guides have been designed to provide a scope and sequence of subject knowledge and concepts that are being covered by the teaching and learning within the year level for **Term Three**.

The information included in this guide is one way of sharing and connecting the learning at school, with home. We believe in transparency in collaboration and partnership between parents and teachers, to support the education of the children. We look forward to nurturing the knowledge, skills and concepts in school with our young learners at MIGS.

Looking forward in learning,

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## **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.

# ENGLISH

Year 3		
Unit/Topic/Themes	Unit Overview	Duration to complete the Topic:
<b>Fiction:</b> Dragons and pirates	<p>This is a four-week unit focusing on improvisation, analysis to write an adventure story.</p> <p><b>During the course of this unit, learners will:</b></p> <ul style="list-style-type: none"> <li>• recognise the role of verbs in a sentence</li> <li>• use a wide and varied vocabulary, including explicit nouns and verbs as well as adjectives and adverbs</li> <li>• identify pronouns and understand their function</li> <li>• use an increasing range of connectives in compound and complex sentences</li> <li>• recognise the use of adverbs and adverbial phrases in structuring a text by showing links between events</li> <li>• use speech marks accurately when punctuating speech.</li> </ul>	<p>three to four-week unit (<i>may extend upto 17 lesson days</i>)</p> <p>Dates: Apr 16<sup>th</sup> – May 10<sup>th</sup> Pages: pg 99 to pg 115</p>
Holidays and dates that affect this unit = 1 day		Apr 19 <sup>th</sup> – Good Friday
<b>Non-fiction:</b> Wonderful world	<p>This is a four-week unit focusing on non-fiction information texts. These texts are referred to as ‘information texts’ but make sure that learners are also familiar with the term ‘(non-chronological) report text’. <b>During the course of this unit, learners will:</b></p> <ul style="list-style-type: none"> <li>• skim a text to understand its gist and scan it for specific information</li> <li>• understand how the choice of words can impact on meaning</li> <li>• use alphabetical order to two letters</li> <li>• learn how verbs show tense and person</li> <li>• write in paragraphs, using headings where appropriate</li> <li>• begin to use adverbs and adverbial phrases to show how one piece of information links to another</li> <li>• use a range of sentence types, including compound and complex sentences.</li> </ul>	<p>four-week unit (<i>may extend upto 19 lesson days</i>)</p> <p>Dates: May 13<sup>th</sup> – 14<sup>th</sup> June Pages: pg 72 to pg 86</p>
Holidays and dates that affect this unit = 11 days		May 20 <sup>th</sup> – Wesak Day, May 22 <sup>nd</sup> – Nuzil Al Quran , June 4 <sup>th</sup> – 7 <sup>th</sup> – Hari Raya Adilfitri, June 17 <sup>th</sup> - 21 <sup>st</sup> EOY Exams
<b>Poetry:</b> Laughing allowed	<p>This is a two-week unit focusing on humour and wordplay in jokes and poems.</p> <p><b>During the course of this unit, learners will:</b></p> <ul style="list-style-type: none"> <li>• recognise homonyms</li> <li>• develop their understanding of spelling patterns using visual memory and mnemonics</li> <li>• revisit irregular past tense forms</li> <li>• continue to develop consistency in tenses</li> <li>• identify pronouns and know what they refer to</li> <li>• ensure grammatical agreement of nouns, pronouns and verbs</li> <li>• explore different ways of extending sentences.</li> </ul>	<p>two-week unit (<i>may extend upto 9 lesson days</i>)</p> <p>Dates: 24<sup>th</sup> June – 18<sup>th</sup> July Pages: pg 42 – pg 51</p>
Holidays and dates that affect this unit = 5 days		July 4 <sup>th</sup> -5 <sup>th</sup> – School Concert, July 16 <sup>th</sup> – Interclass Games, July 17 <sup>th</sup> – STEAM Exhibition, July 18 <sup>th</sup> – Speech Day

# MATHEMATICS

Year 3		
<b>Topic/Unit: Number and Problem Solving</b>	<b>Aims and Learning Objectives</b>  <b>By the end of this unit, learners will cover the following content and skills:</b>	<b>Duration to complete Topic:</b>  Week 1 to Week 7  (16.04.19 – 31.05.19)
<b>Lesson Name/Core Activity:</b> <ul style="list-style-type: none"> <li>• Comparing, ordering and rounding</li> <li>• Multiplying by 10</li> <li>• Times Ten</li> <li>• Fraction trios</li> <li>• Fractions and division</li> <li>• Fraction wall</li> <li>• Fraction posters</li> <li>• More doubles and halves</li> <li>• Complements to 100</li> <li>• Assorted addition and subtraction</li> <li>• Sums and differences</li> </ul>	<b><u>Numbers and the Number System</u></b> <ul style="list-style-type: none"> <li>• Multiply two-digit numbers by 10 and understand the effect.</li> <li>• Round two-digit numbers to the nearest 10 and round three-digit numbers to the nearest 100.</li> <li>• Compare three-digit numbers, use &lt; and &gt; signs, and find a number in between.</li> <li>• Order two- and three-digit numbers.</li> <li>• Give a sensible estimate of a number as a range (e.g. 30 to 50) by grouping in tens.</li> <li>• Find half of odd and even numbers to 40, using notation such as 13 1/2.</li> <li>• Understand and use fraction notation recognising that fractions are several parts of one whole, e.g. ¾ is three quarters and 2/3 is two thirds.</li> <li>• Recognise the equivalence between ½, 2/4, 4/8 and 5/10 using diagrams.</li> <li>• Recognise simple mixed fractions, e.g. 1½ and 2¼</li> <li>• Order simple or mixed fractions on a number line, e.g. using the knowledge that ½ comes half way between ¼ and ¾ and that 1½ comes halfway between 1 and 2.</li> <li>• Begin to relate finding fractions to division.</li> <li>• Find halves, thirds, quarters and tenths of shapes and numbers (whole number answers).</li> </ul>	Textbook pages: 88 to 109

<ul style="list-style-type: none"> <li>• Target 1000</li> <li>• Multiplication with open arrays</li> <li>• Division with open arrays</li> <li>• Division stories</li> <li>• What does a remainder mean?</li> </ul>	<p><b><u>Calculation: Mental Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Know the following addition and subtraction facts:</li> <li>• Multiples of 100 with a total of 1000.</li> <li>• Multiples of 5 with a total of 100.</li> <li>• Know multiplication/division facts for 2x, 3x, 5x and 10 x tables.</li> <li>• Begin to know the 4x table.</li> <li>• Work out quickly the doubles of numbers 1 to 20 and derive the related halves.</li> <li>• Work out quickly the doubles of multiples of 5 (&lt; 100) and derive the related halves.</li> <li>• Work out quickly the doubles of multiples of 50 to 500.</li> </ul> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract pairs of two-digit numbers.</li> <li>• Add three-digit and two-digit numbers using notes to support.</li> <li>• Add/subtract single-digit numbers to/from three-digit numbers.</li> <li>• Find 20, 30, ... 90, 100, 200, 300 more/less than three-digit numbers.</li> <li>• Find complements to 100, solving number equations such as <math>78 + \Delta = 100</math>.</li> </ul> <p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Multiply single-digit numbers and divide two-digit numbers by 2, 3, 4, 5, 6, 9 and 10.</li> <li>• Understand that division can leave a remainder (initially as 'some left over').</li> <li>• Understand the relationship between multiplication and division and write connected facts.</li> <li>• Multiply the teen numbers by 3 and 5.</li> <li>• Begin to divide two-digit numbers just beyond 10x tables, e.g. <math>60 \div 5</math>, <math>33 \div 3</math>.</li> </ul>	
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	<p><b><u>Problem Solving</u></b></p> <ul style="list-style-type: none"> <li>• Using techniques and skills in solving mathematical problems</li> <li>• Choose appropriate mental strategies to carry out calculations.</li> <li>• Make sense of and solve word problems and begin to represent them.</li> <li>• Check the results of adding 2 numbers using subtraction, and several numbers by adding in a different order.</li> <li>• Check subtraction by adding the answer to the smaller number in the original calculation.</li> <li>• Consider whether an answer is reasonable.</li> <li>• Make sense of and solve word problems, single (all four operations) and two-step (addition and subtraction), and begin to represent them, e.g. with drawings or on a number line.</li> <li>• Check multiplication by reversing the order, e.g. checking that <math>6 \times 4 = 24</math> by doing <math>4 \times 6</math>.</li> <li>• Check a division using multiplication, e.g. check <math>12 \div 4 = 3</math> by doing <math>4 \times 3</math>.</li> <li>• Estimate and approximate when calculating, and check working.</li> <li>• Make a sensible estimate for the answer to a calculation, e.g. using rounding.</li> </ul>	
<p><b>Topic/Unit: Geometry and Problem Solving</b></p>	<p><b>Aims and Learning Objectives</b></p> <p><b>By the end of this unit, learners will cover the following content and skills:</b></p>	<p><b>Duration to complete Topic:</b></p> <p>Week 8 to Week 9 (03.06.19 – 14.06.19)</p>
<p><b>Lesson Name/Core Activity:</b></p> <ul style="list-style-type: none"> <li>• Finding and drawing Right angles</li> <li>• Lines of symmetry</li> <li>• Identifying symmetrical shapes</li> </ul>	<p><b><u>Shapes and Geometric Reasoning</u></b></p> <ul style="list-style-type: none"> <li>• Identify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons and semi-circles.</li> <li>• Classify 2D shapes according to the number of sides, vertices and right angles.</li> <li>• Identify, describe and make 3D shapes including pyramids and prisms; investigate which nets will make a cube.</li> <li>• Classify 3D shapes according to the number and shape of faces, number of</li> </ul>	<p>Textbook pages: 110 to 119</p>

<ul style="list-style-type: none"> <li>• Moving and turning</li> <li>• Position and movement</li> <li>• Using coordinates</li> </ul>	<p>vertices and edges.</p> <ul style="list-style-type: none"> <li>• Draw and complete 2D shapes with reflective symmetry and draw reflections of shapes (mirror line along one side).</li> <li>• Relate 2D shapes and 3D solids to drawings of them.</li> <li>• Identify 2D and 3D shapes, lines of symmetry and right angles in the environment.</li> <li>• Identify right angles in 2D shapes.</li> <li>• Recognise the relationships between different 2D shapes.</li> <li>• Identify the differences and similarities between different 3D shapes.</li> </ul> <p><b><u>Position and Movement</u></b></p> <ul style="list-style-type: none"> <li>• Use the language of position, direction and movement, including clockwise and anti-clockwise.</li> <li>• Find and describe the position of a square on a grid of squares where the rows and columns are labelled.</li> <li>• Use a set square to draw right angles.</li> <li>• Compare angles with a right angle and recognise that a straight line is equivalent to two right angles.</li> </ul>	
<p><b>Topic/Unit: Measure and Problem Solving</b></p>	<p><b>Aims and Learning Objectives:</b></p> <p><b>By the end of this unit, learners will cover the following content and skills:</b></p>	<p><b>Duration to complete Topic:</b></p> <p>Week 10 to Week 14 (17.06.19 – 18.07.19)</p>
<p><b>Lesson Name/Core Activity:</b></p> <ul style="list-style-type: none"> <li>• Journey times</li> <li>• Time puzzles</li> <li>• Adding and subtracting money</li> <li>• Money puzzles</li> </ul>	<p><b><u>Measures</u></b></p> <ul style="list-style-type: none"> <li>• Consolidate using money notation.</li> <li>• Use addition and subtraction facts with a total of 100 to find change.</li> <li>• Choose and use appropriate units and equipment to estimate, measure and record measurements.</li> <li>• Know the relationship between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres.</li> <li>• Read to the nearest division or half division, use scales that are numbered or partially numbered.</li> </ul>	<p>Textbook pages: 120 to 137</p>

<ul style="list-style-type: none"> <li>• Double your money</li> <li>• Capacity</li> <li>• Measuring length</li> <li>• Measuring</li> <li>• Units of weight</li> <li>• Using weight</li> </ul>	<ul style="list-style-type: none"> <li>• Use a ruler to draw and measure lines to the nearest centimetre.</li> <li>• Solve word problems involving measures.</li> <li>• Suggest and use suitable units to measure time and know the relationships between them.</li> <li>• Read the time on analogue and digital clocks to the nearest 5 minutes on an analogue clock and to the nearest minute on a digital clock.</li> <li>• Begin to calculate simple time intervals in hours and minutes.</li> <li>• Read a calendar and calculate time intervals in weeks or days.</li> </ul> <p><b><u>Problem Solving</u></b></p> <ul style="list-style-type: none"> <li>• Choose appropriate mental strategies to carry out calculations.</li> <li>• Begin to understand everyday systems of measurement in length, weight, capacity, time and use these to make measurements as appropriate.</li> <li>• Estimate and approximate when calculating and check their working.</li> <li>• Make a sensible estimate of the answer to a calculation.</li> <li>• Consider whether an answer is reasonable.</li> <li>• Make up number story to go with a calculation, including in the context of money.</li> <li>• Explain a choice of calculation strategy and how the answer was worked out. Use ordered lists and tables to help solve problems systematically.</li> </ul>	
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# SCIENCE

Year 3	
<b>Topic/Unit:</b> Investigating materials	<b>Duration to complete the Topic:</b> Week 1 - 6
<b>Outline of lesson content:</b> <ul style="list-style-type: none"><li>● know that every material has specific properties, e.g. hard, soft, shiny</li><li>● explore how some materials are magnetic, but many are not</li><li>● explain why materials are chosen for specific purposes on the basis of their properties</li><li>● sort materials according to their properties</li><li>● measure using simple equipment and record observations in a variety of ways</li></ul>	Learner's Book page: 46 to 57
<b>Topic/Unit:</b> Forces and movement	<b>Duration to complete the Topic:</b> Week 7 - 13
<b>Outline of lesson content:</b> <ul style="list-style-type: none"><li>● explore how forces can make objects start or stop moving</li><li>● explore how forces can change the shape of objects</li><li>● know that pushes and pulls are examples of forces and that they can be measured with forcemeters</li><li>● explore how forces, including friction, can make objects move faster or slower or change direction</li></ul>	Learner's Book page: 58 to 73

# GEOGRAPHY

Year 3	
<b>Topic/Unit:</b> The News	<b>Duration to complete the Topic:</b> Week 1 to Week 13
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"><li>• Read newspapers to know about floods in their locality, host country or native place.</li><li>• They shall read reports and try to locate the exact place of happening and deduce why it happened there.</li></ul>	

# HISTORY

Year 3	
<b>Topic/Unit:</b> Ancient Egypt. The unit will help students travel back in history to find about the way of life of people living in ancient Egypt. They shall make virtual tours to museums and historical sites of importance and identify ancient artefacts of the time using secondary resources and make simple observations, inferences and deductions.	<b>Duration to complete the Topic:</b> Week 1 to Week 13
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"><li>• use maps, photographs, diagrams, images, statistics, keys, graphs, text, models, internet, speeches, surveys, and video clips to explain geographic information.</li></ul>	

# COMPUTING

Year 3	
<b>Topic/Unit: Module 4 Computers in Society:</b>	<b>Duration:</b> 4 weeks - Term 3
<b>Concepts and Skills to be taught for this topic:</b>  Students is able to: <ul style="list-style-type: none"><li>● know that digital images are made of pixels.</li><li>● Use pixel to measure images</li><li>● understand that each pixel has a Red, Green, Blue value</li><li>● learn how a computer recognises an image</li><li>● know why digital images are important in society.</li></ul>	Textbook pages: 84 to 99
<b>Topic/Unit: Exploring Spreadsheets</b>	<b>Duration:</b> 6 weeks - Term 3
<b>Concepts and Skills to be taught for this topic:</b>  Students is able to: <ul style="list-style-type: none"><li>● enter labels and numbers into a spreadsheet</li><li>● enter and copy simple formula.</li><li>● create a graph.</li><li>● modify data.</li><li>● use a spreadsheet to answer a modelled scenario.</li></ul>	Textbook pages: 30 to 47

# FRENCH

Year 3	
<b>Topic/Unit:</b> Sports avec jouer (to play)	Duration to complete the Topic: Week 1 to Week 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> <li>• To read the text with correct pronunciation</li> <li>• To answer questions correctly</li> <li>• To talk about likes and dislikes.</li> <li>• To match sentences with pictures correctly</li> </ul>	
<b>Topic/Unit:</b> Musical instrument (Instruments de musique)	Duration to complete the Topic: Week 4 to Week 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> <li>• To list down musical instruments</li> <li>• To write short phrases on musical instruments</li> <li>• To transfer simple information.</li> <li>• To read short phrases relating musical instruments.</li> </ul>	
<b>Topic/Unit::</b> Loisirs avec faire (hobbies)	Duration to complete the Topic: Week 7 to Week 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> <li>• To list down on their hobbies.</li> <li>• To match pictures with the hobbies.</li> <li>• To do repetition on this topic.</li> <li>• To do reflection on this topic.</li> </ul>	

<b>Topic/Unit:</b> Les Verbes (Verbs)	Duration to complete the Topic: Week 10 to Week 11
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none"> <li>• To list down verbs that they can think of.</li> <li>• To write short phrases using verbs.</li> <li>• To identify verbs in simple sentences.</li> <li>• To recap and revise on verbs.</li> </ul>	
<b>Topic/Unit:</b> Les Adjectif (Adjectives)	Duration to complete the Topic: Week 12 to Week 14
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none"> <li>• To list down verbs that they can think of.</li> <li>• To write short phrases using verbs.</li> <li>• To identify adjectives in simple sentences.</li> <li>• To recap and revise on adjectives.</li> </ul>	

## MANDARIN

<b>Level: Year 3</b>	
<b>Topic/Unit:</b> My School and Likes and dislikes	<b>Duration to complete the Topic:</b> Week 1 to Week 3
<p><b>Concepts and Skills to be taught for this topic:</b></p> <ul style="list-style-type: none"> <li>• To read the text with correct pronunciation</li> <li>• To answer questions correctly</li> <li>• To talk about likes and dislikes.</li> </ul>	To be written in exercise book or on a hand-out.

<ul style="list-style-type: none"> <li>To match sentences with pictures correctly</li> </ul>	
<b>Topic/Unit: Pets</b>	<b>Duration to complete the Topic:</b> Week 4 to Week 6
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>To read the text with the correct pronunciation and intonation</li> <li>To answer questions correctly</li> <li>To read the text correctly</li> <li>To fill in the missing phonetic symbols</li> </ul>	To be written in exercise book or on a hand-out.
<b>Topic/Unit: Fruits</b>	<b>Duration to complete the Topic:</b> Week 7 to Week 9
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>To read the text with correct intonation and pronunciation</li> <li>To answer questions orally and in writing</li> <li>To trace certain radicals</li> </ul>	To be written in exercise book or on a hand-out.
<b>Topic/Unit: Food</b>	<b>Duration to complete the Topic:</b> Week 10 to Week 11
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>To read the text with correctly</li> <li>To answer questions orally</li> <li>To revise the pinyin</li> <li>To trace the radicals and characters</li> </ul>	To be written in exercise book or on a hand-out.
<b>Unit 15: Stationery and Assessment</b>	<b>Duration to complete the Topic:</b> Week 12 to Week 14
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>To read the text correctly</li> <li>To answer questions orally and in writing</li> <li>To have assessment on the above topics.</li> </ul>	To be written in exercise book or on a hand-out.

# BAHASA MALAYSIA

<b>Level: Year 3</b>	
<b>Topic/Unit: Be Active</b>	<b>THEME 3 – HYGIENE AND HEALTH</b>
	<b>Duration to complete the Topic:</b> Week 1 to Week 3
<b>Concepts and Skills to be taught for this topic:</b>	
<ul style="list-style-type: none"> <li>• listen and respond to messages and instructions</li> <li>• read, understand and write the supporting ideas derived from the main ideas</li> <li>• write information based on pictures</li> <li>• complete text with suitable preposition</li> <li>• construct sentences using the preposition</li> </ul>	Activity book pages: 65 to 70
<b>Topic/Unit: Our Culture is Unique</b>	<b>THEME 4 – OUR CULTURE</b>
	<b>Duration to complete the Topic:</b> Week 4 to Week 6
<b>Concepts and Skills to be taught for this topic:</b>	
<ul style="list-style-type: none"> <li>• complete dialogue and perform a role play</li> <li>• read text, complete the information and write overall ideas</li> <li>• write words and phrases dictated by the teacher</li> <li>• complete the questions with question words</li> </ul>	Activity book pages: 71 to 76
<b>Topic/Unit: Appreciating Our Art</b>	<b>Duration to complete the Topic:</b> Week 7 to Week 9
<b>Concepts and Skills to be taught for this topic:</b>	
<ul style="list-style-type: none"> <li>• complete and understand a dialogue</li> <li>• read, understand and identify the respective express and implied information</li> <li>• read lyrics, sing a song and articulate the values in it</li> <li>• identify and discuss on good values embedded in oneself</li> </ul>	Activity book pages: 77 to 80
<b>Topic/Unit: Appreciating Our Art</b>	<b>Duration to complete the Topic:</b>

	Week 10 to Week 11
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• listen and write a dictation dictated by the teacher</li> <li>• work in pairs in giving and writing a dictation</li> <li>• fill in the blanks with the correct command words</li> <li>• choose the suitable command words and construct sentences using the words</li> </ul>	Activity book pages:81 to 84
<b>Topic/Unit: Good Practice</b>	<b>Duration to complete the Topic:</b> Week 12 to Week 14
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• read and understand phrases, simple and compound sentences</li> <li>• listen and complete a dialogue with the appropriate phrases, simple and compound sentences</li> <li>• read, understand, discuss and list down values from a story</li> <li>• write short essays guided by pictures and phrases</li> <li>• construct sentences using the exclamation words</li> </ul>	Activity book pages: 85 to 92

## COMMUNICATION MALAY

<b>Year 3</b>	
<b>Topic/Unit: Visionary School</b>	<b>Duration to complete the Topic:</b> Week 1 to Week 3
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• arrange and write the syllables</li> <li>• read and understand a text</li> <li>• answer questions based on the text</li> <li>• arrange words to construct sentences</li> </ul>	Activity book pages: 23 to 26
<b>Topic/Unit: Mathematic in Our Life</b>	<b>Duration to complete the Topic:</b> Week 4 to Week 6



<p><b>Concepts and Skills to be taught for this topic:</b></p> <ul style="list-style-type: none"> <li>• understand and fill up the numbers</li> <li>• write the correct distance</li> <li>• identify and write the correct time</li> <li>• understand and name the shapes</li> </ul>	<p>Activity book pages: 27 to 31</p>
<p><b>Topic/Unit: We Practise Cleanliness</b></p>	<p><b>Duration to complete the Topic:</b> Week 7 to Week 9</p>
<p><b>Concepts and Skills to be taught for this topic:</b></p> <ul style="list-style-type: none"> <li>• listen, pronounce and match sentences with the right pictures</li> <li>• write sentences according to the suitable pictures</li> <li>• read, understand and tick the correct sentences</li> <li>• fill in the blanks with common and proper nouns</li> </ul>	<p>Activity book pages: 32 to 33</p>
<p><b>Topic/Unit: Health</b></p>	<p><b>Duration to complete the Topic:</b> Week 10 to Week 11</p>
<p><b>Concepts and Skills to be taught for this topic:</b></p> <ul style="list-style-type: none"> <li>• write the activities</li> <li>• name the fruits in the pictures</li> <li>• identify and colour the food</li> <li>• understand and fill in the blanks with the suitable words</li> </ul>	<p>Activity book pages:34 to 35</p>
<p><b>Topic/Unit: Recap, Reinforce and Reflect Topics learned for the Year</b></p>	<p><b>Duration to complete the Topic:</b> Week 12 to Week 14</p>
<p><b>Concepts and Skills to be taught for this topic:</b></p> <ul style="list-style-type: none"> <li>• read, understand and complete short paragraphs</li> <li>• fill in the blanks with the correct answers</li> <li>• complete story with the appropriate answers</li> </ul>	

# ISLAMIC STUDIES

Year 3	
<b>Topic/Unit: Festivals in Islam</b>	<b>Duration:</b> 3 weeks - Term 3
<b>Concepts and Skills to be taught for this topic:</b> Students will be able to: <ul style="list-style-type: none"> <li>• understand Muslims celebrate two major festivals.</li> <li>• learn the importance of Eid al-Fitr and Eid al –Adha in Islam.</li> <li>• learn the main reasons behind these two festivals.</li> </ul>	Textbook page:27-31
<b>Topic/Unit: Halal and Haram in Islam</b>	<b>Duration:</b> 3 week- Term 3
<b>Concepts and Skills to be taught for this topic:</b> Students will be able to: <ul style="list-style-type: none"> <li>• understand the concept of Halal and Haram in Islam.</li> <li>• differentiate between Haram and Halal in Islam.</li> <li>• learn why Haram is forbidden in Islam.</li> </ul>	Textbook page: 38-40
<b>Topic/Unit:</b> <ul style="list-style-type: none"> <li>• <b>A Rightly Guided Caliph:Abu Bakr (RA)</b></li> </ul>	<b>Duration:</b> 2 week- Term 3
<b>Concepts and Skills to be taught for this topic:</b> Students will be able to: <ul style="list-style-type: none"> <li>• learn about the close companions of Prophet Muhammad (S.A.W).</li> <li>• learn about the Caliphs of Islam.</li> <li>• learn the life and character of Hazrat Abu Bakr (RA)</li> </ul>	Textbook page 45-49
<b>Topic/Unit:</b> <ul style="list-style-type: none"> <li>• <b>Duas'(Supplication) for Daily Life.</b></li> <li>• <b>Short Surahs of the Holy Quran.</b></li> </ul>	<b>Duration:</b> 2 week- Term 3
<b>Concepts and Skills to be taught for this topic:</b> Students will be able to: <ul style="list-style-type: none"> <li>• learn and recite the short surah of the Holy Quran</li> <li>• memorise the short surah of the Holy Quran</li> <li>• learn and memorise short supplications.</li> </ul>	Textbook page: 53- 55

# PSHE

Year 3	
<b>Topic/Unit: Getting on or falling out</b>	<b>Duration:</b> Week 2 to 3
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• Work at building and maintaining relationship</li> <li>• How to cooperate and be a team player</li> <li>• Show persistence and self-disciplines to achieve your goals</li> </ul>	Workbook pages: 26, 27, 29
<b>Topic/Unit : Duties, rights and responsibilities</b>	<b>Duration:</b> Week 4 to Week 6
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• How to be useful</li> <li>• Be responsible and clean up after yourself</li> <li>• Be positive about learning</li> <li>• Recognise the value of knowledge</li> </ul>	Workbook pages: 34, 35, 36, 37
<b>Topic/Unit : Environmental awareness</b>	<b>Duration:</b> Week 7 to 9
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• How to encourage clean environment</li> <li>• Environmental awareness (why we should save water)</li> <li>• Care for habitats , wildlife and endangered animals</li> </ul>	Workbook pages: 41,43, 44
<b>Topic/Unit : Community activities and participation</b>	<b>Duration:</b> Week 10 to 11
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• Develop sense of purpose in life</li> <li>• Seek good role model within the community</li> <li>• Respect authority</li> </ul>	Workbook pages: 46, 47, 48
<b>Topic/Unit : Bullying</b>	<b>Duration:</b> Week 12 to 13

<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• Being friendly</li> <li>• Be tolerant and understanding of differences</li> </ul>	Workbook pages: 53, 54
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## PHYSICAL EDUCATION

<b>Year : 3</b>	
<b>Topic/Unit: Minor Games</b> In this unit children develop basic game-playing skills, in particular throwing, tossing and catching. They play games based on striking and fielding games rounder as in Kickball Rounders/ Scatter ball stop rounders.	<b>Duration to complete the Topic:</b> 4 Weeks
<b>Concepts and Skills to be taught for this topic:</b> In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. Revise catching, with one hand and both hands/ fielding a ground ball/ running and tossing/ running and throwing/ base running. They will also talk about game plans, game strategies in their own version. Cooperation and team work are essential in team games.	
<b>Topic/Unit: Minor Games</b> In this unit children develop basic game-playing skills, in particular on striking skills using their hands, their feet and a bat. They play games based on striking and fielding games (like rounder's and cricket). They have an opportunity to play one against one, one against two, and one against three. They play games that demand simple choices and decisions on how to use space to avoid opponents keep the ball and score points.	<b>Duration to complete the Topic:</b> 4 Weeks
<b>Concepts and Skills to be taught for this topic:</b> <b>Revision on basic game skill such as overarm throw throwing, underarm throw, fielding, basic positions in games situations, striking, team work, communication and good sportsmanship.</b>	
<b>Topic Fitness: This is a continuous topic throughout the term.</b> <b>Knowledge &amp; understanding of fitness &amp; health</b> <ul style="list-style-type: none"> <li>• Healthy, active lifestyles, introduction to diets, rest, relaxation.</li> </ul>	<b>Duration to complete the Topic:</b> 4 Weeks
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• Warm up and stretching exercises/ sprinting/ dodging/ skipping/ relay running/</li> <li>• Share different kinds of exercises – strength exercise/ flexibility exercises/ agility exercises</li> <li>• Simplified Fitness testing – Endurance, strength and Flexibility. Record personal data.</li> </ul>	

# ART

<b>Year 3</b>		
<b>Topic/Unit: Crafting &amp; Modeling and Experimentation</b>		<b>Duration to complete the Topic:</b> Week 1 to Week 11
<p><b>Concepts and Skills to be taught for this topic:</b></p> <ul style="list-style-type: none"> <li>• Explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.</li> <li>• Investigate the principles of design (pattern/repetition, variety, contrast, emphasis, rhythm/movement, balance, and unity) in the visual environment.</li> <li>• Apply one or more of the elements and principles of design in creating artwork based on the senses and imagination.</li> <li>• 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 –</li> <li>• 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, stumble etc.</li> </ul>		<p><b>Materials:</b> Stencil Art using, Art card, drawing paper and cutting tools.</p> <p><b>Landscape Painting</b> using water colour paint and water colour papers.</p> <p><b>Melted crayon</b> using oil pastels and recycled materials.</p>
<p><b>Topic/Unit:</b></p> <ul style="list-style-type: none"> <li>• Geodes Crystal making</li> <li>• Live Art</li> </ul> <p><b>Coursework Topic 50%:</b></p> <ul style="list-style-type: none"> <li>• 3D Flamingo</li> <li>• Marbled Paper</li> </ul>	<p><b>Elements of Art:</b></p> <p>Art &amp; Science Experiment (Subjects collaboration) Hand Painting with still life illustrations</p> <p>Paper Mache' Art &amp; Science Experiment (Subjects collaboration)</p>	<p><b>Duration to complete the Topic:</b></p> <p>Week 1 to Week 3 Week 4 to Week 5 Week 7 to Week 8 Week 9 to Week 11</p>

# MUSIC

Year 3	
<b>Topic/Unit:</b> Ongoing skills	<b>Duration to complete the Topic:</b> Week 1 to Week 12
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• It focuses on the development of the singing voices and other essential musical skills (listening skills, aural memory and physical skills).</li> <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/Unit:</b> Play it again (Exploring rhythmic patterns)	<b>Duration to complete the Topic:</b> Week 1 to Week 12
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• Create simple rhythmic patterns and perform them rhythmically using notation as support.</li> <li>• Develop a sense of pulse.</li> <li>• Practise keeping a steady beat when performing.</li> <li>• Copy and create short rhythmic pattern.</li> </ul>	
<b>Topic/Unit:</b> Exploring arrangements	<b>Duration to complete the Topic:</b> Week 1 to Week 12
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• Develops children’s ability to create, combine and perform rhythmic and melodic material as part of a class performance song.</li> <li>• Create ostinato rhythm.</li> <li>• Develop an awareness of phrasing in a song.</li> </ul>	
<b>Topic/Unit:</b> Exploring singing games <b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Duration to complete the Topic:</b> Week 1 to Week 13

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| <ul style="list-style-type: none"><li>• Sing and play a range of playground games.</li><li>• Clap or tap the pulse of songs and jingles.</li><li>• Practise clapping the rhythms of words, phrases and short jingles.</li></ul> |  |
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