

MIGS

MUTIARA INTERNATIONAL GRAMMAR SCHOOL

MIGS Junior School
CURRICULUM GUIDE
Year 2018-19
RECEPTION

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 joanna.johami@migs.edu.my Head of Junior School

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Gary True

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Head of Curriculum
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Vision

Discovering Potential.

Learning to Care.

Respecting Differences.

Mission

"Our mission is to challenge each student to reach their full potential by offering an international curriculum that encourages students to become lifelong learners, develop intellectual curiosity and a thirst for innovation"

Client Charter

Mutiara International Grammar School will endeavor to:

- Provide opportunities in all aspects of the curriculum for students to reach their full potential.
- Provide best practice in Teaching and Learning.
- Provide a safe, caring, happy and conducive environment for all.
- Provide opportunities for the use of technology.
- Ensure that each child appreciates that serving and caring brings the highest rewards in life.
- Develop awareness for the need for stewardship of the earth's resources.

Teachers Responsible for Reception

Class Teachers Recpetion Raja Sheena Safian - <u>rajasheena.safian@migs.edu.my</u>
Shahnaz Badarudin - <u>shahnaz@migs.edu.my</u>

Subjects	Teachers Responsible	Subjects	Teachers Responsible
English	Raja Sheena Safian rajasheena.safian@migs.edu.my Shahnaz Badarudin shahnaz@migs.edu.my	PSHE	Raja Sheena Safian rajasheena.safian@migs.edu.my Shahnaz Badarudin shahnaz@migs.edu.my
Maths	Raja Sheena Safian rajasheena.safian@migs.edu.my Shahnaz Badarudin shahnaz@migs.edu.my	PE	Jale Samuwai (Charlie) charlie@migs.edu.my Khairul Munir khairul.mustaffa@migs.edu.my
Science	Raja Sheena Safian rajasheena.safian@migs.edu.my Shahnaz Badarudin shahnaz@migs.edu.my	Art	Shafizah Abdul Rahim shafizah@migs.edu.my
Computing	Raja Sheena Safian rajasheena.safian@migs.edu.my Shahnaz Badarudin shahnaz@migs.edu.my	Music	Lim Pui Ying puiying@migs.edu.my
Islamic Studies	Mohammed Hayat khan@migs.edu.my		

ENGLISH

Level: Reception	
Topic/Unit: Word Level	Duration to complete the topic:
revise the alphabet and letter sounds a -z	On-going
 write the letters of the alphabet using the correct formation sequence (lower case) 	On-going
identify initial sound/letter in words	
write own names (beginning with a capital letter)	
understand alphabetical order	
learn new words from stories, poem, text	
read high frequency words:	
i, a, is, it, am, on, in, at, me, of, go, he, up, my, we, to, no	
Concepts and Skills to be taught for this topic:	
 know the sound of the letters and write them in alphabetical order 	
able to write letters using the correct sequence of movement	
able to read and recognise 2 letter words	
Topic/Unit: Sentence Level	Duration to complete the topic:
 know that words in a sentence written from left to right Dictate a simple sentence 	On-going
making simple sentence	On-going
Concepts and Skills to be taught for this topic:	•
identify capital letters and full stop in a sentence	
Topic/Unit: Speaking and listening activities	Duration to complete the topic:
listen to stories	On-going
show and tell	On-going
describe pictures / posters	
recite rhymes	
 question and answer sessions (story/ topic work) 	
Concepts and Skills to be taught for this topic:	
listen, understand and make prediction of the story	
sing nursery rhymes	
speak confidently in class	

MATHEMATICS

Level: Reception	
Topic/Unit: Counting, Recognising and Writing Numbers 0 - 5	Duration to complete the topic:
 recognising symbols and quantities 	On-going
 writing numbers using the correct formation 	On going
 draw more objects to make a set of number given 	
 matching numbers with the correct number of objects 	
 missing numbers 	
 one more than or one less than 	
 comparing numbers using more / less 	
Concepts and Skills to be taught for this topic:	Duration to complete the topic:
 write and recognise 1 – 5 	On-going
 write the number 1 more/ less than a number 	
Topic/Unit: Time	
• time (clock)	
days of the week	
weather chart	
Concepts and Skills to be taught for this topic:	Duration to complete the topic:
 know the hour and minute hand 	On-going
 sequencing the days of the week 	
 understand different types of weather in the daily life 	
Topic/Unit: Shapes	
 introducing the 4 basic shapes, drawing shapes 	
 display objects, 3d blocks of the 4 different shapes 	
 making a repeating pattern with shapes 	
Concepts and Skills to be taught for this topic:	Duration to complete the topic
 create a pattern independently 	On-going
 recognise the 4 basic shapes 	

SCIENCE

Level: Reception	
Topic/Unit: My Body	Duration to complete the topic:
 naming and labeling parts of the body 	4 weeks
 drawing a picture of the face 	4 WEEKS
Concepts and Skills to be taught for this topic:	
 name 4 parts of the body - head, body, two arms and two legs 	
 name parts of the face (hair, eyes, nose and mouth) 	
Topic/Unit: Growth	Duration to complete the topic:
me and my family	4 weeks
 how humans grow and change 	4 WEEKS
 animals and humans are living things 	
 they need food to live and grow 	
Concepts and Skills to be taught for this topic:	
 discuss facts on human growth. 	
 compare past and present, from pictures of a person. 	
 compare living and non-living things. 	
 know that living things need food to grow. 	
topic/unit: Five Senses	Duration to complete the topic:
 activities involving the exploration of the 5 senses - smell, hear, touch, see and taste 	2 weeks
Concepts and Skills to be taught for this topic:	
 make relevant observations using the 5 senses 	
Able to compare between	
rough / smooth	
sweet / salty	
loud / soft	
 colours / patterns 	

 Topic/Unit: Animals and their babies children observe and match the pictures of animals and their young animals grow and change as they grow 	Duration to complete the topic:
naming animalsmaking animal sounds	
Concepts and Skills to be taught for this topic:	
 match animals and their babies. 	
 name animals and differentiate between the young and adult (naming activity) 	
Topic/Unit: Habitat	Duration to complete the topic:
 humans and animals have homes to live in 	
 how do human and animals build their homes 	
(e.g. on the trees, in the ground, and on the water)	
Concepts and Skills to be taught for this topic:	<u> </u>
name the different type of homes	
 match the home of the animals 	
Topic/Unit: Life Cycle of the Chicken	Duration to complete the topic:
 how does a chick hatch from an egg 	
 naming the parts of a chick 	
Concepts and Skills to be taught for this topic:	
 labeling and writing captions. 	
 sequencing pictures of the life cycle of a chick 	
in the correct order	
Topic/Unit: Life Cycle of a Butterfly	Duration to complete the topic:
how does a caterpillar change into a butterfly	
 naming parts of a butterfly 	
Concepts and Skills to be taught for this topic:	,
 drawing and writing captions 	
 sequencing the pictures of the life cycle in the correct order 	
name the parts of a butterfly	

ISLAMIC STUDIES

Topic/Unit: Allah is our Creator	Duration to complete the topic:
	2 weeks
Concepts and Skills to be taught for this topic:	Textbook pages:4 to 11
 know that Allah is one 	
 learn that Allah created Human beings 	
Topic/Unit: daily Duas' (Supplication)	Duration to complete the topic:
	4 weeks
Concepts and Skills to be taught for this topic:	Textbook pages: 16-19
 learn and memorise the daily Duas' 	
Topic/Unit: Adad (manners) in Islam	Duration to complete the topic:
	4 weeks
Concepts and Skills to be taught for this topic:	Textbook pages: 11to 15
 know about the adab of eating and drinking 	
learn Mosque Adab	

PHYSICAL EDUCATION

Level: Year 1	
Topic/Unit: Physical Education Introduction:	Duration to complete the Topic: Week 1
Concepts and Skills to be taught for this topic: Organisation Skills	
 get to know one another, expectations for P.E. 	
 class organisation, movement for classes, stay in line and follow one another 	
 what to bring for P.E. kit water bottle, notes for non-participants 	
allocation of houses – house colours	
 preparation for competitions – team work and co-operation 	
Topic/Unit: Fitness	Duration to complete the Topic:
Minor Games: Number games, Duck Duck Goose	Week 2 to 5
Concepts and Skills to be taught for this topic:	
 warm up stretching, exercises, warm down 	
types of stretching exercises	
major muscles involved in movement	
 follow instructions, mix and play with others, ice breaking 	
 individual participation, group participation 	
Topic/Unit: Running	Duration to complete the Topic:
	Week 6 to 10
Concepts and Skills to be taught for this topic:	
running styles	
arm actions	
leg movement	
body position	
starting and finishing	
relay races	

Topics/ Unit:Individual Practical Assessment	Duration to complete the Topic
for individual personal records	Week 11 to 12
Concepts and Skills to be Assessed:	
skills based assessment:	
 how far I can jump, how fast I can run 20meters, how far I can throw or roll a tennis ball 	

ART

Art Level: Reception		
Topic/Unit: Creating, Making & Modelling		Duration to complete the Topic: Week 1 to Week 13
 Concepts and Skills to be taught for this topic: physical mixing of colours using paint and oil pastel controlling colour, tint, tone and shade by learning how to mix and apply paint in different ways to match and to make new colours assembling/constructing and making, forming and modelling using clay or air drying clay, paper, card and found materials to explore three dimensions and learn about the tactile properties of textures and surfaces modelling using materials such as modelling clay, air drying clay, salt dough, polymer clays, plasticine, chavant or newplast painting increasingly controlling colour, tint, tone, shade, hue and temperature by mixing and controlling how they apply different types of paint - using a range of wet and dry media to explore wash, transparency, marks and strokes, layers, blending, splash, drip and dribble, scumble etc. drawing from memory, imagination and observation, to perceive, communicate, invent and inform actions, using an increasing range of fine and broad media to carefully and/or expressively control line, shape, tone, colour, pattern, texture, tone, form and space. 		Materials: Modelling using materials such as modelling clay, air drying clay, salt dough, and polymer clays. Painting using water based paint. Constructions paper making by using coloured papers, scissors
Elements of Art covered by this unit:		Duration to complete the Topic:
 rolling yarn 	abstract art	Week 1 to Week 3
 sponge print (butterflies) 	stamping	Week 4 to Week 5
 tie dye art (baby wipes/cloth) 	batik art	Week 6 to Week 7
 abstract painting (canvas small) 	surealism art	Week 8 to Week 9
dryed pasta and clay art	ceramics art	Week 10 to Week 13