



MUTIARA INTERNATIONAL GRAMMAR SCHOOL

DISCOVERING POTENTIAL – LEARNING TO CARE – RESPECTING DIFFERENCES

Curriculum Guide for Year 6: Term 2: 2018-2019



M I G S

MUTIARA INTERNATIONAL GRAMMAR SCHOOL

MIGS Junior School
CURRICULUM GUIDE
Term 2 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 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,

Joanna Johami

joanna.johami@migs.edu.my

Head of Junior School

@MIGSKL #migskl

Gary True

gary@migs.edu.my

Head of Curriculum

@MIGSKL #migskl



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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 6		
Unit Topic/Themes	Unit Overview	Duration to complete the Topic:
Fiction Unit 4: Time Passing	<p>This unit focuses on the handling of time, especially within the science fiction genre, here learners will:</p> <ul style="list-style-type: none"> • revise how to organise writing sentences, paragraphs and chapters • learn different reasons for starting new paragraphs or chapters • focus on brackets, hyphens, dashes, italics and ellipses • work with voices (active and passive) and moods (conditionals) • extend and develop their vocabulary and spelling techniques • focus on developing empathy with characters • convey ideas about characters in different roles and scenarios through deliberate choice of speech, gesture and movement 	<p>4 week unit of 24 days</p> <p>Dates: 8th Jan– 1st Feb</p> <p>pg 57 - 76</p>
Non-fiction Unit 5: Poles apart	<p>This unit gives learners an opportunity to express their points-of-view on controversial issues, here learners will:</p> <ul style="list-style-type: none"> • summarise and compare factual information • give their point-of-view in a discussion • write a balanced report • prepare a persuasive speech • work out the meanings of words from their roots and context • use connectives effectively • analyse a news report • be biased • have a debate 	<p>4 week unit of 22 days</p> <p>Dates: 11th Feb– 8th Mar</p> <p>Pg 77 - 95</p>
Poetry Unit 6: Words at play	<p>This unit gives learners an opportunity to play with words while learning important language and poetic skills, here learners will:</p> <ul style="list-style-type: none"> • work out the rhyme scheme • work with contractions and compound words • write words in a different direction • revise spelling rules • create their own portmanteau words 	<p>2 week unit of 9 days</p> <p>Dates: 11th Mar– 22nd Mar</p>



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	<ul style="list-style-type: none">• analyse the language and rhyme scheme of a poem• read a poem aloud with expression • write a limerick• work with homophones and homographs	pg 96 – 108
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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 - 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 • Addition 	<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 • recognise multiples of 6, 7, 8 and 9 up to the 10th multiple 	Textbook pages: 46 - 65



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<ul style="list-style-type: none">• Adding and subtracting money• Multiplication• Division	<ul style="list-style-type: none">• 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	
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	<p><u>Multiplication and Division</u></p> <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 - 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 	<p>Textbook pages: 66 - 79</p>



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<ul style="list-style-type: none"> • Probability • Line graphs • Finding the mode 	<p>consider the effect of changing the scale on the vertical axis</p> <ul style="list-style-type: none"> • 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><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 - 12 (11 03 19 – 28 03 19)</p>
<p>Lesson Name/Core Activity:</p> <ul style="list-style-type: none"> • Measuring and 	<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 	<p>Textbook pages: 80 - 89</p>



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<p>drawing lines</p> <ul style="list-style-type: none">• Measuring time• Using calendars• Area• Perimeter	<ul style="list-style-type: none">• 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 clock• 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 6	
Topic/Unit:2 Living things in the environment	Duration to complete the Topic: Week 1 - 5
Outline of lesson content: <ul style="list-style-type: none">● explore how humans have positive and negative effects on the environment, e.g. loss of species, protection of habitats● explore a number of ways of caring for the environment, e.g. recycling, reducing waste, reducing energy consumption, not littering, encouraging others to care for the environment● know how food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams● know that food chains begin with a plant (the producer), which uses energy from the sun● understand the terms <i>producer</i>, <i>consumer</i>, <i>predator</i> and <i>prey</i>● explore and construct food chains in a particular habitat	Learner's Book pages: 22 - 41
Topic/Unit:3 Material changes	Duration to complete the Topic: Week 6 - 12
Outline of lesson content: <ul style="list-style-type: none">● distinguish between reversible and irreversible changes● explore how solids can be mixed and how it is often possible to separate them again● observe, describe, record and begin to explain changes that occur when some solids are added to water● explore how, when solids do not dissolve or react with water, they can be separated by filtering, which is similar to sieving● explore how some solids dissolve in water to form solutions and, although the solid cannot be seen, the substance is still present	Learner's Book pages: 42 - 56



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GEOGRAPHY

Year 6	
Topic/Unit: Coastal Environment	Duration to complete the Topic:
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• learn about coastal environments at local and regional scale• explore coastal environments in relation to the host country and their country of origin• understand that its features and environments vary depending on geographical location• use google map, symbols or legends and other information sources know more about the landform around the world	Week 1 - 13

HISTORY

Year 6	
Topic/Unit: The Anglo-Saxon Invaders and settlers	Duration to complete the Topic:
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• learn about the Anglo-Saxon invasion by knowing about Sutton Hoo• using the archaeological findings at the venue• understand more about the culture and way of life the Anglo-Saxons who settled in Britain	Week 1 - 13



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COMPUTING

Year 6													
Topic/Unit: 1 Control for a Purpose	Duration to complete the Topic:												
Concepts and Skills to be taught for this topic: Students are confident users of Word-processing software, and are able to draft, edit, produce and evaluate text for a specific purpose. They are able to convert digital text files into multiple types. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Control devices</td> <td style="width: 50%;">Flowcharts</td> </tr> <tr> <td>Creating a working module</td> <td>Looping</td> </tr> <tr> <td>Input Switch</td> <td>Double sets of traffic lights</td> </tr> <tr> <td>Using subordinates</td> <td>Subordinates</td> </tr> <tr> <td>Using a motor output</td> <td>Greenhouse</td> </tr> <tr> <td>Using variables</td> <td>Assignments</td> </tr> </table>	Control devices	Flowcharts	Creating a working module	Looping	Input Switch	Double sets of traffic lights	Using subordinates	Subordinates	Using a motor output	Greenhouse	Using variables	Assignments	Textbook pages: 2 - 22
Control devices	Flowcharts												
Creating a working module	Looping												
Input Switch	Double sets of traffic lights												
Using subordinates	Subordinates												
Using a motor output	Greenhouse												
Using variables	Assignments												
Topic/Unit: 3 Networks for a Purpose	Duration: 4 weeks												
Concepts and Skills to be taught for this topic: Students can work together to plan and produce a multimedia presentation of selected still image, video and audio content. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Introduction to Networking</td> <td style="width: 50%;"></td> </tr> <tr> <td>Management Issues</td> <td></td> </tr> <tr> <td>Assignments</td> <td></td> </tr> </table>	Introduction to Networking		Management Issues		Assignments		Textbook pages: 40 - 52						
Introduction to Networking													
Management Issues													
Assignments													
Introduction: OS, Microsoft Applications / Google Apps - Google Drive, Calendar, Emails, Classroom, etc Evaluation: Tests / Assessment / Presentations / Projects													



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FRENCH

Year 6	
Unit 6: La Maison (The house)	Duration to complete the Topic: Week 1 - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">do a lay out plan on own house and label each space and or roompresent and talk about the lay out planprepare a role play relating to housespresent the role play	Text book: Metro Book
Unit 7: La Maison (The house) and Les pieces de la maison (Rooms of the house)	Duration to complete the Topic: Week 4 - 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">repetition and practice on the topicrecap and reflect on the topichave conversation on roomslink pictures with room descriptions	Text book: Metro Book
Unit 8: Les pieces de la maison (Rooms of the house)	Duration to complete the Topic: Week 7 - 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">write sentences on roomsfill in the blanks with wordsread and understand short textanswer questions based on text	Text book: Metro Book



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Unit 9: Les Activites (Activities)	Duration to complete the Topic: Week 10 - 11
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• write short sentences on activities• link short sentences with pictures• do guided writing on activities• present the guided writing	Text book: Metro Book
Unit 10: Nourriture et boissons (Food and drinks)	Duration to complete the Topic: Week 12 - 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• list down food and drinks• write short sentences on food and drinks• revise and revise on the directions• recap and reflect on the topic	Text book: Metro Book



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MANDARIN

Year 6	
Unit 6: Activities	Duration to complete the Topic: Week 1 - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">list down one's favourite activityread the text with correct pronunciationwrite short dialogues relatingread out the dialogue aloud	Text book pages:38 to 45 Work book pages: 23 to 30
Unit 7: Animals / Descriptive words	Duration to complete the Topic: Week 4 - 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">describe and talk about the animals one likesread and to understand the passagewrite few sentences about one's favourite animalswrite one - three short paragraphs on animals	Text book pages: 46 to 48 Work book pages:31 to 35
Unit 8: Public Places	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 some of the public placesread text with correct pronunciation and answer questions orallyidentify the activities carried out at respective public places	Text book pages: 52 - 54 Work book pages: 36 - 42



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Unit 9: Public Places	Duration to complete the Topic: Week 10 - 11
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• match words and form sentences• answer questions orally• write sentences about public places• spell and write the new words correctly with meanings in English	Text book pages: 60 - 64 Work book pages: 44 - 51
Unit 10: Assessment	Duration to complete the Topic: Week 12 -14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• assess pupils understanding of the topics taught• revise the topics taught• reinforce the knowledge / concepts delivered	To be written in the exercise books or a hand-out



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BAHASA MALAYSIA

Year 6	
Theme 7: Our Traditions Unit 21: Story Telling	Duration to complete the Topic: Week 1 - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• discuss before deriving the message conveyed by the story• apply and write the relevant proper nouns in completing dialogue• utter and complete dialogue as guided by illustrations• identify the transitive verbs as guided by the pictures and construct sentences	Activity book pages:27 -32
Theme 8: Our Beloved Country Unit 22: Our National Pride	Duration to complete the Topic: Week 4 - 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• complete a story with simple and compound sentences and subsequently read the same• read, discuss and convey information• complete and act on a dialogue• read text and write the dictation based on the prescribed sentence patterns	Activity book pages: 33 - 36
Unit 23: History of Our Country	Duration to complete the Topic: Week 7 - 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• read, identify information and complete the text using the 'said' information• fill in the blanks with root words added with prefixes• complete dialogues using simple, compound and interrogative sentences• read, identify, edit errors in paragraphs and write the edited version	Activity book pages: 37 - 42



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COMMUNICATION MALAY

Year 6	
Unit 5: Pronouns	Duration to complete the Topic: Week 1 - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• identify types of pronouns• choose the correct pronouns• shade the right pronouns in the sentences• construct simple sentences using pronouns	Activity book pages: 15 - 18
Unit 6: Punctuation Marks	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 understand use of punctuation marks• re-write sentences using the correct punctuation marks• choose and tick the correct punctuation marks• write simple dialogue with correct punctuation marks	Activity book pages: 19 - 20
Unit 7: Question Words	Duration to complete the Topic: Week 7 - 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• identify and understand use of question words• re-write questions with the correct question words• choose and tick the correct question words• write simple questions using the questions words	Activity book pages: 21 - 22



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Unit 8: Exclamation Words	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 use of exclamation words• re-write sentences with the right choice of words• choose and tick the correct exclamation words• write simple questions using the exclamation words	Activity book pages: 23 t- 24
Unit 9: Repetition and Reinforcement of the above topics	Duration to complete the Topic: Week 12 - 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 the story with appropriate answers• construct simple sentences	



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ISLAMIC STUDIES

Year 6	
Topic/Unit: <ul style="list-style-type: none">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:46 - 47
Topic/Unit: <ul style="list-style-type: none">The Five Pillars of Islam	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 significance of the five pillars in Islamlearn purpose of Salah in Islamlearn the purpose of Zakah, Sawm and Hajj in Islam	Textbook pages: 13 - 22
Topic/Unit: <ul style="list-style-type: none">Offering Prayers	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 importance of Salah in Islamlearn the prayer stepslearn the meaning of prayers	Textbook pages: 37 - 45



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LOCAL STUDIES

Year 6	
Unit 6: Brief History of Malaysia	Duration to complete the Topic: Week 1 - 3
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	
Unit 7: Administrative System	Duration to complete the Topic: Week 4 - 6
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	
Unit 8: Geographical Aspects	Duration to complete the Topic: Week 7 - 9
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	



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SEJARAH

Year 6	
Topic 2 – We Are Malaysians Unit 4 (i): People of Malaysia	Duration to complete the Topic: Week 1 - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• read and recognise the 3 main ethnic groups – Malays, Chinese and Indians• read and identify other ethnics, aborigines and native groups• read and understand their previous living settlement• read and understand their previous occupations	Text book pages: 65 - 74
Unit 4 (ii): Our Traditional Arts	Duration to complete the Topic: Week 4 - 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• identify our traditional musical instruments• recognise our traditional dances• learn to play our traditional games• listen to traditional folktales	Text book pages: 75 - 98
Unit 5: Religions and Faiths	Duration to complete the Topic: Week 7 - 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• recognise all religions and faiths in the country• respect all religions and faiths in the country• understand freedom of religion as provided in the Federal Constitution• identify and respect the worshipping homes for each religion and faith	Text book pages: 99 - 116



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PSHE

Year 6	
Topic/Unit: 4 Duties, rights and responsibilities	Duration: Week 2
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> develop a global perspective managing your money wisely developing a global awareness on current important issues 	Workbook pages; 20, 21, 22
Topic/Unit: 5 Environmental awareness	Duration: Week 3 - 4
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> keeping the land, air and waterway clean understanding the value of water and how to save water 	Workbook pages: 24, 25
Topic/Unit: 6 Community activities and participation	Duration: Week 5 - 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> learning how to pay respect to authority figures and why planning a community service visit 	Workbook pages: 31, 32
Topic/Unit 7: Bullying	Duration: Week 6 - 7
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> developing good people skill 	Workbook pages: 38, 39



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<ul style="list-style-type: none">● making your own decision● respecting others decisions	
Topic/Unit 8: Setting goals	Duration: Week 8 - 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">● identify a role model and look up for their inspiration to strive for own success	Workbook pages: 43
Topic/Unit: Internationalism and cultural diversity	Duration: Week 10 - 11
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">● analyse current important event/issue in other countries and able to discuss about it	Workbook pages: 47



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PHYSICAL EDUCATION

Year 6	
<p>Topic/Unit: 1 : – Dribbling and passing for Boys/ Passing and catching for Girls</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • use a range of equipment and skills to develop passing and dribbling techniques 	<p>Duration to complete: Week 4</p>
<p>Concepts and Skills to be taught for this topic:</p> <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 • tackling- block tackling, side tackle, tackle from behind, defensive heading, dribbling-inside/outside of foot • 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 – 3 v 3, 4 v 4, emphasis on pass and move • knock the cone game, - emphasis on passing and dodging 	
<p>Topic/Unit: Striking – Tee Ball</p> <ul style="list-style-type: none"> • Field of play, foul area, fair area, strike, foul strike, ways of putting the opposition out 	<p>Duration to complete: 3 weeks</p>
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none"> • Striking from a tee, batting, catching, fielding, catching with gloves, base running, application of the rules tagging, run out, umpiring, scoring 	
<p>Topics/ Unit: Invasion Games – Cone war: Both Boys and Girls –</p> <p>The objective of the game is to invade the other teams territory to steal their guarded cones</p>	<p>Duration to complete: 2 weeks</p>



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<p>Concepts and Skills to be taught for this topic</p> <ul style="list-style-type: none">• planning for invasion, application of the rules• team work, team participation• decide on attacking players and defending players	<p>Assessment : at the end of every unit</p>
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ART

Year 6		
Topic/Unit: Fundamental Drawing & Crafting		Duration to complete the Topic: Week 1 - 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • apply critical thinking and problem-solving strategies to reflect and respond to their own and others' expressive work • understand the role of technologies therein • analyse the relationship between artistic intent and expressive work • demonstrate critical awareness of, and the value of, the role of the arts in creating and reflecting culture • 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 (aesthetic expression, communication skills, personal development, moral development) • choose and evaluate a range of subject matter, symbols, and ideas • understand the visual arts in relation to history and cultures • make connections between visual arts and other disciplines 		Materials: Creative painting using recycled materials, paint, stationeries, and mixed media. 3D Recycled Materials shoes using recycled cardboard. Typography Design is a computer designing tool using graphic software; Adobe Illustrator C.S.
Topic/Unit : <ul style="list-style-type: none"> • 3D Drawing on paper • Drawing & Shading 	Elements of Art: <ul style="list-style-type: none"> Anamorphic Trick Art Still Life; Natural objects 	Duration to complete the Topic: Week 1 - 3 Week 4 - 6 Week 7 - 9 Week 10 - 12
Coursework Topic 50% : <ul style="list-style-type: none"> • 3D Shoes • Graphic Designing 	<ul style="list-style-type: none"> Recycled Materials project Typography Design 	



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MUSIC

Year 6	
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 the singing voices and other essential musical skills (listening skills, aural memory and physical skills) sing a range of songs use their voices in different ways listen to a variety of music and begun to recognise ways in which sounds are used 	Songbook
Topic/Unit: Cyclic patterns	Duration to complete the Topic: Week 2 - 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> develop pupils ability to perform rhythmic patterns confidently and with a strong sense of pulse develop a sense of pulse recognised how beats can be organised into stronger and weaker patterns 	
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 – harmony sing a range of simple rounds in two parts experience playing a range of pitched percussion instruments, e.g. chime and tone bars, glockenspiels and xylophones 	



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DRAMA

Year 6	
Topic/Unit: Expressive Art – Character Building & Story Telling 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 story telling is• understand the role of story teller• tell the differences between a story teller and a character	
Topic/Unit: Expressive Art – Character Building & Story Telling 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 story telling• learn the types of facial expression of character and story teller• relationship between character and story teller using various type of facial expressions	
Topic/Unit: Expressive Art - Story Telling (Presentation)	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 story telling is• understand how to do story telling with a minimal body movement• understand the relationship between facial expressions, voice projection and body movement	

Lot 707, Jalan Kerja Ayer Lama, Ampang Jaya, 68000 Ampang, Selangor Darul Ehsan, Malaysia

Tel: [60342521452](tel:60342521452) / [42578678](tel:60342578678) Fax: (603)42523452

Email : migs@tm.net.my Website: www.migs.edu.my

