



# MIGS

## MUTIARA INTERNATIONAL GRAMMAR SCHOOL

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MIGS Junior School  
**CURRICULUM GUIDE**  
Year 2018-19  
**YEAR 6**

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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Head of Junior School

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**Gary True**

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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

Class Teachers:

6R

Asmaiyah Sidal

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<b>Subjects</b>	<b>Teachers Responsible</b>	<b>Subjects</b>	<b>Teachers Responsible</b>
English	Gary True <a href="mailto:gary@migs.edu.my">gary@migs.edu.my</a>	Sejarah	Khairul Munir <a href="mailto:khairul.mustaffa@migs.edu.my">khairul.mustaffa@migs.edu.my</a>
Maths	Sharon Shamini <a href="mailto:sharon@migs.edu.my">sharon@migs.edu.my</a>	Local Studies	Asmaiyah Sidal <a href="mailto:asma@migs.edu.my">asma@migs.edu.my</a>
Science	Sharon Shamini <a href="mailto:sharon@migs.edu.my">sharon@migs.edu.my</a>	Communication Malay	Nabilah Rodrigues <a href="mailto:nabilah@migs.edu.my">nabilah@migs.edu.my</a>
History and Geography	Joanna Johami <a href="mailto:joanna.johami@migs.edu.my">joanna.johami@migs.edu.my</a>	Islamic Studies	Mohammed Hayat <a href="mailto:khan@migs.edu.my">khan@migs.edu.my</a>
Computing	Delphy Corray <a href="mailto:delphina.corray@migs.edu.my">delphina.corray@migs.edu.my</a>	PSHE	Nabilah Rodrigues <a href="mailto:nabilah@migs.edu.my">nabilah@migs.edu.my</a>
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Mandarin	Blanche Teh <a href="mailto:blanche.teh@migs.edu.my">blanche.teh@migs.edu.my</a>	Music	Lim Pui Ying <a href="mailto:puiying@migs.edu.my">puiying@migs.edu.my</a>
Bahasa Malaysia	Asmaiyah Sidal <a href="mailto:asma@migs.edu.my">asma@migs.edu.my</a>	PE	Jale Samuwai (Charlie) <a href="mailto:charlie@migs.edu.my">charlie@migs.edu.my</a> Khairul Munir <a href="mailto:khairul.mustaffa@migs.edu.my">khairul.mustaffa@migs.edu.my</a>

# ENGLISH

Level: Year 6		
Unit Topic/Themes	Unit Overview	Duration to complete the Topic:
<b>Fiction</b> <b>Unit 1: Different voices from different times</b>	This unit introduces the concept of a prologue as a writer's tool to foreshadow events in a story using an omniscient third person narrator. During the course of this unit, learners will: <ul style="list-style-type: none"> <li>• revise sentences and phrases</li> <li>• revise basic word classes and the articles</li> <li>• listen for detail</li> <li>• investigate word order</li> <li>• read with expression in groups</li> <li>• write and punctuate dialogue</li> <li>• infer sequences of events</li> <li>• identify Standard and colloquial English</li> <li>• write a flashback narrative.</li> </ul>	4 week unit of 24 days  Dates: 4th Sept – 12th Oct  pg 6 to pg24
<b>Non-fiction</b> <b>Unit 2: People in the news</b>	This unit explores different forms of accounts including news reports, autobiography and biography. Learners will recall and analyse the style and format of news report features: <ul style="list-style-type: none"> <li>• read and write headlines</li> <li>• comprehend a news report</li> <li>• have a group discussion</li> <li>• write a biographical news report.</li> <li>• analyse and compare texts according to purpose, language, style, audience and format</li> <li>• identify facts and opinions in a news report</li> <li>• understand words in context and how vocabulary affects the tone</li> <li>• read an autobiography and a biography and identify the features</li> </ul>	4 week unit of 22 days  Dates: 15th Oct – 16th Nov  pg26 to pg44
<b>Poetry</b> <b>Unit 3: Poems Old and New</b>	This unit focuses on poems about rivers of various shapes and sizes. Learners explore the use of language and poetic technique to create the special effect <ul style="list-style-type: none"> <li>• revise and expand their knowledge of poetic features and devices</li> <li>• identify mood and style in poems</li> <li>• develop their reading aloud and reading for meaning skills</li> <li>• write opinion paragraphs</li> <li>• use evidence from poems to back up an opinion</li> <li>• enhance their vocabulary and appreciation of language</li> </ul>	2 week unit of 9 days  Dates: 19th Nov – 30th Nov  pg 45 - pg56

In addition	Handwriting practice will be conducted each week during home room time Weekly spellings of 15 words per list will be focused upon, providing examples of words following particular letter patterns or spelling rules
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# MATHEMATICS

Level: Year 6		
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) Textbook pages: 2 to 19
<b>Lesson Name/Core Activity:</b>  <ul style="list-style-type: none"> <li>Place value</li> <li>Ordering, comparing and rounding numbers</li> <li>Multiples and factors</li> <li>Odd and even numbers</li> <li>Prime numbers</li> <li>Multiply and divide by 10, 100 and 1000</li> <li>Mental strategies for multiplication</li> <li>Addition of decimals</li> <li>Division</li> </ul>	<p><b><u>Numbers and the Number System</u></b></p> <ul style="list-style-type: none"> <li>know what each digit represents in whole numbers up to a million</li> <li>know what each digit represents in 1 and 2 place decimal numbers</li> <li>multiply and divide any whole number from 1 to 10000 by 10, 100 or 1000 and explain the effect</li> <li>find factors of 2 digit numbers</li> <li>find some common multiples e.g. for 4 and 5</li> <li>round whole numbers to the nearest 10, 100 or 1000. make and justify estimates and approximations</li> <li>use the <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs correctly</li> <li>estimate where 4-digit numbers lie on an empty 0 to 10000 line</li> <li>recognise and extend number sequences</li> <li>recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000</li> <li>make general statements about sums, differences and multiples of odd and even numbers</li> <li>recognise prime numbers up to 20 and find all prime numbers less than 100</li> </ul> <p><b><u>Calculation: Mental Strategies.</u></b></p> <ul style="list-style-type: none"> <li>recall addition and subtraction facts for numbers to 20</li> <li>multiply pairs of multiples of 10, or multiples of 10 and 100</li> <li>divide 2 digit numbers by single digit numbers, including leaving a remainder</li> </ul> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>add 2 and 3 digit numbers with the same or different numbers of digits</li> </ul> <p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>multiply pairs of multiples of 10 or multiples of 10 and 100</li> <li>multiply near multiples of 10 by multiplying by the multiples of 10 and adjusting</li> <li>multiply by halving one number and doubling the other (35x16 with 70x8)</li> <li>multiply 2, 3 or 4 digit numbers by a single digit number</li> </ul> <p><b><u>Problem Solving</u></b></p> <ul style="list-style-type: none"> <li>using techniques and skills in solving mathematical problems</li> <li>choose appropriate and efficient mental or written strategies to carry out a calculation</li> </ul>	

<ul style="list-style-type: none"> <li>Number sequences</li> </ul>	<ul style="list-style-type: none"> <li>check addition with a different order when adding a long list of numbers; check when subtracting using inverse</li> <li>estimate and approximate when calculating e.g. use rounding and check working</li> </ul> <p><b>Using Understanding and Strategies in Solving Problems</b></p> <ul style="list-style-type: none"> <li>explain why they chose a particular method to perform a calculation and show working</li> <li>use logical reasoning to explore and solve number problems and mathematical puzzles</li> <li>use ordered lists or tables to help solve number problems systematically</li> <li>make sense of and solve word problems and represent them</li> <li>make, test and refine hypotheses, explain and justify methods, reasoning, strategies, results or conclusion</li> </ul>	
<p><b>Topic/Unit:</b> Measure and Problem Solving</p>	<p><b>Aims and Learning Objectives</b> By the end of this unit, learners will cover the following content and skills:</p>	<p><b>Duration to complete Topic:</b> Week 8 to Week 11 (22.10.18 – 16.11.18) Textbook pages: 20 to 29</p>
<p><b>Lesson Name/Core Activity:</b></p> <ul style="list-style-type: none"> <li>Measuring length</li> <li>Drawing length</li> <li>Telling the time and timetables</li> <li>Time intervals and calendars</li> <li>Area and perimeter</li> </ul>	<p><b>Measure</b></p> <ul style="list-style-type: none"> <li>select and use standard units of measure read and write to 2 decimal places</li> <li>convert between two units of measurement, using decimals to three places</li> <li>interpret readings on different scales, on a range of measuring instruments</li> <li>draw and measure lines to the nearest centimetre and millimetre</li> <li>recognise and understand units for measuring time: eg seconds, days, decades; convert one unit of time into another</li> <li>tell the time using digital and analogue clocks using the 24 hour clock system</li> <li>compare times on digital/analogue clocks</li> <li>read and use timetables using the 24 hour clock system</li> <li>calculate time intervals using digital and analogue times</li> <li>use a calendar to calculate time intervals in day, weeks or months</li> <li>calculate time intervals in days, months or years</li> <li>measure and calculate the perimeter and area of rectilinear shapes</li> <li>estimate the area of an irregular shape by counting squares</li> <li>calculate perimeter and area of simple compound shapes that can be spilt into rectangle</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>understand everyday systems of measurement in length, weight, capacity, temperature and time and use these to perform simple calculations</li> <li>explain why they chose a particular method to perform a calculation and show their working</li> <li>deduce new information from existing information and realise the effect that one piece of information has on another</li> </ul>	

<b>Topic/Unit:</b> <b>Geometry and Problem Solving</b>	<b>Aims and Learning Objectives</b> <b>By the end of this unit, learners will cover the following content and skills:</b>	<b>Duration to complete Topic:</b> Week 12 to Week 15 (19.11.18 – 12.12.18) Textbook pages: 30 to 43
<b>Lesson Name/Core Activity:</b> <ul style="list-style-type: none"> <li>• Identifying polygons</li> <li>• Properties of 3D shapes and their cross-sections</li> <li>• Nets</li> <li>• Angles in a triangle</li> <li>• Describing translation</li> <li>• Reflecting shapes</li> <li>• Rotation on a grid</li> </ul>	<b>Geometry</b> <ul style="list-style-type: none"> <li>• classify different polygons and understand whether a 2d shape is a polygon or not</li> <li>• visualise and describe the properties of 3d shapes</li> <li>• identify and describe properties of quadrilaterals and classify using parallel sides, equal sides and equal angles</li> <li>• recognise and make 2d representations of 3d shapes including nets</li> <li>• check that the sum of the angles in a triangle is 180 degrees</li> <li>• read and plot co-ordinates in all four quadrants</li> <li>• predict where a polygon will be after one reflection, where the sides of the shape are not parallel or perpendicular to the mirror line; after one translation or after a rotation through 90 degrees about one of its vertices</li> </ul> <b>Problem Solving</b> <ul style="list-style-type: none"> <li>• Recognise 2D and 3D shapes and their relationships. For example, a cuboid has a rectangular cross-section</li> <li>• Deduce new information from existing information and realise the effect that one piece of information has on another</li> </ul>	



# SCIENCE

<b>Level: Year 6</b>	
<b>Topic/Unit: Human and Animals</b>	<b>Duration to complete Topic:</b> Week 2 to Week 5 Learner's Book pages: 6 to 20
<b>Outline of lesson content:</b> <ul style="list-style-type: none"><li>• knows the major body organs are the heart, stomach and intestines, lungs, kidneys and brain</li><li>• knows the heart pumps blood carrying food and oxygen to all parts of the body</li><li>• investigates how heartbeat creates a pulse which increases during exercise</li><li>• knows the lungs breathe in air containing oxygen and breathe out air containing carbon dioxide</li><li>• understands that food is broken down into small particles by the process of digestion in the stomach and intestines and undigested food leaves the body as waste</li><li>• knows the kidneys remove the waste products from the body</li><li>• knows the brain controls all body functions</li></ul>	
<b>Topic/Unit: Electrical Conductor and Insulator</b>	<b>Duration to complete Topic:</b> Week 6 to Week 10  Learner's Book pages 76 to 94
<b>Outline of lesson content:</b> <ul style="list-style-type: none"><li>• investigate how some materials such as metals allow electricity to pass through them. they are electrical conductors</li><li>• investigate how pure water does not conduct electricity but water with salts dissolved in does</li><li>• explore how all metals conduct electricity but some metals conduct it better than others</li><li>• know how that conductors and insulators are used in electrical appliances to make them safe to use</li><li>• know and draw circuit symbols in a circuit diagram</li><li>• experiment adding and removing of bulbs and/or cells in a circuit causes a bulb to glow more brightly</li><li>• explore how the different components need different voltages to make them work</li><li>• explore changing the length of wire and thickness of wire affects the strength of the current</li><li>• experiment how scientists have combined evidence from the observation and measurement with creative thinking to suggest ideas about electricity and batteries</li></ul>	

# GEOGRAPHY

Level: Year 6	
<b>Topic/Unit: Rivers</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b> , mountains, volcanoes and earthquakes, <b>and the water cycle</b>	<b>Duration to complete Topic:</b> Week 1 to Week 13
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"><li>• practice field work skills in a local river environment</li><li>• use fieldwork to observe, measure, record and present the human and physical features in the local area</li><li>• create sketch maps, plans and graphs</li><li>• use digital technologies</li><li>• do mini researches about rivers of global importance</li><li>• engage in other investigation activities</li><li>• Understand the breadth of study shall be extended when they collaborate and apply awareness of local river systems global issues of its pollution aspects and conservation.</li></ul>	

# HISTORY

Level: Year 6	
<b>Topic/Unit: The Romans</b> In this unit, children are introduced to people from other societies have been coming to settle in Britain for a long time. They deepen their knowledge and understanding of invaders and settlers of Romans.	<b>Duration to complete Topic:</b> Week 1 to Week 13
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"><li>• consider the effects of the invasion and settlement of the Romans on Britain</li><li>• focus on historical enquiry using artefacts and virtual visits to Roman sites</li><li>• interpret historical evidences</li><li>• consider the effects of the invasion and settlement of the Romans on Britain</li><li>• emphasise on historical enquiry</li><li>• use of artefacts</li><li>• interpretations of history</li></ul>	

# COMPUTING

**Level: Year 6**

**Topic/Unit: 1 Video and Animation for a Purpose**

**Duration:**

4 weeks Textbook pages: 2 to 22

**Concepts and Skills to be taught for this topic:** Students are able to draw on the skills throughout the year to apply to this project. They use technology purposefully, safely and selectively. They understand sharing protocols and processes and adopt common, basic conventions. They are able to apply Plan-Test-Modify-Evaluate processes to their working practices as groups. They use correct terminology to describe processes and devices.

- animations and creating animations
- drafting
- video / creating source clips / editing videos
- transition / adding audio files
- narration
- titles and credits
- other titles
- the final movie
- assignment

# FRENCH

Level: Year 6	
<b>Unit 1 – Les Sports (Sports)</b>	<b>Duration to complete Topic:</b> Week 1 to Week 3 Text book : Metro Book
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>● complete word exercises and puzzles on sports</li> <li>● write short sentences relating to sports</li> <li>● link pictures with descriptions</li> <li>● create a role play on favourite sports</li> </ul>	
<b>Unit 2: Les passe-temps (Hobbies)</b>	<b>Duration to complete Topic:</b> Week 4 to Week 6 Text book : Metro Book
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>● read and understand lyrics</li> <li>● sing a song</li> <li>● list down hobbies</li> <li>● create a role play on hobbies</li> </ul>	
<b>Unit 3: Famille (family)</b>	<b>Duration to complete Topic:</b> Week 7 to Week 9 Text book : Metro Book
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>● read simple text on family</li> <li>● answer questions based on the text</li> <li>● do guided writing on family</li> <li>● continue a role play on family</li> </ul>	

# MANDARIN

<b>Level: Year 6</b>	
<b>Unit 1 – Countries that I have been to.</b>	<b>Duration to complete Topic:</b> Week 1 to Week 3
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• name the countries one has been to</li> <li>• write the time according to the pictures shown</li> <li>• read the text with correct pronunciation &amp; intonation</li> <li>• fill in the blanks with the correct words</li> </ul>	Text book pages: 1 to 7  Work book pages: 1 to 5
<b>Unit 2: The four seasons</b>	<b>Duration to complete Topic:</b> Week 4 to Week 6
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• relate the seasons with clothings</li> <li>• write few sentences about clothes wore during respective seasons</li> <li>• read the text aloud correctly</li> <li>• spelling test</li> </ul>	Text book pages:8 to 12  Work book pages: 6 to 13
<b>Unit 3: Visiting the doctor / sickness</b>	<b>Duration to complete Topic:</b> Week 7 to Week 9
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• name some of the illnesses</li> <li>• read the text with correct pronunciation</li> <li>• discuss about each other’s hobbies.</li> <li>• match the sentences correctly</li> </ul>	Text book pages: 14 to 17  Work book pages: 14 to 19

# BAHASA MALAYSIA

Level: Year 6	
<b>Unit 16 – Traditional Games</b>	<b>Duration to complete Topic:</b> Week 1 to Week 3
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>pronounce and select adjectives for shapes and measurement</li> <li>number pictures according to the right sequence</li> <li>read sentences in the text with the correct pronunciation</li> <li>answer, write and transcribe dictation for words with prefixes and suffixes</li> </ul>	Activity book pages: 1 to 4
<b>Unit 17: Traditional Food</b>	<b>Duration to complete Topic:</b> Week 4 to Week 6
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>do role play based on completed dialogues</li> <li>read “pantun” and evaluate its contents</li> <li>add on prefixes and suffixes to root words</li> </ul>	Activity book pages: 5 to 8
<b>Unit 18: Traditional Dances</b>	<b>Duration to complete Topic:</b> Week 7 to Week 9
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>construct interrogative sentences using interrogative words</li> <li>underline and write sentences using the conjunctions</li> <li>find synonym for the listed words</li> </ul>	Activity book pages: 9 to 14
<b>Unit 19: National Heritage</b>	<b>Duration to complete Topic:</b> Week 10 to Week 11
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>give response and do role play on a dialogue</li> <li>tell story using simple and compound sentences based on text and pictures</li> <li>transfer information and complete a flow chart</li> </ul>	Activity book pages: 15 to 18
<b>Unit 20: Successful Malaysia</b>	<b>Duration to complete Topic:</b> Week 12 to Week 14
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>identify the correct proposition, complete text and read it</li> <li>discuss and provide synonyms for the listed words</li> </ul>	Activity book pages: 19 to 22

# COMMUNICATION MALAY

<b>Level: Year 6</b>	
<b>Unit 1: Common Nouns</b>	<b>Duration to complete Topic:</b> Week 1 to Week 3
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• identify and understand what common nouns are</li> <li>• classify the proper nouns according to the right group</li> </ul>	Activity book pages: 1 to 2
<b>Unit 2: Proper Nouns</b>	<b>Duration to complete Topic:</b> Week 4 to Week 6
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• identify and understand what proper nouns are</li> <li>• classify the proper nouns according to the right group</li> <li>• construct simple sentences using proper nouns</li> </ul>	Activity book pages: 3 to 4
<b>Unit 3: Conjunctions</b>	<b>Duration to complete Topic:</b> Week 7 to Week 9
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• identify and understand use of conjunctions</li> <li>• complete the sentences using the conjunctions</li> </ul>	Activity book pages: 5 to 7
<b>Unit 3: Classifiers</b>	<b>Duration to complete Topic:</b> Week 10 to Week 11
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• read and understand the classifier</li> <li>• construct simple sentences using classifier</li> </ul>	Activity book pages: 8 to 10
<b>Unit 4: Adjectives</b>	<b>Duration to complete Topic:</b> Week 12 to Week 14
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• read and understand the use and types of adjectives</li> <li>• fill in the blanks with the correct adjectives</li> <li>• choose and tick the correct adjectives</li> <li>• construct simple sentences with adjectives</li> </ul>	Activity book pages: 9 to 14

# ISLAMIC STUDIES

Level: Year 6	
<b>Topic/Unit:</b> <ul style="list-style-type: none"> <li>The True Faith (Iman Mufassal)</li> </ul>	<b>Duration:</b> 3 weeks
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>know that Muslims belief in 7 articles of Iman</li> <li>read and understand the meaning of <i>iman muffasal</i></li> <li>know this world and the life hereafter</li> <li>understand the importance of the Day of Judgement</li> </ul>	Textbook pages:4 to 8
<b>Topic/Unit: The Two Brothers</b>	<b>Duration:</b> 2 weeks
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>learn how to respect each other</li> <li>learn not to be envious of each other</li> </ul>	Textbook pages: 9 to 12
<b>Topic/Unit: The Five Pillars of Islam</b>	<b>Duration:</b> 3 weeks
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>understand the importance of the Pillars of Islam</li> <li>learn that Muslims will pray 5 time a day</li> <li>know the meaning of charity in Islam.</li> </ul>	Textbook pages: 13 to 18



# LOCAL STUDIES

<b>Level: Year 6</b>	
<b>Unit 1: Malaysia</b>	<b>Duration to complete Topic: Week 1 to 3</b>
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• recognise the location of Malaysia</li> <li>• identify all the 14 states in Malaysia</li> <li>• recognise the capital city and the state capitals</li> <li>• label the states and colour the map</li> </ul>	
<b>Unit 2: Malaysia's Identity</b>	<b>Duration to complete Topic: Week 4 to 6</b>
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• recognise the flag, national anthem, flower and language</li> <li>• colour the flag and the national flower</li> <li>• sing the Negaraku song</li> <li>• understand the meaning of the Negaraku song</li> </ul>	
<b>Unit 3: The People of Malaysia</b>	<b>Duration to complete Topic: Week 7 to 9</b>
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• understand Malaysia is a multi-racial country</li> <li>• learn about the 3 main ethnic groups</li> <li>• recognise other ethnic groups, natives and the aborigines</li> <li>• know the religion and culture of these group</li> </ul>	
<b>Unit 4: Festivals and Celebrations in Malaysia</b>	<b>Duration to complete Topic: Week 10 to 11</b>
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• understand why Malaysia has many public holidays</li> <li>• recognise the types of festivals and celebrations</li> <li>• learn how these festivals are celebrated</li> <li>• understand the significant or meaning of these festivals</li> </ul>	
<b>Unit 5: Religion, Faith and Culture</b>	<b>Duration to complete Topic: Week 12 to 14</b>
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• understand the religions and faiths</li> <li>• recognise types of food, clothes etc</li> <li>• understand other customs, traditions and practices</li> <li>• respect other people's religion, faith and culture</li> </ul>	

# SEJARAH

Level: Year 6	
<b>Malaysia</b> <b>Unit 1 – The Birth of Love</b>	<b>Duration to complete Topic:</b> Week 1 to Week 4 Text book pages: 1 to 15
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• understand the causes</li> <li>• searching for information on the map</li> </ul>	
<b>Unit 2: Where the Earth is Trampled, the Sky is Upheld</b>	<b>Duration to complete Topic:</b> Week 5 to Week 14 Text book pages: 19 to 27
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• use the map to investigate the origin of the states' names</li> <li>• identify and list down the states' flag</li> </ul>	
<b>Unit 2: Where the earth is trampled, the sky is upheld</b>	<b>Duration to complete Topic:</b> Week 8 to Week 10 Text book pages: 28 to 39
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• read and understand events</li> <li>• investigate the process and appreciate the heritage</li> </ul>	
<b>Unit 3: The National Principles of Malaysia</b>	<b>Duration to complete Topic:</b> Week 11 to Week 12 Text book pages: 47 to 55
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• understand the wisdom and its value</li> </ul>	
<b>Unit 4: Unity</b>	<b>Duration to complete Topic:</b> Week 12 to Week 13 Activity book pages: 60 to 63
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• understand the roles and contribution</li> </ul>	

# P S H E

<b>Level: Year 6</b>	
<b>Topic/Unit 1: Health and Safety</b>	<b>Duration to complete Topic:</b> Week 1 to Week 2
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>● conduct a survey on sleep</li> <li>● identify how sleep affects personality, energy levels and school work</li> <li>● identify and create relaxation retreat schedule</li> </ul>	Workbook pages: 5 to 6
<b>Topic/Unit 2: Growing Up</b>	<b>Duration to complete Topic:</b> Week 3 to Week 4
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>● identify, create and share family identity (family crest)</li> <li>● identify common risky situation and how to deal with them</li> </ul>	Workbook pages: 8 to 11 10
<b>Topic/Unit 3: Getting On or Falling Out</b>	<b>Duration to complete Topic:</b> Week 5 to Week 6
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>● reach out / give out advice to others</li> <li>● understand that mistakes are meant as a lesson to be learned</li> <li>● negotiating needs and wants in a positive manner</li> </ul>	Workbook pages: 13, 14, 15 to 16
<b>Topic/Unit 4: Duties, Rghts and Responsibilities</b>	<b>Duration to complete Topic:</b> Week 6 to Week 7
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>● recognise the value of knowledge and enquiring mind</li> </ul>	Workbook pages: 18 to 19
<b>Topic/Unit 5: Community Activities and Participation</b>	<b>Duration to complete Topic:</b> Week 8 to Week 9
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>● identify the characteristics of a good role model</li> <li>● to conduct survey on how people behave responsibilities</li> </ul>	Workbook pages: 29 to 30
<b>Topic/Unit 6: Bullying</b>	<b>Duration to complete Topic:</b> Week 10 to Week 11
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>● respects the rights of others</li> <li>● understand how complimenting plays a positive impacts to human.</li> </ul>	Workbook pages: 36 to 37

# PHYSICAL EDUCATION

Level: Year 6	
<b>Topic/Unit: 1: Physical Education Introduction:</b>	Duration to complete the Topic: Week 1
<b>Concepts and Skills to be taught for this topic: Organisation Skills</b> <ul style="list-style-type: none"> <li>• get to know one another, expectations for P.E.</li> <li>• class organisation, movement for classes, stay in line and follow one another</li> <li>• what to bring for P.E. kit, water bottle, notes for non-participants</li> <li>• preparation for competitions – team work, co-operation</li> </ul>	
<b>Topic/Unit: 2: Fitness</b> use video to show different stretching exercises minor games: sharks, What’s the time Mr Wolf? Sea weeds, Octopus	Duration to complete the Topic: Week 2 to Week 3
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• define fitness, basic body composition, composition of fitness, pulse rate, fitness training, assessment</li> <li>• body systems, exercise guidelines, fitness task, fitness test</li> </ul>	
<b>Topic/Unit: 3: Long Jump: Relay Baton Exchange</b> apply long jump skills, acquire non visual baton	Duration to complete the Topic: Week 4 to Week 5
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• running up, take off, jumping, landing, measurement – using a measuring tape.</li> <li>• acquire non visual baton exchange, run up, basic hand position, take off</li> <li>• measure heights for personal record</li> </ul>	
<b>Topic: 4: High Jump/Relay:</b> acquire high jump skills, revise non visual exchange	Duration to complete the Topic Week 6 to Week 8
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• running up/ take off/flight / jumping/ landing</li> <li>• measurement – using a measuring tape</li> </ul>	Duration to complete the Topic Week 9 to Week 10
<b>Topics/ Unit:6 Running and throwing:</b> Long distance throwing and relay exchange	
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• apply overarm throw/ revise glide and throw/ stand and throw/ measure distances and recorded</li> <li>• revisit baton change/ position of hands/ run up/ exchange</li> </ul>	Duration to complete the Topic Week 11 to Week 12
<b>Topics/ Unit: 6 : Fitness Test</b> Assessment for individual personal record	

# ART

Level: Year 6	
<b>Topic/Unit:</b> <b>Fundamental Drawing &amp; Crafting</b>	<b>Duration to complete the Topic:</b> Week 1 to Week 13
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• apply critical thinking and problem-solving strategies to reflect and respond to their own and others' expressive work</li> <li>• understand the role of technologies in creating and responding to expressive works.</li> <li>• analyse the relationship between artistic intent and the expressive work</li> <li>• demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture</li> <li>• 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</li> <li>• aesthetic expression</li> <li>• communication skills</li> <li>• personal development.</li> <li>• moral development.</li> <li>• choosing and evaluating a range of subject matter, symbols, and ideas.</li> <li>• understanding the visual arts in relation to history and cultures.</li> <li>• making connections between visual arts and other disciplines.</li> </ul>	<b>Materials:</b>  <b>Text design</b> using graphic software; Adobe Illustrator CS.  <b>Creative painting</b> using recycled materials, paint, stationeries, and mixed media.  <b>3D Organic Sculpture</b> using recycled materis,wire,and pant hose.  <b>Logo Design</b> is a computer desing using graphic software ;Adobe Illustrator CS  <b>Duration to complete the Topic:</b>  Week 1 to Week 3 Week 4 to Week 7  Week 8 to Week 10 Week 11 to Week 13
<b>Elements of Art covered by this unit:</b> <ul style="list-style-type: none"> <li>• Drawing Still Life</li> <li>• Acrylic Painting</li> </ul>	Fundamental Drawing Still Life
<b>Coursework Topic 50% :</b> <ul style="list-style-type: none"> <li>• 3D Organic Sculpture</li> <li>• Graphic Designing</li> </ul>	Panty Hose Sculpture Logo Design

# MUSIC

<b>Level: Year 6</b>	
<b>Topic/Unit:</b> Ongoing skills	<b>Duration to complete the Topic:</b> Week 2 to Week 13 Songbook
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• it focuses on the development of the singing voices and other essential musical skills (listening skills, aural memory and physical skills)</li> <li>• sing a range of songs</li> <li>• use their voices in different ways</li> <li>• listen to a variety of music and begun to recognise ways in which sounds are used</li> </ul>	
<b>Topic/Unit:</b> Cyclic patterns	<b>Duration to complete the Topic:</b> Week 2 to Week 13 Songbook
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• develop pupils' ability to perform rhythmic patterns confidently and with a strong sense of pulse</li> <li>• developed a sense of pulse</li> <li>• recognised how beats can be organised into stronger and weaker patterns</li> </ul>	
<b>Topic/Unit:</b> Roundabout	<b>Duration to complete the Topic:</b> Week 2 to Week 13 Songbook
<b>Concepts and Skills to be taught for this topic:</b> <ul style="list-style-type: none"> <li>• explore the effect of two or more pitched notes sounding together – harmony</li> <li>• sing a range of simple rounds in two parts</li> <li>• have experience of playing a range of pitched percussion instruments, eg chime and tone bars, glockenspiels and xylophones</li> </ul>	