



M I G S

MUTIARA INTERNATIONAL GRAMMAR SCHOOL

MIGS Junior School
CURRICULUM GUIDE
Term 3 Year 2018-19
YEAR 4

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 4		
Unit / Topic	Unit Overview	Duration to complete the Topic:
Fiction: What would you do?	<p>This is a four-week unit of 12 sessions focusing on formal and informal language through the context of true-to-life fiction.</p> <p>During the course of this unit, learners will:</p> <ul style="list-style-type: none"> • extend their range of vocabulary • explore colloquial and idiomatic speech • work with degrees of comparison • extend work on connectives to link sentences • look at the effect of different sentence lengths • practise reading aloud and expressing meaning • practise summarising. 	<p>three to four-week unit <i>(may extend upto 17 lesson days)</i></p> <p>Dates: Apr 16th – May 10th Pages: pg 99 to pg 115</p>
Holidays and dates that affect this unit = 1 day		Apr 19 th – Good Friday
Non-fiction: Food for thought	<p>This is a four-week unit of 12 sessions focusing on different types of persuasive texts.</p> <p>During the course of this unit, learners will:</p> <ul style="list-style-type: none"> • read and analyse an advertisement, a personal profile and a review • use adjectives and adverbs to be persuasive • understand how to use facts and opinions for effect • understand how to use connectives to make a point • use adjectives effectively • design an advertisement and write a personal profile • give an oral presentation as part of an informal debate. 	<p>four-week unit <i>(may extend upto 19 lesson days)</i></p> <p>Dates: May 13th – 14th June Pages: pg 72 to pg 86</p>
Holidays and dates that affect this unit = 11 days		May 20 th – Wesak Day, May 22 nd – Nuzul Al Quran , June 4 th – 7 th – Hari Raya Adilfitri, June 17 th - 21 st EOY Exams
Poetry : Poems to ponder	<p>This is a two-week unit of six sessions covering three different types of poems focusing on how words are used to create particular effects.</p> <p>During the course of this unit, learners will:</p> <ul style="list-style-type: none"> • practise their poetry performance technique • identify and invent similes and work with simple personification • identify different moods • develop work on prefixes and suffixes • develop word selection skills for different effects • develop listening skills • write a poem of rhyming couplets. 	<p>two-week unit <i>(may extend upto 9 lesson days)</i></p> <p>Dates: 24th June – 18th July Pages: pg 42 – pg 51</p>
Holidays and dates that affect this unit = 5 days		July 4 th -5 th – School Concert, July 16 th – Interclass Games, July 17 th – STEAM Exhibition, July 18 th – Speech Day

MATHEMATICS

Year 4		
Topic/Unit: Number and Problem Solving	Aims and Learning Objectives By the end of this unit, learners will cover the following content and skills:	Duration to complete Topic: Week 1 to Week 6 (16.04.19 – 24.05.19)
Lesson Name/Core Activity: <ul style="list-style-type: none"> • Special numbers • Use negative numbers in context • Sequences • Exploring fractions • Fractions, decimals and mixed numbers • Fractions and division • Ratio and proportion 	<u>Numbers and the Number System</u> <ul style="list-style-type: none"> • Multiply and divide three-digit numbers by 10 (whole number answers) and understand the effect; begin to multiply numbers by 100 and perform related divisions. • Use negative numbers in context, e.g. temperature. • Recognise and extend number sequences formed by counting in steps of constant size, extending beyond zero when counting back. • Recognise odd and even numbers. • Make general statements about the sums and differences of odd and even numbers. • Use decimal notation and place value for tenths and hundredths in context, e.g. order amounts of money; convert a sum of money such as £13.25 to pence, or a length such as 125 cm to metres; round a sum of money to the nearest pound. • Find multiples of 10, 100, 1000 more/less than numbers of up to four digits, e.g. $3407 + 20 = 3427$. • Order and compare two or more fractions with the same denominator (halves, quarters, thirds, fifths, eighths or tenths). • Recognise the equivalence between: $\frac{1}{2}$; $\frac{4}{8}$; and $\frac{5}{10}$; $\frac{1}{4}$; $\frac{2}{8}$; $\frac{1}{5}$ and $\frac{2}{10}$ • Use equivalence to help order fractions, e.g. $\frac{7}{10}$ and $\frac{3}{4}$ • Understand the equivalence between one-place decimals and fractions in tenths. 	Textbook pages: 82 to 91

- Understand that $\frac{1}{2}$ is equivalent to 0.5 and also to $\frac{5}{10}$.
- Recognise the equivalence between the decimal fraction and vulgar fraction forms of halves, quarters, tenths and hundredths.
- Recognise mixed numbers, e.g. $5\frac{3}{4}$ and order these on a number line
- Relate finding fractions to division.
- Find halves, quarters, thirds, fifths, eighths and tenths of shapes and numbers.

Calculation: Mental Strategies

- Derive quickly pairs of two-digit numbers with a total of 100, e.g. $72 + \Delta = 100$.
- Derive quickly pairs of multiples of 50 with a total of 1000, e.g. $850 + \Delta = 1000$
- Know multiplication for $2\times$, $3\times$, $4\times$, $5\times$, $6\times$, $9\times$ and $10\times$ tables and derive division facts.
- Identify simple fractions with a total of 1, e.g. $\frac{4}{5} + \Delta = 1$.

Addition and Subtraction

- Add three two-digit multiples of 10, e.g. $40 + 70 + 50$.
- Add and subtract near multiples of 10 or 100 to or from three-digit numbers, e.g. $367 - 198$ or $278 + 49$.
- Find a difference between near multiples of 100, e.g. $304 - 296$.
- Subtract a small number crossing 100, e.g. $304 - 8$.
- Derive quickly doubles of all whole numbers to 50, doubles of multiples of 10 to 500, doubles of multiples of 100 to 5000, and corresponding halves.

Multiplication and Division

- Decide whether to round up or down after division to give an answer to a problem.
- Begin to understand simple ideas of ratio and proportion, e.g. a picture is one fifth the size of the real dog. It is 25 cm long in the picture, so it is 5×25 cm long in real life.

	<p><u>Problem Solving</u></p> <ul style="list-style-type: none"> • Using techniques and skills in solving mathematical problems • Choose appropriate mental or written strategies to carry out calculations involving addition and subtraction. • Check the results of adding numbers by adding them in a different order or by subtracting one number from the total. • Check subtraction by adding the answer to the smaller number in the original calculation. • Estimate and approximate when calculating and check working. • Check multiplication using a different technique, e.g. check $6 \times 8 = 48$ by doing 6×4 and doubling. • Check the result of a division using multiplication, e.g. multiply 4 by 12 to check $48 \div 4$. 	
<p>Topic/Unit: Measure and Problem Solving</p>	<p>Aims and Learning Objectives</p> <p>By the end of this unit, learners will cover the following content and skills:</p>	<p>Duration to complete Topic: Week 7 to Week 10 (27.05.19 – 21.06.19)</p>
<p>Lesson Name/Core Activity:</p> <ul style="list-style-type: none"> • Measuring capacity • Capacity, length and weight • Measuring time • Calculating time • Calculating time intervals 	<p><u>Measure</u></p> <ul style="list-style-type: none"> • Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity. • Know and use the relationships between familiar units of length, mass and capacity, know the meaning of kilo-, cent-, and milli-. • Interpret intervals. Division on partially numbered scales; record readings accurately. • Where appropriate, use decimal notation to record measurements, e.g. 1.3 m, 0.6 kg, 1.2 l. • Read and tell the time to the nearest minute on 12 hour digital and analogue clocks. • Use am, pm and 12hour digital clock notation. • Read simple timetables and use a calendar. 	<p>Textbook pages: 92 to 101</p>

<ul style="list-style-type: none"> • Area and perimeter 	<ul style="list-style-type: none"> • Choose units of time to measure time intervals. • Draw rectangles and measure and calculate their perimeters. • Understand that area is measured in square units e.g. cms squared. • Find the area of rectilinear shapes drawn on a square grid by counting squares. <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> • Understand everyday systems of measurement in length, weight and capacity and time and use these to solve simple problems as appropriate. • Estimate and approximate when calculating, and check working. • Make up a number story for a calculation, including in the context of measures. • Explain methods and reasoning orally and in writing; make hypotheses and test them out. 	
<p>Topic/Unit: Handling Data and Problem Solving</p>	<p>Aims and Learning Objectives By the end of this unit, learners will cover the following content and skills:</p>	<p>Duration to complete Topic: Week 11 to Week 14 (24.06.19 – 18.07.19)</p>
<p>Lesson Name/Core Activity:</p> <ul style="list-style-type: none"> • Tables and bar charts • Frequency tables • Tree diagrams • Carroll diagrams • Venn diagrams 	<p><u>Handling Data</u></p> <ul style="list-style-type: none"> • Answer a question by identifying what data to collect, organising, presenting and interpreting data in tables, diagrams, tally charts, frequency tables, pictograms and bar charts. • Compare the impact of representations where scales have different intervals. • Use Venn or Carroll diagrams to sort data and objects using 2 or 3 criteria. <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> • Use ordered lists and tables to help to solve problems systematically. • Explain methods and reasoning orally and in writing; make hypotheses and test them out. 	<p>Textbook pages: 102 to 109</p>

SCIENCE

Year 4	
Topic/Unit: Electricity and magnetism	Duration to complete the Topic: Week 1 - 12
Outline of lesson content: <ul style="list-style-type: none">● identify common appliances that run on electricity● construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers● know that electrical current flows and that models can describe this flow, e.g. particles travelling around a circuit● identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery● recognise some common conductors and insulators, and associate metals with being good conductors.● explore the forces between magnets and know that magnets can attract or repel each other● 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	Learner's Book page: 72 to 90

GEOGRAPHY

Year 4	
Topic/Unit: Earthquakes	Duration to complete the Topic: Week 1 to Week 13
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none"> • Learn about early settlements and investigate its evidence on World Wide Web and references. • They shall compare it with a village settlement of today (with reference to earlier taught topics) and how they stay connected. • They shall also understand how settlements of the past and modern have developed. • The term shall also help them investigate how and where they spend their leisure, recreation and work time. • The term shall also help them familiarized with the natural phenomenon of Earthquakes in relation to South East Asian context. • They shall read reports and try to locate the exact place it happened and deduce why it happened there. 	

HISTORY

Year 4	
<p>Topic/Unit: Indus Valley Civilisation</p> <p>The unit will help students understand the origins of Indus Valley Civilisation based on artefacts and remains found in Indus Valley Site. They shall explore interactive maps on the ancient city of Mohenjo-daro and have a knowledge about the artefacts of the time.</p>	Duration to complete the Topic: Week 1 to Week 13 – Indus Valley Civilisation
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none"> • use maps, photographs, diagrams, images, statistics, keys, graphs, text, models, internet, speeches, surveys, and video clips to explain geographic information. • present visual data - may include, but is not limited to, taking photographs or drawing pictures • make appropriate use of dates & terms 	*Week 9 onwards (*preparation for exhibition on ancient civilisation)

- show knowledge and understanding of aspects of the ancient history of India and other areas of content
- use their knowledge and understanding to describe the characteristic features of past societies and periods
- learn about the way of life of people living at a time beyond living memory
- ask and answer questions and make inferences from artefacts

COMPUTING

Year 4

Topic/Unit: Exploring Control

Duration: 4 weeks - Term 3

Concepts and Skills to be taught for this topic:

- Exploring Controls
- Turtle Repeats
- Varied angles
- Pattern by rotation
- Writing procedures
- Repeat a procedure
- Assignments

Textbook pages: 6 to 18

Topic/Unit: Exploring Multimedia

Duration: 4 weeks - Term 3

Concepts and Skills to be taught for this topic:

- Learning about multimedia
- MS Powerpoint
- Adding pictures
- Adding Sounds
- Linear storyboards
- Main menu
- Master slides

Textbook pages: 54 to 66

<ul style="list-style-type: none"> ● Linking the slides ● Self-evaluation ● Projectwork 	
Introduction: OS, Microsoft Applications / Google Apps - Google Drive, Calendar, Emails, Classroom, etc	
Evaluation: Tests / Assessment / Presentations / Projects	

FRENCH

Year 4	
Topic/Unit: La Routine (School Routine)	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"> ● To discuss on school routines ● To list down daily school routines ● To sing a rhyme on school routine ● To read short passage on school routine 	
Topic/Unit: Les Chiffers (Numbers)	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"> ● To count the numbers in French. ● To write the correct numbers at the right boxes. ● To understand the use of numbers in currency. ● To have situational role play relating to numbers 	
Topic/Unit: L' Huere (Time)	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"> • To understand the use of numbers in time. • To have short conversation relating to time. • To reinforce on these topics • To have a reflection of the same. 	
Topic/Unit: Les Transport (Transport)	Duration to complete the Topic: Week 10 to Week 11
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • To understand between private and public transportation. • To list down private transportation. • To list down public transportation. • To fill in the blanks with the correct answers. 	
Topic/Unit: Les Transport (Transport)	Duration to complete the Topic: Week 12 to Week 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • To do crossword puzzle on transport. • To have a short dialogue relating to transport. • To revise and reinforce on the above topics. • To have a reflection on the above topics. 	

MANDARIN

Year 4	
Topic/Unit: Countries and Time	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"> • To revise on the previous topics 	To be written in exercise book or on a

<ul style="list-style-type: none"> • To read the pinyin with characters. • To draw and write the clocks and its time • To spell new vocabulary. 	hand-out.
Topic/Unit: My School, Time and Daily Activities	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"> • To read the text with correct pronunciation • To answer questions correctly • To listen and speak on time and daily activities. • To draw an activity time table 	To be written in exercise book or on a hand-out.
Topic/Unit: Time, Activities and Daily Meals	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"> • To reinforce on these topics • To have a reflection of the same. • To read the text with correct intonations • To answer questions orally 	To be written in exercise book or on a hand-out.
Topic/Unit: Transportation	Duration to complete the Topic: Week 10 to Week 11
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • To name the various forms of transport • To read a text with correct intonations • To write few sentences 	To be written in exercise book or on a hand-out.
Topic/Unit: Hobbies and Assessment	Duration to complete the Topic: Week 12 to Week 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • To read and understand the text • To answer questions orally • To have assessment on the above topics. 	To be written in exercise book or on a hand-out.

BAHASA MALAYSIA

Year 4	
THEME 7 – AGRICULTURE AND LIVESTOCK	Duration to complete the Topic: Week 1 to Week 3
Topic/Unit: The Fruits of Hard Work	
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • listen, understand, give response and complete text • read, understand text, identify main and supporting ideas • complete the pictorial guided writing • construct compound sentences based on pictures • choose the suitable transitive verbs and construct sentences 	Activity book pages: 61 to 68
THEME 8 – INTEGRITY	Duration to complete the Topic: Week 4 to Week 6
Topic/Unit: A Good Daughter	
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • listen, repeat and tick on compound sentences • read, understand text and identify ideas • read, understand and take dictation based on the resources • complete lyrics and sing a song • complete text with compound words 	Activity book pages: 69 to 76
Topic/Unit: Practising Good Values in School	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"> • complete dialogue and do a simulation • complete dialogue and do a role play • identify and write good values from lyrics • edit spelling mistakes in a passage and re-write the passage 	Activity book pages: 77 to 80
Topic/Unit: Practising Good Values in School	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"> • complete lyrics and sing a song • complete text with compound words • construct statement sentences based on pictures and phrases • complete a story based on the given pictures and phrases 	<p>Activity book pages: 81 to 84</p>
<p>Topic/Unit: Perform Good Deeds at All Times</p>	<p>Duration to complete the Topic: Week 12 to Week 14</p>
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none"> • read text and conduct peer assessment on the reading • complete a text with the correct spelling and punctuation marks • edit and write the spelling mistakes in the text • read text and classify the sentences into the respective simple and compound sentences • construct simple and compound sentences in paragraphs 	<p>Activity book pages: 85 to 92</p>

COMMUNICATION MALAY

Year 4	
<p>Topic/Unit: Command Sentences</p>	<p>Duration to complete the Topic: Week 1 to Week 3</p>
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none"> • provide and write response to questions • read and complete the given information • write correct command sentences based on pictures 	<p>Activity book pages: 24 to 25</p>
<p>Topic/Unit: Classifier</p>	<p>Duration to complete the Topic: Week 4 to Week 6</p>
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none"> • identify and understand the use of classifier • listen, understand and respond to questions 	<p>Activity book pages: 26 to 28</p>

<ul style="list-style-type: none"> • classify the pictures according to the correct classifier 	
Topic/Unit: Synonyms	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"> • listen and understand what synonyms are • read, understand and replace the underline words with their synonyms • edit, correct and write the actual synonyms 	Activity book pages: 29 to 30
Topic/Unit: Antonyms	Duration to complete the Topic: Week 10 to Week 11
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • listen and understand what antonyms are • read, understand and replace the underline words with their antonyms • edit, correct and write the actual antonyms 	Activity book pages: 31 to 32
Topic/Unit: Command Sentences	Duration to complete the Topic: Week 12 to Week 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • listen, respond and write suitable replies to the commands • role play on commands and instructions • match pictures with the correct instructions • construct and write simple sentences using command words 	Activity book pages: 33 to 39

SEJARAH

Year 4	
<p style="text-align: center;">TOPIC 5: EMINENT PERSONALITIES DURING THE MELAKA SULTANATE</p> <p>Unit 8: Eminent Personalities</p>	<p>Duration to complete the Topic: Week 1 to Week 3</p>
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none"> recognise criteria to become Bendahara and Laksamana identify good values practised by the community during this period discuss reasons for respecting leaders (including parents and teachers) complete a quiz on the topic 	<p>Text book pages: 104 to 110</p>
<p>Unit 9: Parameswara, the Founder of Melaka</p>	<p>Duration to complete the Topic: Week 4 to Week 6</p>
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none"> recognise the journey of Parameswara from Palembang to Melaka learn how Melaka was finally founded and origin of Melaka's name do a role play on the opening of Melaka discuss the roles and leadership qualities of Parameswara as the first Melaka Sultan 	<p>Text book pages: 111 to 124</p>
<p>Unit 10: Tun Perak the Bendahara</p>	<p>Duration to complete the Topic: Week 7 to Week 9</p>
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none"> understand Tun Perak's contributions to Melaka Golden Era read about Tun Perak's biodata and roles as Bendahara recognise Tun Perak's famous strategy during battles with Siam identify Tun Perak brilliant and visionary leadership skills 	<p>Text book pages: 125 to 131</p>
<p>Unit 10: The Golden Era of Melaka</p>	<p>Duration to complete the Topic: Week 10 to Week 11</p>
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none"> recognise the expansion of the Melaka empire during Melaka's golden era discuss on the undivided loyalty of Tun Perak towards the Sultan 	

<ul style="list-style-type: none"> do a quiz on Tun Perak 	Text book pages: 132 to 138
Unit 11: Hang Tuah the Laksamana	Duration to complete the Topic: Week 12 to Week 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> recognise the life story of Hang Tuah and his bravery read the roles that Hang Tuah played as Laksamana read and understand the famous battle between Hang Tuah and his best friend, Hang Jebat discuss and debate on the undivided loyalty of Hang Tuah towards the Sultan 	Text book pages: 139 to 152

LOCAL STUDIES

Year 4	
Unit 11: My Family	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"> recognise and discuss about own family understand the importance of own passport identify and make own family tree discuss about life in Malaysia 	
Unit 12: My House	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"> discuss about own house draw lay out plan of own house and label the rooms identify type of house that one stay recognise other types of houses in Malaysia 	

Unit 13: My School	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"> • do a location plan from own house to the school • understand the school history through conducting interview • discuss the meaning of the school badge • understand and recognise the roles of the school administrators 	
Unit 14: My Neighbourhood	Duration to complete the Topic: Week 10 to Week 11
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • understand the importance of knowing own house address • understand and draw own house location plan • recognise the neighbours • discuss about the neighbourhood 	
Unit 15: Malaysia that I Know	Duration to complete the Topic: Week 12 to Week 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • recap and reflect what the students have learned • discuss about any facts on Malaysia which they know • do a scrap book or poster relating to their experience staying in Malaysia • present their experience staying in Malaysia 	

ISLAMIC STUDIES

Year 4	
Topic/Unit: Halal and Haram in Islam	Duration: 2 weeks- Term 3
Concepts and Skills to be taught for this topic: Students will be able to: <ul style="list-style-type: none"> • understand the concept of Halal and Haram in Islam. • differentiate between Haram and Halal in Islam. • learn why Haram is not allowed in Islam. 	Textbook pages: 44 to 48
Topic/Unit: A Rightly Guided Caliph: Hazrat Umar (RA)	Duration: 2 weeks- Term 3
Concepts and Skills to be taught for this topic: Students will be able to: <ul style="list-style-type: none"> • learn the concept of the Caliph system in Islam. • learn the names of the four Caliphs • learn the life and character of Hazrat Umar (RA) 	Textbook pages: 54 to 58
Topic/Unit: The Story of the Prophet Musa (RA)	Duration: 2 weeks- Term 3
Concepts and Skills to be taught for this topic: Students will be able to: <ul style="list-style-type: none"> • learn the life and character of Prophet Musa (RA). • learn that Torah was revealed on Prophet Musa. • learn the miracles of Prophet Musa (RA). 	Textbook pages: 49-53
Topic/Unit: <ul style="list-style-type: none"> • Duas' (Supplication) for Daily Life • Short Surahs of the Holy Quran 	Duration: 2 weeks- Term 3
Concepts and Skills to be taught for this topic: Students will be able to: <ul style="list-style-type: none"> • know the meaning of Duas' in Islam • understand that Allah accept our Duas' • learn and memorise the short surahs of the Holy Quran. • learn and memorise the daily duas' in life. 	Textbook pages: 60-61

PSHE

Year 4	
Topic/Unit : Getting on or falling out	Duration: Week 2
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • How to support and include others • Look at different ways of doing things (social problem solving) 	Workbook pages: 18, 19
Topic/Unit: Duties, rights and responsibilities	Duration: Week 3 to 4
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • Keep learning (discover what you would like to explore more) • Manage your money wisely (budget problem solving) 	Workbook pages: 28, 29
Topic/Unit: Environmental awareness	Duration: Week 5
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • Use environmentally- friendly products (what are the energy saving alternative sources) • Use environmentally- friendly energy (homemade natural product) • Sources that can be replaced (discover different types of renewable energy sources) 	Workbook pages: 33, 34, 35
Topic/Unit : Community activities and participation	Duration: Week 6 to 7
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • Strive for peace (understand that peace can be achieved through good communication and action taken as a community) 	Workbook pages: 41
Topic/Unit: Bullying	Duration: Week 8 to 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • Behave responsibly 	

<ul style="list-style-type: none"> • Share with and care for those in need 	Workbook pages: 47, 48
Topic/Unit: Setting goals	Duration: Week 10 to 11
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • Do things to the best of your ability • Set worthwhile goals and make plan to achieve them 	Workbook pages: 52, 53
Topic/Unit: Internationalism and cultural diversity	
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • Have a global perspective 	Workbook pages: 55

PHYSICAL EDUCATION

Year : 4	
Topic/Unit: Striking, Sending and Receiving / Tee- Ball In this unit children learn how to hit or strike the ball into spaces, so they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down.	Duration to complete the Topic: 4 Weeks
Concepts and Skills to be taught for this topic: 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 Introduction to batting skills: grip, basic batting position, arm swing, follow through.	
Topic/Unit: Striking / Net games as in Badminton In this unit our learners will be introduced to a racket game. The 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	Duration to complete the Topic: 4 Weeks

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.	
Concepts and Skills to be taught for this topic: In Net games: Pupils have increasingly accurate and consistent skills. <ul style="list-style-type: none"> • They can hold a racket and hit a shuttle to a partner using forehand and back hand strokes. • They can hold a rally for at least 5 shots. (The use of videos and IT gadgets will reinforce their understanding) 	
Topic/Unit: This is a continuous topic throughout the term. Knowledge & understanding of fitness & health <ul style="list-style-type: none"> • Healthy, active lifestyles, introduction to diets, rest, relaxation 	Duration to complete the Topic: 4 Weeks
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • Warm up and stretching exercises/ sprinting/ dodging/ skipping/ relay running/ • Share different kinds of exercises – strength exercise/ flexibility exercises/ agility exercises Simplified Fitness testing – Endurance, strength and Flexibility. Record personal data.	

ART

Year 4	
Topic/Unit: Crafting ,Live Art and Perspective Drawing	Duration to complete the Topic: Week 1 to Week 11
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • Explore a range of art materials, techniques, and vocabulary to develop art making skills • Examine the relationship among the arts, societies, and environments. • Respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression. • Demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture. • An enriched appreciation for works of art through time and culture. • The ability to respond to others’ artwork with sensitivity and respect. 	Materials: Water Colour Painting/Mural Illustration using water colour paint and water colour painting sheets. Drawing & Shading using pencil drawing;

<ul style="list-style-type: none"> Heightened awareness of the role arts has in lifelong learning Confidence in themselves as makers of art with the potential for using their abilities in future art-related and other careers. 		2B,3B,4B,5B,6B,7B,8B. Perspective drawing using measurement tools and pencil drawing.
Topic/Unit : <ul style="list-style-type: none"> Mural Project Grouping project Live Art (Still life fruits. displays) 	Elements of Art: Illusion painting on real objects Drawing and Shading	Duration to complete the Topic: Week 1 to Week 3 Week 4 to Week 6 Week 7 to Week 9 Week 10 to Week 11
Coursework Topic 50% : <ul style="list-style-type: none"> 3D Letters sculpture Collage 	Recycled materials Craft 2D perspective drawing	

MUSIC

Year 4		
Topic/Unit: Ongoing skills		Duration to complete the Topic: Week 1 to Week 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> It focuses on the development of the singing voices and other essential musical skills (listening skills, aural memory and physical skills). Sing a range of songs. Use their voices in different ways. Listen to a variety of music and begun to recognise ways in which sounds are used. 		Songbook
Topic/Unit: Play it again (Exploring rhythmic patterns)		Duration to complete the Topic: Week 1 to Week 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> Create simple rhythmic patterns and perform them rhythmically using notation as support. 		Workbook

<ul style="list-style-type: none"> • Develop a sense of pulse. • Practise keeping a steady beat when performing. • Copy and create a short rhythmic patterns. 	
Topic/Unit: Exploring arrangements	Duration to complete the Topic: Week 1 to Week 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • Develops children’s ability to create, combine and perform rhythmic and melodic material as part of a class performance of a song. • Create rhythmic ostinato. • Develop an awareness of phrasing in a song. 	

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