

8 April 2022, Issue 144



CAMPUS PRINCIPAL'S MESSAGE



One of the possible effects of Covid-19 is that it can cause patients to experience symptoms of 'long Covid', defined as a symptom lasting longer than 12 weeks beyond the initial date of diagnosis. Two recent University of Cambridge-led research studies found that long Covid patients experience significant and measurable impairments to their memory and concentration, even in patients who suffered mild illness in the initial Covid-19 attack.

The two studies found that around two-thirds of the Covid-19 patients that were studied displayed symptoms of long Covid and among them, 78 percent had difficulty concentrating, 69 percent suffered brain fog (a term used by people to describe thinking is sluggish, fuzzy, and not sharp), 68 percent reported forgetfulness and around 40 percent had that signs of semantic disfluency (saying or typing the wrong word). For more than half of the long Covid patients in the two studies, these debilities have greatly impacted their daily lives including their ability to do their jobs properly.



MESSAGE FROM HEAD OF MIEY - MS. ADRINNA PIERRE

Fine motor skills are essential for performing everyday skills as well as academic skills. Without the ability to complete these everyday tasks, a child's self-esteem can suffer, their academic performance will be affected and their play options become limited. Their life skill tasks such as getting dressed and feeding themselves will be a struggle in their daily life. which in turn has social implications not only within the family but also within friends.

Below are some of the ways that you can identify if a child is having difficulties with their fine motor skills:

- Dislike for activities where they need to fiddle with their fingers.
- Carrying out physical activities to avoid sit down tasks.
- Interested in 'passive' activities such as watching TV or using an iPad for tasks that do not require fine motor skills.
- Not interested in pencil or scissors skills.
- Being 'bossy' in play to make their friend draw for them.
- Asking teachers/parents to fix a problem without physically trying to fix it themselves.
- Waiting for parents to dress them or clean their teeth rather than trying themselves.



THIS WEEK'S TOPICS

1. MESSAGE FROM HEAD OF MIEY - MS. ADRINNA PIERRE
2. MIEY - READ A ROAD MAP DAY
3. WINNERS IN MISP SCIENCE COMPETITION
4. HOW DO CREDIT AND DEBIT CARDS FUNCTION?
5. EXCITING ACTIVITIES IN MPS ROBOTICS
6. GETTING TO KNOW YOUR SCHOOL HOUSE
7. PHYSICAL EDUCATION IN MIS

The research findings are disturbing in the context of our country transitioning from the pandemic stage of Covid-19 to the endemic stage. The underlying reasons for the effects of long Covid are still not known and treatment is not available. While we have to learn to live with the virus, we should not be complacent and get infected by the virus by neglecting the basics of wearing masks, maintaining social distance and sanitising our hands frequently.

We should be responsible enough to have ourselves tested if we have any symptoms of the virus. Students should not take risks and come to school to later find that they are indeed positive. By then, their classmates could become close contacts and the whole class will potentially have to be quarantined. So, we urge you to continue to prioritise the health and safety of ourselves, your families and the school community.

In Matrix Early Years, we use many ways and methods to help our children develop and improve their fine motor skills. These activities include water/sand play, building with blocks and LEGO, drawing and colouring, using scissors and kitchen toys/tweezers, threading and lacing and playing with play-dough and puzzles.



Student engaged in activities that help to develop their fine motor skills.



CAMPUS PRINCIPAL'S MESSAGE TRANSLATED

染疫后其中一个后遗症——新冠长期症状（或称“长新冠”），是一种会持续超过至少12周的症状。最近两项冠状病毒疾病研究发现，“长新冠”在记忆力和注意力上有显著的损害，即使是轻微症状的感染者，也有可能出现“长新冠”后遗症。

两项新型冠状病毒疾病研究显示，有三分之二的新冠肺炎患者有“长新冠”症状，其中的78%患者表示难以集中注意力，69%的患者患有脑雾（此术语形容思维迟钝、模糊、不敏锐的状态）。另外有68%的人表示健忘，约40%的人有语义不流利的迹象（说或键入错误的单词）。在这两项研究中，超过一半的“长新冠”患者因为这些症状

而严重影响了他们的日常生活，包括正常工作的能力。

“长新冠”的研究结果是让人忧心的，尤其在我国进入到“过渡到地方性流行病阶段(endemic)”。“长新冠”的根本原因尚不清楚，现今为止也没有治疗方法。因此我们在与病毒共存的同时也不应自满，不应忽视戴口罩、保持社交距离和经常洗手的基本知识。

如果我们有出现任何的新冠症状，务必进行自我检测，不能冒险到学校来，这样才能有效地避免同班同学成为亲密接触者而被隔离。因此，我们督促大家保障自己、家庭和学校成员的健康和安全。

Salah satu kemungkinan kesan daripada Covid-19 ialah wabak ini boleh menyebabkan pesakit mengalami simptom 'Covid berpanjangan', yang ditakrifkan sebagai simptom yang berlarutan lebih daripada 12 minggu selepas tarikh awal diagnosis. Dua kajian penyelidikan yang diketuai oleh Universiti Cambridge baru-baru ini mendapati bahawa pesakit Covid berpanjangan mengalami gangguan yang ketara pada ingatan dan tumpuan mereka, walaupun pada pesakit yang mengalami penyakit ringan dalam serangan awal Covid-19.

Kedua-dua kajian itu mendapati kira-kira dua pertiga daripada pesakit Covid-19 yang dikaji menunjukkan simptom Covid-19 berpanjangan. Antaranya, 78 peratus mengalami kesukaran menumpukan perhatian, 69 peratus mengalami kabus otak (istilah yang digunakan orang untuk menggambarkan pemikiran adalah lembap, kabur, dan tidak tajam), 68 peratus melaporkan kealpaan dan lebih kurang 40 peratus mempunyai tanda-tanda ketidاكلانسان semantik (menyebut atau menaip perkataan yang salah). Bagi lebih separuh daripada pesakit Covid berpanjangan dalam kedua-

dua kajian, kelemahan ini telah banyak memberi kesan kepada kehidupan seharian mereka termasuk keupayaan mereka untuk melakukan kerja dengan betul.

Penemuan penyelidikan ini membimbangkan dalam konteks negara kita beralih daripada peringkat pandemik Covid-19 kepada peringkat endemik. Sebab asas untuk kesan Covid berpanjangan masih belum diketahui dan rawatannya tidak tersedia. Walaupun kita perlu belajar untuk hidup dengan virus ini, kita tidak seharusnya leka dan dijangkiti virus dengan mengabaikan asas pemakaian pelitup muka, mengekalkan penjarakan fizikal dan kerap membersihkan tangan.

Kita harus cukup bertanggungjawab untuk menjalani ujian sendiri jika kita mempunyai sebarang gejala virus. Pelajar tidak seharusnya mengambil risiko dan datang ke sekolah untuk kemudiannya mendapati bahawa mereka sememangnya positif. Pada masa itu, rakan sekelas mereka boleh menjadi kontak rapat dan seluruh kelas berpotensi terpaksa dikuarantin. Jadi, kami menggesa anda untuk terus mengutamakan kesihatan dan keselamatan diri kami, keluarga anda dan warga sekolah.

MIY - READ A ROAD MAP DAY

Our Matrix Preschool had a fabulous time learning to read maps — maps that lead to buried treasure! Map reading is an important life skill for the young ones to acquire. Our children were introduced to drawing maps and our teachers helped them to relate the markings on the drawing to the physical counterparts in school. The children participated in role-play, in a real life traffic situation, by riding the toy car and following the road signs. They all went back with a road map and a tiny car to continue the fun at home with their parents.



WINNERS IN MISP SCIENCE POSTER COMPETITION

As part of 'MISP Mathematics and Science Week' students were asked to design a poster on 'Safety in Science.'

Participation was kept open to all MIS primary students from Years 1 to 5.

The competition was split into two main categories:

- Years 1, 2 & 3 (Category 1)
- Years 4 & 5 (Category 2)

The choice was given to the students for designing their posters by hand or creating them digitally. Below are the winners of MISP 'Safety in Science' poster competition:

Category 1 (Years 1, 2 & 3)

1st prize - Chai Yi Chen (Year 1M)

1st runner up - Myla Winter Lord (Year 2M)

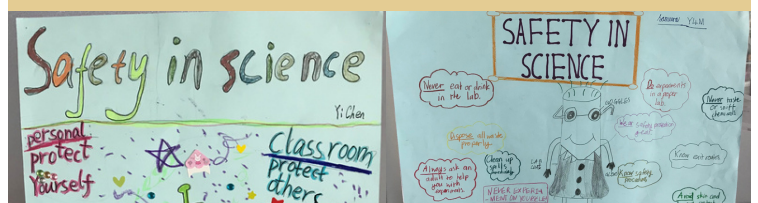
2nd runner up - Harshini a/p Kanapathi Saravanan (Year 2M)

Category 2 (Years 4 & 5)

1st prize - Sameera Thevy Manidharan (Year 4M)

1st runner up - Mahathi Adarsha Marpalli (Year 5M)

2nd runner up - Cheok Zi Feng (Year 4M)



Category 1 - 1st Prize Chai Yi Chen. (Year 1 M)

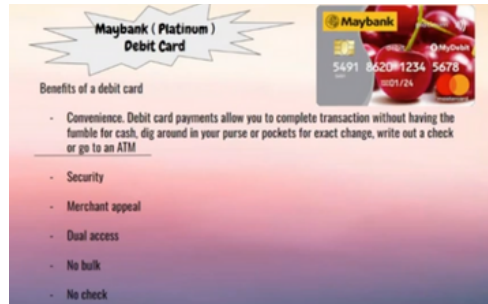
Category 2 - 1st Prize Sameera Thevy Manidharan. (Year 4 M)

HOW DO CREDIT AND DEBIT CARDS FUNCTION?

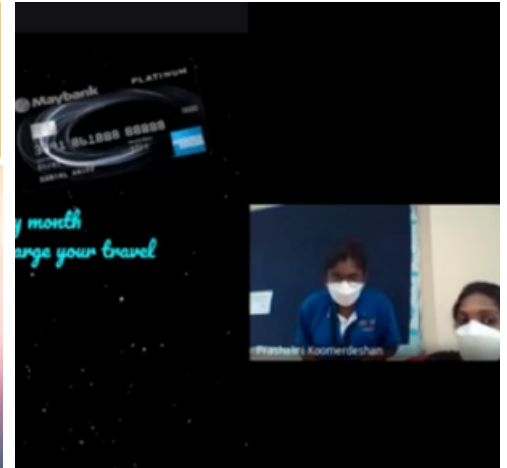
Standard 5A students enjoyed a constructivist teaching activity that was incorporated into their mathematics lesson. They were assigned to do a presentation on credit and debit and present it during their mathematics lesson. The students needed to choose one bank in Malaysia and explain its benefits and features. Students also needed to explore various banks available in Malaysia before completing this assignment.



"I learnt a lot from the presentation like who can use credit cards, the benefits, etc" - Syarifah Adelia



"I learnt how to use the credit card and debit card." - Kahvea Subramaiaam



"I learnt the difference between credit card and debit card. I also enjoyed doing the presentation" - Isabelle Clare

EXCITING ACTIVITIES IN MPS ROBOTICS

Coding and AI Robot Workshop

Matrix Private School has started using whale robots to carry out artificial intelligence popularisation activities. On 15 and 16 March, Matrix Private School launched a 2-day Programming + AI robot workshop with the help of the whale robot AI education platform. Competitions were held in conjunction with the event and the students had a great learning experience.



Participants building their robots.



Winners for Car Racing Project - Aura Edla and Mithra from Standard 5



Three of our students Thashenth Sujendran and Linggamitra N. Natarajan from Standard 1 and Devnesh Thivakaren from Standard 2 enjoying themselves operating their robots.

GETTING TO KNOW YOUR SCHOOL HOUSE

In line with the Ministry of Education's latest announcement that sports activities are allowed in all schools, MGS resumed our annual sports events this year. For now, we would like to introduce all our sports houses and their captains and vice-captains. We have started the CCA activities and we will kick start our sports events with a Road Race in the month of May. Further details will be shared in due course.

Einstein

House Head
- Mr. Raja Raja Syahrill Izwan
Assistant Head
- Mr. Tek Wei Biau
Captain
- Shawn Young Siow, Y10A
Vice Captain
- Sampson Chong Yue Haoy, F4M

"The important thing is to not stop questioning. Curiosity has its own reason for existing."
- Albert Einstein

Newton

House Head
- Ms. Windclaire Sese Mendez
Assistant Head
- Mr. Chuah Teng Chew
Captain
- Akhil Sivam, Y11M
Vice Captain
- Suwetha Rathana, F5A

"To every action there is always an opposed and equal reaction."
- Issac Newton

Da Vinci

House Head
- Ms. Hamsawahini Kunashegaran
Assistant Head
- Ms. Prashalini Koomerdesan
Captain
- Kushalini Dhamodaran, F5A
Vice Captain
- Amanvir Singh Gill, Y10M

"People of accomplishment rarely sat back and let things happen to them. They went out and make things happen"
- Leonardo da Vinci

Gandhi

House Head
- Ms. Syaza Amani Nawawi
Assistant Head
- Ms. Norakmaliza Md.Zoikefli
Captain
- Parvin A/L Nityananthan
Vice Captain
- Yossven Ravi Kumar, F3M

"Strength does not come from physical capacity. It comes from an indomitable will."
- Mahatma Gandhi

FUN PHYSICAL EDUCATION IN MIS

One of the most anticipated lessons for students is physical education, which offers a variety of sporting skills. With the SOP being followed, students are able to enjoy physical education using our facilities after learning online for quite some time. They have the opportunity to use the space in the school to perform physical activities with their classmates, which was missing during online learning.

In Term 1, our Milepost 1 students have gone through units like gymnastics, dance and yoga. They have learnt various movements, ways of travel, balancing and stretching and the benefits of these activities.



"Year 1 student, Yi Chen, was able to balance on her toes as part of the 'Gymnastics' unit."



Year 1 students performing the mountain pose.

Milepost 2 students were given an introduction to the basic skills of football and cricket. They enjoyed learning these skills in preparation for future matches.

Milepost 3 had the opportunity to revive their hockey skills on the field with proper equipment. They refined their basic skills in football and cricket and had a better understanding of working as a team in a game situation.



Year 4 students learn ball control by performing various ball drilling skills.



Year 5 students passing and receiving a football.



Year 5 students learning the batting, bowling and fielding techniques in cricket.



In this term, Year 8 students recapped on the basic skills for hockey. They had drilling practices to develop their skills to prepare them to play in a team situation.



Our Year 9 are currently learning how to play volleyball and are progressing very quickly. Their background experience and knowledge of the game of badminton is helping them transition quite well as there are many similarities between the two sports when hitting the ball and in court positioning. It is really nice to see them being physically active!



The game 'ultimate' originally known as ultimate Frisbee, is a non-contact team game played with a flying disc. It is a combination of football and rugby and is perfect for social distancing SOPs, as since its existence in the late 60's, the game has always had a "1-metre rule." Our Year 10 students enjoyed playing it and have progressed very well in a short time.