



MUTIARA INTERNATIONAL GRAMMAR SCHOOL

DISCOVERING POTENTIAL – LEARNING TO CARE – RESPECTING DIFFERENCES

Curriculum Guide for Year 5: Term 2: 2018-2019



M I G S

MUTIARA INTERNATIONAL GRAMMAR SCHOOL

MIGS Junior School
CURRICULUM GUIDE
Term 2 Year 2018-19
YEAR 5

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 Two.

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.



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ENGLISH

Year 5		
Unit Topic/Themes	Unit Overview	Duration to complete the Topic:
Fiction Unit 4 Myths & Legends Forever	This unit focuses on the genres of myth and legend in so doing opens the door to some of the best-loved tales from time immemorial – tales from the world of gods and goddesses, impossible heroes and death-defying quests. During the course of this unit, learners will: <ul style="list-style-type: none"> • develop understanding of narrative technique • improve knowledge of direct and reported speech • develop word attack skills for unfamiliar words • use figurative language to enhance description • introduce formally to subject–verb agreement • learn or revise spelling rules for plural words 	4 week unit Dates: 8 th Jan – 1 th Feb Pages: 54 - 70
Non-fiction Unit 5: Tell me how ...	This unit focuses on instructions and explanations. Learners gather information about salt and compare different texts, identifying personal and impersonal styles of writing, focusing on third person pronouns. During the course of this unit, learners will: <ul style="list-style-type: none"> • read and compare different texts • write instructions effectively • comprehend an explanation text • understand the different features of these texts • follow instructions orally • use correct language skills to write an explanation 	4 week unit Dates: 8 th Feb - 11th March Pages: 72-87
Poetry Unit 6 A Different Type of Story	This unit spotlights narrative poetry and chooses three very different types of narrative poem for the learners to enjoy. They will enjoy listening to, reading, understanding and performing poems. They will also write their own poem following a model. During the course of this unit, learners will: <ul style="list-style-type: none"> • practise their technique for reading a poem at different levels • appreciate a wide range of poetic devices • work with rhyme, including internal rhyme, half rhyme and end rhyme patterns 	2 week unit Dates: 12th Mar – 28th Mar Pages: 88 - 98



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	<ul style="list-style-type: none">• identify and use figurative language, especially simile and personification• use thesauruses and dictionaries to understand shades of meaning• develop their ability to articulate personal response	
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MATHEMATICS

Year 5		
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 (08 01 19 – 22 02 19)
Lesson Name/Core Activity: <ul style="list-style-type: none"> • Sequences • General statements • Positive and negative numbers • The decimal system • Decimal facts • Multiplication strategies • Doubling and halving • Subtraction 	<u>Numbers and the Number System</u> <ul style="list-style-type: none"> • count on and back in steps of constant size, extending beyond zero • partition any number up to one million into thousands, hundreds, tens and units • multiply and divide any number from 1 to 10000 by 10 or 100 and understand the effect • recognise and extend number sequences • use decimal notation for tenths and hundredths and understand what each digit represents • round a number with one or two decimal places to the nearest whole number • order and compare negative and positive numbers on a number line and temperature scale • calculate a rise or fall in temperature • order numbers with one or two decimal places and compare using the > and < signs • make general statements about sums, differences and multiples of odd and even numbers <u>Calculation: Mental Strategies</u> <ul style="list-style-type: none"> • know multiplication and division facts for the 2x to 10x tables • know and apply tests of divisibility by 2, 5, 10 and 100 	Textbook pages: 46 to 65



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<ul style="list-style-type: none">• Addition• Adding and subtracting money• Multiplication• Division	<ul style="list-style-type: none">• recognise multiples of 6, 7, 8 and 9 up to the 10th multiple• find factors of 2 digit numbers• count on or back in thousands, hundreds, tens and ones to add or subtract• use appropriate strategies to add or subtract pairs of 2 and 3 digit numbers , using jottings where necessary• know by heart pairs of one-place decimals with a total of 1, e g $0.8 + 0.2$• derive quickly pairs of decimals with a total of 10, and with a total of 1• add or subtract near multiples of 10 or 100, e g $4387 - 299$• calculate differences between near multiples of 1000, e g $5026 - 4998$, or near multiples of 1, e g $3.2 - 2.6$• multiply multiples of 10 to 90, and multiples of 100 to 900, by a single-digit number• multiply by 19 or 21 by multiplying by 20 and adjusting• multiply by 25 by multiplying by 100 and dividing by 4• use factors to multiply, e g multiply by 3, then double to multiply by 6• double any number up to 100 and halve even numbers to 200 and use this to double and halve numbers with one or two decimal places, e g double 3.4 and half of 8.6• double multiples of 10 to 1000 and multiples of 100 to 10 000, e g double 360 or double 3600, and derive the corresponding halves <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none">• find the total of more than 3 two or three digit numbers using a written method• add or subtract any pair of three- and/or four-digit numbers, with the same number of decimal places, including amounts of money <p><u>Multiplication and Division</u></p>	
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	<ul style="list-style-type: none"> multiply or divide 3 digit numbers by single digit numbers multiply 2 digit numbers by 2 digit numbers divide 3 digit numbers by a single digit number including those with a remainder <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> using techniques and skills in solving mathematical problems solve single and multi-step word problems: represent them check with a different order when adding several numbers or by using the inverse when adding or subtracting a pair of numbers estimate and approximate when calculating – using rounding and check working consider whether an answer is reasonable in the context of a problem 	
<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 8 to Week 9 (25 02 19 – 08 03 19)</p>
<p>Lesson Name/Core Activity:</p> <ul style="list-style-type: none"> Questions and surveys Examining data 	<p><u>Organising, Categorising and Representing Data</u></p> <ul style="list-style-type: none"> answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions from their own and others’ data and identify further questions to ask draw and interpret frequency tables, pictograms and bar line charts, with the vertical axis labelled for example in twos, fives, tens, twenties or hundreds consider the effect of changing the scale on the vertical axis construct simple line graphs, e g to show changes in temperature over time understand where intermediate points have and do not have meaning, e g comparing a line graph of temperature against time with a graph of class attendance for each day of the week find and interpret the mode of a set of data 	<p>Textbook pages: 66 to 79</p>



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<ul style="list-style-type: none"> • Probability • Line graphs • Finding the mode 	<p><u>Probability</u></p> <ul style="list-style-type: none"> • describe the occurrence of familiar events using the language of chance or likelihood <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> • deduce new information from existing information to solve problems • use ordered lists and tables to help solve problems systematically • investigate a simple statement by finding examples which do or do not satisfy it • explain methods and justify reasoning orally and in writing: make hypotheses and test them out 	
<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 10 to Week 12 (11 03 19 – 28 03 19)</p>
<p>Lesson Name/Core Activity:</p> <ul style="list-style-type: none"> • Measuring and drawing lines • Measuring time • Using calendars • Area 	<p><u>Measures</u></p> <ul style="list-style-type: none"> • read, choose, use and record standard units to estimate and measure length, mass and capacity to a suitable degree of accuracy • convert larger to smaller metric units • order measurements in mixed units • round measurements to the nearest whole unit • interpret a reading that lies between two unnumbered divisions on a scale • compare readings on different scales • draw and measure lines to the nearest centimetre and millimetre • recognise and use the units for time: seconds, minutes, hours, days, months and years • tell and compare the time using digital and analogue clocks using the 24hour 	<p>Textbook pages: 80 to 89</p>



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<ul style="list-style-type: none">• Perimeter	<p>clock</p> <ul style="list-style-type: none">• read timetables using the 24hour clock• calculate time intervals in seconds, minutes, and hours using digital and analogue formats• use a calendar to calculate time intervals in days and weeks• calculate time intervals in months or years• measure and calculate the perimeter of regular and irregular polygons• understand area measured in square centimetres• use the formula for the area of a rectangle to calculate the rectangles area <p><u>Problem Solving</u></p> <ul style="list-style-type: none">• using techniques and skills in solving mathematical problems• understand everyday systems or measurement in length, weight, capacity, temperature and time and use these to perform simple calculations• consider whether an answer is reasonable in the context of a problem	
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SCIENCE

Year 5	
Topic/Unit: 3 States Of Matter	Duration to complete the Topic: Week 1 -7
Outline of lesson content: <ul style="list-style-type: none">● know that evaporation occurs when a liquid turns into a gas● know that condensation occurs when a gas turns into a liquid and that it is the reverse of evaporation● know that air contains water vapour and when this meets a cold surface it may condense● know that the boiling point of water is 100°C and the melting point of ice is 0°C● know that when a liquid evaporates from a solution the solid is left behind	Learner's book pages: 34 to 53
Topic/Unit: 4 The way we see things	Duration to complete the Topic: Week 8 - 12
Outline of lesson content: <ul style="list-style-type: none">● explore how opaque materials do not let light through and transparent materials let a lot of light through know that we see light sources because light from the source enters our eyes● know that beams/rays of light can be reflected by surfaces including mirrors, and when reflected light enters our eyes we see the object● explore why a beam of light changes direction when it is reflected from a surface	Learner's book pages: 54 to 65



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GEOGRAPHY

Year 5	
Topic/Unit: Analysing information	Duration to complete the Topic:
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• reinforce and practice on their field work skills• collect and analyse information• use decision making exercises to find solutions• link two units of study during the term, one on the traffic management issues in their locality and the other its environmental impact	Week 1 - 13

HISTORY

Year 5	
Topic/Unit: The Maya civilisation	Duration to complete:
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• introduced to life in the Maya civilisation, which existed in Central America 1,000 years ago• discover where and when the Maya built their magnificent civilisation• investigate how they lived, their culture and their legacy• compare their lives to your own as you bring your learning together• take a virtual tour to historical sites• make simple observations, inferences and deductions• exhibit entitled 'ancient civilisations alive'	Week 1 - 13



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COMPUTING

Year 5																
Topic/Unit: 2 Multimedia for a Purpose	Duration: 4 weeks															
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> Students can use provided or owned devices to capture video clips and store, edit and retrieve them using basic video editing software. Pupils can produce video content from multiple clips, still images and titles and export these for viewing on a variety of platforms. <table border="0"> <tr> <td>Planning</td> <td>Preparing the storyboard</td> <td>Assignments</td> </tr> <tr> <td>Slide</td> <td>transition</td> <td></td> </tr> <tr> <td>Automated presentation</td> <td>Sound effects</td> <td></td> </tr> <tr> <td>Timing</td> <td>Annotation</td> <td></td> </tr> <tr> <td>Printing</td> <td>Evaluation</td> <td></td> </tr> </table>	Planning	Preparing the storyboard	Assignments	Slide	transition		Automated presentation	Sound effects		Timing	Annotation		Printing	Evaluation		Textbook pages: 16 to 29
Planning	Preparing the storyboard	Assignments														
Slide	transition															
Automated presentation	Sound effects															
Timing	Annotation															
Printing	Evaluation															
Topic/Unit: 3 Spreadsheets for a Purpose	Duration: 4 weeks															
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> Students to identify a need for information, and develop information for this purpose. They can select information which will support a decision, and make an evaluation based on data they have collected and processed. <table border="0"> <tr> <td>The purpose</td> <td>Formulas</td> </tr> <tr> <td>Testing the formulas</td> <td>Graphical Presentation</td> </tr> <tr> <td>Conditional formatting</td> <td>Evaluation & Assignments</td> </tr> </table>	The purpose	Formulas	Testing the formulas	Graphical Presentation	Conditional formatting	Evaluation & Assignments	Textbook pages: 32 to 40									
The purpose	Formulas															
Testing the formulas	Graphical Presentation															
Conditional formatting	Evaluation & Assignments															
Introduction: OS, Microsoft Applications / Google Apps - Google Drive, Calendar, Emails, Classroom, etc Evaluation: Tests / Assessment / Presentations / Projects																



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FRENCH

Year 5	
Unit 6: Les pays (Countries)	Duration to complete the Topic: Week 1 - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• discuss about France and its' culture• discuss about own country and its' culture• list down French speaking countries• Complete a word activity on French speaking countries and locate them in the world map	Text book: Metro Book
Unit 7: Famille (family)	Duration to complete the Topic: Week 4 - 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• To list down family members and how to address them• To talk about family members; their habits, characters etc• To write short phrases on family members• To read short sentences on family members	Text book: Metro Book
Unit 8: Les Animaux (animals)	Duration to complete the Topic: Week 7 - 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• list down animals in the zoo• categorise domestic and wild animals according to the groupings• write short phrases on animals• complete a short role play on animal tales	Text book: Metro Book
Unit 9: La description physique (Someone's physical appearance)	Duration to complete the Topic: Week 10 - 11



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Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• describe on favourite person’s physical appearance• write short phrases on good friend’s physical appearance• fill in the blanks with the correct descriptions• read simple texts	Text book: Metro Book
Unit 10: Les gens (Someone’s character)	Duration to complete the Topic: Week 12 - 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• describe on favourite person’s character• write short phrases on good friend’s character• revise and reinforce on this topic• have a reflection on the above topics	Text book: Metro Book



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MANDARIN

Year 5	
Unit 6: Personal Greetings	Duration to complete the Topic: Week 1 - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• revise on the previous topics• list down new vocabulary• draw / plan a daily activities time table• write the time correctly as shown in the pictures	Text book pages: 36 to 41 Work book pages:16 to 23
Unit 7: School Subjects	Duration to complete the Topic: Week 4 - 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• read the words as shown• read and understand the text• listen and read a comprehension passage• answer related questions	Text book pages: 44 to 49 Work book pages: 24 to 30
Unit 8: Stationery	Duration to complete the Topic: Week 7 - 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• name the stationery• match words with picture• read the words aloud shown• create a role play about stationery	Text book pages: 50 to 53 Work book pages:31 to 39
Unit 9: Daily Activities	Duration to complete the Topic: Week 10 - 11



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Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• read the words aloud correctly• write about daily activities• match the pictures with phrases correctly• spell the words correctly	Text book pages: 58 to 63 Work book pages: 40 to 49
Unit 10: Favourite Activities and Daily Routine	Duration to complete the Topic: Week 12 - 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• To discuss about one's favourite activities.• To talk about one's favourite activities• To make a simple dialogue about favourite activities orally• To name some of the activities carry out at home	Text book pages: 64 to 70 Work book pages 50 to 57



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BAHASA MALAYSIA

Year 5	
Theme 2 – Safety Unit 6: Let's Be Conscientious	Duration to complete the Topic: Week 1 - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • read text and classify simple and compound sentences • complete dialogue and have conversation using honorifics • dictate phrases and sentences based on teacher's reading • complete and construct sentences using transitive and non-transitive verbs 	Activity book pages: 27 to 32
Theme 3 – Health And Hygiene Unit 7: Make our Body Healthy	Duration to complete the Topic: Week 4 - 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • read text and complete a dialogue based on the ideas in the information • complete and read dialogue using multiple types of situation in a non-formal situation • transfer information provided in the table • complete, construct and read simple sentences text containing non-transitive verbs 	Activity book pages: 33 to 36
Unit 8: Personal Hygiene	Duration to complete the Topic: Week 7 - 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • read, complete and create a role play with the appropriate pronouns • read, complete and make an assessment based on the information contained in the schedule • complete texts with the given adjectives and construct own sentences using the same adjectives • complete lyrics of the song and convey the message in the song 	Activity book pages: 37 to 42



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Unit 9: Healthy Body Alert Mind	Duration to complete the Topic: Week 10 - 11
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• provide reasoning based on the graphic materials and transfer the information• read the graphic material and answer questions based on them• observe the pictures, write short notes and construct a story• fill in the blanks in the sentences with words containing prefixes and suffixes	Activity book pages: 43 to 48
Unit 10: Harmonious Relationship	Duration to complete the Topic: Week 12 - 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• tell a story relating to the pictures using simple and compound sentences• construct and write sentences using the appropriate conjunctions• read text, provide reasoning and relate a story using the messages derived from the texts• construct compound sentences based on the given conjunctions and pictures	Activity book pages:49 to 52



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COMMUNICATION MALAY

Year 5	
Unit 7: Preposition	Duration to complete the Topic: Week 1 - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• observe pictures, listen to phrase and sentences• read and complete text based on the graphic materials• underline words and construct sentences	Activity book pages: 13 to 14
Unit 8: Active and Passive Sentences	Duration to complete the Topic: Week 4 - 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• identify and select the correct active words and sentences• identify and select the correct passive words and sentences• change and write active sentences to passive sentences and vice versa	Activity book pages: 14 to 15
Unit 9: Punctuation Marks	Duration to complete the Topic: Week 7 - 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• choose and write the correct punctuation marks• listen and give verbal response to dialogue• observe and understand pictures	Activity book pages: 16 to 17
Unit 10: Classifier	Duration to complete the Topic: Week 10 - 11
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• identify and understand the use of classifier• fill in the blanks with the correct classifier• read and combine sentences according to pictures	Activity book pages: 9 to 10



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Unit 11: Idioms	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 understand the idioms• choose and write the correct idioms for the sentences• read and understand text	Activity book pages: 19 to 21



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ISLAMIC STUDIES

Year 5	
Topic/Unit: Hajj in Islam	Duration:: 3 weeks-Term 2
Concepts and Skills to be taught for this topic: Students will be able to: <ul style="list-style-type: none"> • learn about Hajj and its purpose • conditions required for Hajj • know the difference between Hajj and Umra 	Textbook pages: 15-21
Topic/Unit: <ul style="list-style-type: none"> • The Holy Quran 	Duration: 2 weeks-Term 2
Concepts and Skills to be taught for this topic: Students will be able to: <ul style="list-style-type: none"> • learn the books of Allah • learn the importance of the Holy Quran • learn the Holy Quran is the book of Allah • learn the Holy Quran was revealed on Prophet Muhammad (S.A.W) 	Textbook pages:11 to 14
Topic/Unit: The Life of the Prophet Muhammad (S.A.W).	Duration: 4 weeks-Term 2
Concepts and Skills to be taught for this topic: Students will be able to: <ul style="list-style-type: none"> • learn the life and characters of Prophet Muhammad (S.A.W) • learn different aspects i.e. kindness, loving, caring and respect of Prophet Muhammad (S.A.W) 	Textbook pages: 27 TO 37



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LOCAL STUDIES

Year 5	
Unit 6: Brief History of Malaysia	Duration to complete the Topic:
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• understand the opening up of Melaka• learn on the invasion and occupation by the foreign powers• recognise the independence of Malaya• learn about the formation of Malaysia	Week 1 - 3
Unit 7: Administrative System	Duration to complete the Topic:
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• understand the system of democracy• recognise the ruler as in the monarchy system• learn about the country leaders• understand about the federal and the state system	Week 4 - 6
Unit 8: Geographical Aspects	Duration to complete the Topic:
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• identify Malaysia's landform• learn types of landform in Malaysia• recognise Malaysia's weather• learn about the compass points, monsoon season etc	Week 7 – 9
Unit 9: Natural Resources and Economic Activities	Duration to complete the Topic: Week 10 - 11



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<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none">• understand Malaysia's natural resources• identify the locations for the natural resources• learn about the economic activities of Malaysia• recognise types of economic activities in Malaysia	
<p>Unit 10: Places of Interest</p>	<p>Duration to complete the Topic:</p>
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none">• identify places of interest or tourist attractions in Malaysia• recognise the different types of activities held at these places• locate where these places are on the map• discuss why these places attract many visitors	<p>Week 12 - 14</p>



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SEJARAH

Year 5	
Topic 2 – The Struggle For Independence Unit 5: The Struggle of Our Local Leaders	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"> • identify the locations of their resistance • understand the struggle of Dol Said, Rentap, Dato’ Maharaja Lela and others • discuss the reasons of their resistance against the British administration • understand lesson learned from their struggle 	Text book pages: 55 to 70
Unit 6: Birth of a New Nation	Duration to complete the Topic:
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • understand events leading to our independence • recognise the eminent personalities responsible in obtaining our independence • understand the negotiation between the independence delegates and the British Government • read and discuss on the chronological events leading to the proclamation of independence 	Week 4 to Week 6 Text book pages: 72 to 84
Topic 3 – Yang Di-Pertuan Agong; The King Unit 7: The Yang Di-Pertuan Agong (YDA)	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"> • understand the function and roles of the YDA • recognise and identify the royal ceremonial regalia • understand the functions of the Council of Rulers • identify the present and all the previous YDA 	Text book pages: 85 to 100



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Topic 4 – Our Country’s Identity Unit 8: The Coat of Arms – Jata Negara	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">• recognise and understand the meaning of it• discuss the significance of Jata Negara• do a quiz on the symbols on Jata Negara	Text book pages: 101 to 112
Unit 9: Our Jalur Gemilang (Stripes of Glory) flag	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">• understand the history of its creation• do a role play on its creation• colour the Jalur Gemilang• understand the meaning of the colours, 14 stripes, star and moon on it	Text book pages: 113 to 117



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PSHE

Year 5	
Topic/Unit 4: Getting on or falling out	Duration: Week 2
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> identifying, evaluating and appreciating the good values of others develop self-motto and encouragement 	Workbook pages: 15,17
Topic/Unit: 5 Duties, rights and responsibilities	Duration: Week 3 - 4
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> carrying out responsibilities respectfully saving the earth by predicting / inventing something to help the environment in future 	Workbook pages: 25, 26
Topic/Unit 6: Environmental awareness	Duration: Week 5
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> recycling and don't waste importance of conserving energy and how we can help 	Workbook pages: 31,32
Topic/Unit: Community activities and participation	Duration: Week 6 - 7
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> learning how to show integrity decide upon how to get involved in the community 	Workbook pages: 39, 40



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PHYSICAL EDUCATION

Year 5	
Topic/Unit: 1 : Invasion Games : Dribbling and passing for Boys/ Passing and catching for Girls In this unit the children use a range of equipment and skills <ul style="list-style-type: none"> develop passing and dribbling techniques 	Duration to complete: Week - 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> basic football skills – dribbling, passing, kicking, shooting, tackling, heading, shooting, goal keeping drills – individual, in 2s, in 3s, in 4s, emphasis on ball control, accuracy in passing 	3 weeks for Football
<ul style="list-style-type: none"> basic netball skills – ball handling, moving from left to right, tossing and catching individually netball – drills – underarm pass, bounce pass, dodge, pass step to the right/left, follow the ball more drills – passing and catching, running and catching and passing corner ball – 3vs 3, 4vs4, emphasis on pass and move knock the cone game - emphasis on passing and dodging 	3 weeks for netball
Topic/Unit:2 Striking using rackets - Badminton In this unit the children will be introduced to a racket game. <ul style="list-style-type: none"> need to do research on this game, started where and started when? 	Duration to complete: Week 2
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> fore-arm drive, underarm drive, over the head drive, smash, service, return of the service, scoring basic court outline, names of the line in the court 	
Topics/ Unit:/ 3 Striking – T Ball : In this unit the children will <ul style="list-style-type: none"> be introduced to T ball an introduction to Baseball and Softball in later years 	Duration to complete: 2 weeks
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> batting, striking, catching, throwing, stopping a rolling ball chasing a rolling ball, base running, 	Assessment <ul style="list-style-type: none"> at the end of every unit



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scoring points, basic rules of the game, ways to get their opponents out etc.	
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ART

Year 5		
Topic/Unit: Fundamental Drawing, Art & Science experiment and Crafting.		Duration to complete the Topic: Week 1 - 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts • the principles of design (pattern/repetition, variety, contrast, emphasis, rhythm/movement, balance, and unity) in the visual environment • create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes • apply one or more of the elements and principles of design in creating artwork based on the senses and imagination 		Materials: Fundamental Drawing using Pencil drawing; use of HB Graphite Scale 2B - 8B grades. Cartridge drawing paper and black ink pen. Landscape painting using water based paint and water colour drawing papers. Slime using detergent, chemical water, and glue. Soy Wax Candle using organic ingredients.
Topic/Unit : <ul style="list-style-type: none"> • Drawing & Painting • Wild Animal Illustrations Burst out of Geometric Encasings 	Elements of Art: Water Colour Painting Drawing with black Ink	Duration to complete the Topic: Week 1 - 3 Week 4 - 6 Week 7 - 9 Week 10 - 12
Coursework Topic 60% :		



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<ul style="list-style-type: none">• Slime• Soy Wax Candle	Art & Science Experiment Project Organic Candle with natural objects	
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MUSIC

Year 5	
Topic/Unit: Ongoing skills	Duration to complete the Topic: Week 2 - 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">develop of the singing voices and other essential musical skills (listening skills, aural memory and physical skills)sing a range of songsuse their voices in different wayslisten to a variety of music and begun to recognise ways in which sounds are used	Songbook
Topic/Unit: Dragon scales	Duration to complete the Topic: Week 2 - 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">develop children's ability to recognise, and use, pentatonic scales and create short melodies and accompaniments	
Topic/Unit: Roundabout	Duration to complete the Topic: Week 2 - 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">explore the effect of two or more pitched notes sounding together – harmonysing a range of simple rounds in two partshave experience of playing a range of pitched percussion instruments, eg: chime and tone bars, glockenspiels and xylophones	



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DRAMA

Year 5	
Topic/Unit: Expressive Art - Character Building 1	Duration to complete the Topic: Week 1 - 4
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• understand what character is in drama/act• understand the role of characters and its relationships among them	
Topic/Unit: Expressive Art - Character Building 2	Duration to complete the Topic: Week 5 - 8
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• understand what facial expression is in drama/act• learn the different types of facial expressions of characters• understand relationship between characters using various types of facial expressions	
Topic/Unit: Expressive Art - Creating Character With Various Face Expression	Duration to complete the Topic: Week 9 - 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• understand what facial expression is in drama/act• learn the different types of facial expressions of character• understand relationship between characters using various types of facial expression	

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