



MIGS

MUTIARA INTERNATIONAL GRAMMAR SCHOOL

MIGS Junior School
CURRICULUM GUIDE
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 One.

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,

Joanna Johami

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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.

Teachers Responsible for Year 3

Class Teachers:

3R

Pavithra Semaadderi

– pavithra.semaadderi@migs.edu.my

3S

Esther Keong

– esther@migs.edu.my

Subjects	Teachers Responsible	Subjects	Teachers Responsible
English	Pavithra Semaadderi pavithra.semaadderi@migs.edu.my	Bahasa Malaysia	Asmayiah Sidal asma@migs.edu.my
Maths	Esther Keong esther@migs.edu.my	Communication Malay	Yap Ah Chai yap@migs.edu.my
Science	Esther Keong esther@migs.edu.my	Islamic Studies	Mohammed Hayat khan@migs.edu.my
History and Geography	Pavithra Semaadderi pavithra.semaadderi@migs.edu.my	PSHE	Nabilah Rodrigues nabilah@migs.edu.my
Computing	Mohammed Hayat khan@migs.edu.my	Art	Shafizah Abdul Rahim shafizah@migs.edu.my
French	Dr Hocine Bouchikhi hocine@migs.edu.my	Music	Lim Pui Ying puiying@migs.edu.my
Mandarin	Yap Ah Chai yap@migs.edu.my	PE	Jale Samuwai (Charlie) charlie@migs.edu.my Khairul Munir khairul.mustaffa@migs.edu.my

ENGLISH

Level: Year 3		
Topic/Unit:	Unit Overview	Duration to complete the Topic:
Fiction 1. Ordinary Days	Focusing on stories with familiar settings such as home, school and the countryside. This unit is based around two picture books: <i>Once Upon an Ordinary School Day</i> by Colin McNaughton and <i>Amazing Grace</i> by Mary Hoffman During the course of this unit, learners will: <ul style="list-style-type: none"> • use a range of strategies to read and understand unfamiliar words • learn to recognise verbs, nouns and adjectives and use the terms appropriately • read aloud with increased fluency, using punctuation • recognise different ways of showing dialogue and begin to use speech marks in their writing • extend the range of sentence types used in their writing 	4 week unit of 24 days Dates: 4th Sept – 12th Oct
Non-fiction 1. Let's have a party!	This unit is focusing on instructions. During the course of this unit, learners will: <ul style="list-style-type: none"> • use a range of strategies to read and understand unfamiliar words • use a range of strategies to spell words they are not sure of and to check the spelling • read aloud with increased fluency, using punctuation • secure recognition of irregular forms of common verbs • ensure grammatical agreement with subject and verb to write standard English • use adverbs to vary sentence beginnings • use alphabetical order to organise a list 	4 week unit of 22 days Dates: 15th Oct – 16th Nov
Poetry 2. See, hear, feel, enjoy	This unit is looking at some short poems and play scripts that relate to the five senses. During the course of this unit, learners will: <ul style="list-style-type: none"> • appreciate the impact of poets' choices of words • infer the meaning of unknown words from context • use simple adverbs to show the links between events • read aloud with fluency and understanding • adapt tone of voice and movement to create a character • practise reading aloud to improve performance 	2 week unit of 9 days Dates: 19th Nov – 30th Nov

MATHEMATICS

Level: Year 3		
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 7 (04.09.18 – 19.10.18)
Lesson Name/Core Activity: <ul style="list-style-type: none"> • Hundreds, Tens and Ones • To 1000 • Place value • Ten less and ten more • Adding several small numbers • Doubling and halving • Fact families • Calculation strips • Sorting multiples 	<p><u>Numbers and the Number System</u></p> <ul style="list-style-type: none"> • recite numbers to 100 and to 200 and beyond • read and write numbers to at least 1000 • count on and back in steps of 2, 3, 4 and 5 to at least 50 • place a 3 digit number on a number line marked in multiples of 100 • place a three digit number on a number line marked off in multiples of 10 • count on and back in ones, tens and hundreds from 2 and 3 digit numbers • understand what each digit represents in 3 digit numbers and partition into hundreds, tens and units • find 1, 10, and 100 more/less than 2 and 3 digit numbers <p><u>Calculation: Mental Strategies</u></p> <ul style="list-style-type: none"> • know addition and subtraction facts for all numbers to 20 • know the following addition and subtraction facts • multiples of 100 with a total of 1000 • multiples of 5 with a total of 100 • know multiplication/division facts for 2x, 3x, 5x and 10 x tables • begin to know the 4x table • recognise 2 and 3 digit multiples of 2, 5, and 1 <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • add and subtract 10 and multiples of 10 to and from 2 and 3 digit numbers • add 100 and multiples of 100 to 3 digit numbers • use the = sign to represent equality • add several small numbers • re-order an addition to help with the calculation <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • understand the relationship between doubling and halving • understand the effect of multiplying 2 digit numbers by 10 	Textbook pages: 4 to 23

<ul style="list-style-type: none"> • Multiples face families • Multiples patterns 	<ul style="list-style-type: none"> • understand and apply the idea that multiplication is commutative <p>Problem Solving:</p> <ul style="list-style-type: none"> • using Techniques and Skills in Solving Mathematical Problems • choose appropriate mental strategies to carry out calculations • make sense of and solve word problems and begin to represent them • check the results of adding 2 numbers using subtraction, and several numbers by adding in a different order • check subtraction by adding the answer to the smaller number in the original calculation • consider whether an answer is reasonable 	
<p>Topic/Unit: Geometry 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 8 to 11 (22.10.18 – 16.11.18)</p>
<p>Lesson Name/Core Activity:</p> <ul style="list-style-type: none"> • 2D Shapes • 3D Shapes • Nets of 3D Shapes • Symmetry • Maze routes 	<p>Geometry</p> <ul style="list-style-type: none"> • identify, describe and draw regular and irregular 2d shapes classify 2d shapes according to the number of sides, vertices and right angles • identify, describe and make 3d shapes including pyramids and prisms • investigate which nets will make a cube • classify 3d shapes and shape of faces, number of vertices and edges • draw and complete 2d shapes with reflective symmetry and reflections • relate 2d shapes and 3d solids to drawings of them • identify 2d, 3d shapes, lines of symmetry and right angles in real world • identify right angles in 2d shapes • use language of position, direction and movement, clock and anti-clockwise <p>Problem Solving</p> <ul style="list-style-type: none"> • recognise the relationships between different 2d shapes • identify the differences and similarities between different 3d shapes • identify relationships between shapes eg same number of lines of symmetry 	<p>Textbook pages: 24 to 33</p>
<p>Topic/Unit: Measure 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 12 to 15 (19.11.18 – 12.12.18)</p>

<p>Lesson Name/Core Activity:</p> <ul style="list-style-type: none"> • Dollars and cents • Clock times • Time to grow • Growing things • Growth and harvest 	<p>Measures</p> <ul style="list-style-type: none"> • consolidate using money notation • use addition and subtraction facts with a total of 100 to find change • choose and use appropriate units and equipment to estimate, measure and record measurements • know the relationship between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres • read to the nearest division or half division, use scales that are numbered or partially numbered • use a ruler to draw and measure lines to the nearest centimetre • solve word problems involving measures • suggest and use suitable units to measure time and know the relationships between them • 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 <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> • choose appropriate mental strategies to carry out calculations • begin to understand everyday systems of measurement in length, weight, capacity, time and use these to make measurements as appropriate • estimate and approximate when calculating and check their working • make a sensible estimate of the answer to a calculation • consider whether an answer is reasonable • make up a number story to go with a calculation, including in the context of money • explain a choice of calculation strategy and how the answer was worked out • use ordered lists and tables to help solve problems systematically 	<p>Textbook pages: 34 to 41</p>
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SCIENCE

Level: Year 3	
Topic/Unit: 2 Looking After Ourselves	Duration to complete the Topic: Week 1 to 7
Outline of lesson content: <ul style="list-style-type: none">● know about food groups and sorting food● understanding that fruit and vegetables are healthy● effects of too much sugar and unhealthy diets● effect of exercise and sleep	Textbook pages: 16 to 25
Topic/Unit: 3 Living Things	Duration to complete the Topic: Week 8 to 15
Outline of lesson content: <ul style="list-style-type: none">● recognise of the features of living and non-living things.● know stages in growth and different sources of food.● show variety in the way living things move and the forms offspring.● observe of the features of humans and how these can be used for grouping.● observe of the features of living things and how these can be used for grouping.	Textbook pages: 26 to 37

GEOGRAPHY

Level: Year 3	
Topic/Unit: World Weather	Duration to complete the topic: Week 1 to 13
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• identify the location of hot and cold areas of the world in relation to the Equator• explore the weather around the world extensively• identify hot and cold places on the world map• plan a holiday trip to a place of their choice• offer reasons for choosing the place and how to get there• anticipate the weather conditions decide what to take with them	

HISTORY

Level: Year 3	
Topic / Unit: 7 Why did Henry VIII marry six times? Topic / Unit: 8 What were the differences between the lives of rich and poor people in Tudor times?	Duration to complete the topic: Week 1 to 13
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• find out about the characteristic features of society at a time in the distant past• ask and answer questions from a range of different sources of information• find out about the Tudors through the story of Henry viii's marriages• develop their ability to use written and pictorial sources• ask and answer questions, give reasons for actions and identify changes• learn about the lives of different types of people living in Tudor times	

COMPUTING

Level: Year 3	
Topic/Unit: 1 Working with Text: Robots!	Duration to complete Topic: 4 weeks
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> ● use the shift key ● change the colour, size and style of a word ● use pictures and words together ● move / align text to the middle of the page ● printing 	pages: 6 to 18
Topic/Unit: 2 Multimedia: My Robot Presentation	Duration to complete Topic: 4 weeks
Concepts and Skills be taught for this topic: <ul style="list-style-type: none"> ● plan and create a slideshow ● draw a robot ● make slides with words and pictures ● use animations in your slideshow ● create a quiz ● deliver presentations to classmates 	Textbook pages: 22 to 34
Introduction: OS, Microsoft Applications / Google Apps - Google Drive, Calendar, Emails, Classroom, etc. Evaluation: Tests / Assessment / Presentations / Projects	

FRENCH

Level: Year 3	
Unit 1 - Prépositions	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"> ● understand, list down and repeat prepositions ● write short phrase using prepositions 	
Unit 2: Quelle heure est-il? (time)	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"> ● understand, list down and read short sentences regarding time ● repeat and revise the topic of time 	
Unit 3: Les Maîtres (my routine)	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"> ● discuss their routines during weekdays and weekends ● list down routines during weekdays and weekends 	
Unit 4: Les Opinions (opinions)	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"> ● talk about own opinions ● read short sentences on opinions ● revise and review this topic 	
Unit 5: Nourriture (food)	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"> ● match pictures with words ● list down types of food ● revise and review this topic ● reflect on this topic 	

MANDARIN

Level: Year 3	
Unit 1 - Numbers and Greetings	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">• count from 1 – 100• write the numbers in Chinese• know how to use social greetings correctly• match the social greetings with the pictures correctly	Text book pages: 1 to 7 Work book pages: 1 to 13
Unit 2: Manners & Social Greetings	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">• read the text with the correct intonation and pronunciation• answer questions orally• role play – express greetings• draw pictures according to the number required	Text book pages: 8 to 22 Work book pages: 14 to 27
Unit 3: Social Expressions	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">• read the text with correct intonation and pronunciation• answer questions orally and in writing• translate words into English	Text book pages: 24 to 29 Work book pages: 28 to 35

BAHASA MALAYSIA

Level: Year 3	
THEME 1 – FAMILY TIES	Duration to complete the Topic:
Unit 1 – Spending Weekends with the Family	Week 1 to Week 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • listen, pronounce and write phrases based on pictures • read the sentences with the correct pronunciation and intonation • fill in blanks with the suitable common nouns • identify common nouns in the pictures 	Activity book pages: 1 to 8
Unit 2: The Family Story	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"> • read simple sentences and label the pictures • match pictures with the suitable phrases • read dialogues duly completed with idioms • identify and list down proper nouns • complete a bio data of a family member 	Activity book pages: 9 to 16
Unit 3: Courteous Family	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, pronounce and match compound sentences with the right pictures • read, understand the sentences and write them according to the suitable pictures • read, understand and tick the correct sentences • re-write, read and understand a text 	Activity book pages: 17 to 21
Unit 3: Courteous Family	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"> • re-write, read and understand a text • complete dialogues with suitable similar comparison • understand and fill in the blanks with the suitable classifier • add classifier to the appropriate common nouns 	Activity book pages: 22 to 24

THEME 2 – UNITY Unit 4: My Best Friends	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">• read and answer the comprehension• combine syllables to construct words• complete story with the appropriate idioms• construct sentences using transitive verbs	Activity book pages: 25 to 32

COMMUNICATION MALAY

Level: Year 3	
Unit 1 & 2 – Common Nouns and Prepositions	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"> • arrange and write the syllables • underline the prepositions • read the sentences with the correct pronunciation and intonation 	Activity book pages: 1 to 2
Unit 3 & 4: Classifiers and Prepositions	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"> • read and understand simple sentences • understand pictures and complete the sentences 	Activity book pages: 3 to 4
Unit 5 & 6: Prepositions and Verbs	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, pronounce and match sentences with the right pictures • read and understand simple sentences • read, understand and tick the correct sentences 	Activity book pages: 5 to 6
Unit 7 & 8: Question and Compound Words	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"> • re-write, read and understand the words • understand and fill in the blanks with the suitable words 	Activity book pages: 7 to 8
Unit 9 & 10: Family and School	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"> • read, understand and complete short paragraphs • fill in the blanks with the correct answers • complete story with the appropriate answers 	Activity book pages: 9 to 10

ISLAMIC STUDIES

Level: Year 3	
Topic/Unit: Faith and Belief in Islam	Duration to complete the Topic: 2 weeks
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • learn the concept of Iman in Islam • know the six articles of Iman • read and recite <i>iman mufassil</i> 	Textbook page:4
Topic/Unit: Belief in Tawheed (Oneness of Allah)	Duration to complete the Topic: 1 week
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • understand the concept of Tawheed in Islam • understand that Allah is one • know that Allah is the creator of the universe 	Textbook page: 5
Topic/Unit: Belief in Angels (Malaikah)	Duration to complete the Topic: 1 week
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • know about Angels • understand the rules and responsibilities of different Angels 	Textbook page 6

P S H E

Level: Year 3	
Topic/Unit: 1 Health and safety	duration to complete the topic: week 2 to 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> ● be able to conduct a survey on 'popular form of exercise' in the classroom ● understand the differences of getting uptight and relax ● be able to identify relaxing activities to relief stress 	Workbook pages: 5 to 6
Topic/Unit: 2 Growing up	Duration to complete the Topic: Week 4 to 5
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> ● create a profile about them ● appreciate own uniqueness ● understand that risks give out different consequences 	Workbook pages: 8 , 12
Topic/Unit: Feelings and emotions	Duration to complete the Topic: Week 6 to Week 7
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> ● understand the love, and value the love of others ● identify what is sensitive to others and how to be sensitive to other's feelings 	Workbook pages: 16 , 17, 18
Topic/Unit: Duties, rights and responsibilities	Duration to complete the Topic: Week 8 to Week 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> ● conduct survey on 'what types of chores' they help out at home ● understand differences of duties and responsibilities 	Workbook pages: 32 to 33
Topic/Unit: Community activities and participation	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"> ● how to manage time wisely ● understand that learning from mistake is one of the way to learn better ● identify own mistake and how they overcame it 	Workbook pages: 37 to 39

PHYSICAL EDUCATION

Level: Year 3	
Topic/Unit: 1: Physical Education Introduction: Get to know one another , class list	Duration to complete the Topic: Week 1
Concepts and Skills to be taught for this topic: Organisation Skills <ul style="list-style-type: none"> • class organisation, movement for classes, stay in line and follow one another • what to bring for P.E. P.E. kit, water bottle, notes for non-participants. allocation of houses – house colours • preparation for competitions – team work and co-operation • responding to commands and whistle 	
Topic/Unit: 2: Fitness, How do We Exercise. Minor Games: Shark, Number Games, Sea weeds	Duration to complete the Topic: Week 2 to Week 4
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • warming up, stretching exercises, warm down – major body parts • types of stretching exercises – major muscles involved in movement • follow instructions, mix and play with others, ice breaking • individual participation group participation 	
Topic/Unit: 3: Running and Standing Broad Jump , Throwing , Rolling	Duration to complete the Topic: Week 5 to Week 7
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • running styles arm, leg and body position starting, finishing , relay races • standing broad jump skills: body position, arm swing take off, landing, underarm throw, overarm throw 	
Topic/Unit: 4: Long Jump Methods and Techniques	Duration to complete the Topic: Week 8
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • run up, take off, jumping, landing • measurement – using a measuring tape 	
Topics/ Unit:5 : Racing teams Relays	Duration to complete the Topic: Week 9 to Week 10
Concepts and Skills to be Assessed: Baton Change, Position of hands, Run up, Exchange	
Topics/ Unit: 6 : Assessment	Duration to complete the Topic:

for individual personal record	Week 11 to Week 12
Concepts and Skills to be Assessed: Skills Based Assessment: How Far and How Fast <ul style="list-style-type: none">• can I broad jump,• can I run 20meters , 50meters• how far I can throw, roll a tennis ball	

ART

Level: Year 3	
Topic/Unit: Crafting & Fundamental Drawing and Painting	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"> • explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts • investigate the principles of design (pattern/repetition, variety, contrast, emphasis, rhythm/movement, balance, and unity) in the visual environment • apply one or more of the elements and principles of design in creating artwork based on the senses and imagination • 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 • 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 <p>Elements of Art covered by this unit:</p> <ul style="list-style-type: none"> • drawing & colouring poster • fruits stencil stencilling art <p>Coursework Topic 50% :</p> <ul style="list-style-type: none"> • landscape painting water colour painting • melted crayon on canvas abstract painting 	<p>Materials: Stencil Art using, Art card, drawing paper and cutting tools.</p> <p>Landscape Painting using water colour paint and water colour papers.</p> <p>Melted crayon using oil pastels and recycled materials.</p> <p>Duration to complete the Topic: Week 1 to Week 3 Week 4 to Week 5 Week 7 to Week 9 Week 10 to Week 13</p>

MUSIC

Level: Year 3	
Topic/Unit: On-Going Skills Skill development	Duration to complete the Topic: Week 2 to Week 14 Songbook
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • focus 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 	
Topic/Unit: Play It Again Exploring rhythmic patterns	Duration to complete the Topic: Week 2 to Week 14
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 • develop a sense of pulse • practise keeping a steady beat when performing 	
Topic/Unit: Exploring Singing Skills Using Games	Duration to complete the Topic: Week 2 to Week 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • develops children's ability to recognise and explore some characteristics of singing games • consolidate their sense of pulse and ability to perform with others • sing and play a range of playground games • clap and tap the pulse of songs and jingles 	

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