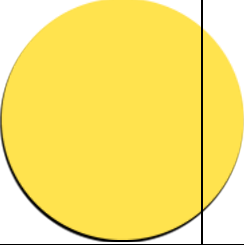

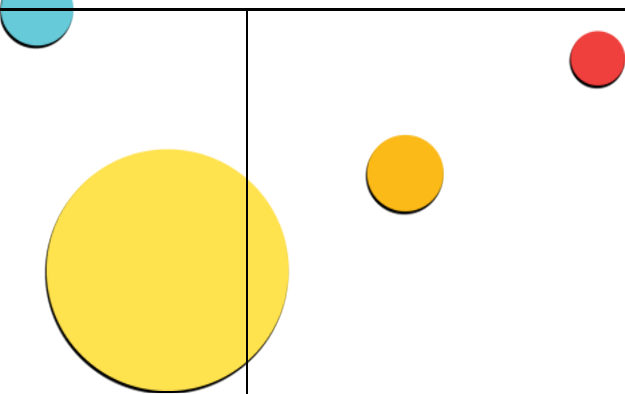
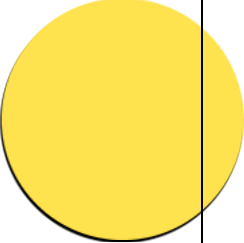
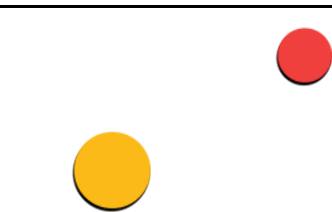


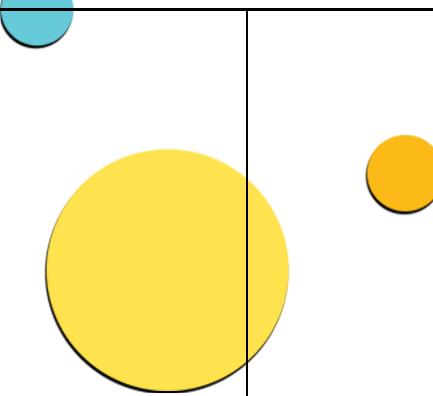

Straits International School Rawang
Curriculum Overview – Year 3
Year 3 Autumn Term 1.2 2024/2025

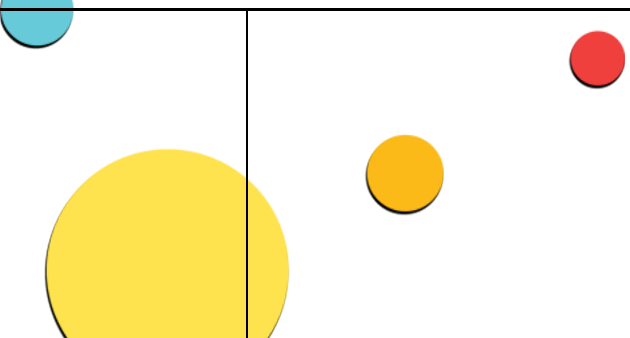
Autumn - Term 1.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<ul style="list-style-type: none"> • Myths and Legends • Poems from different cultures • ‘The Green Ship’ by Quentin Blake • VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise) 	<ul style="list-style-type: none"> • Students will read and explore different examples of myths and legends • Students will create a setting in the distant past • Students will plot a story and create relevant characters • Students will organise their writing into paragraphs • Students will use VIPERS to answer questions about a text • Students will use a dictionary to check the meaning of words and how to spell unknown words • Students will use a thesaurus to uplevel words • Students will use fronted adverbials in their writing • Students will use conjunctions to connect different sentences • Students will use synonyms to add detail 	<ul style="list-style-type: none"> • Students can write a myth, legend or poem about a different culture, using the given success criteria, independently • Students can proofread and edit their writing independently, using a dictionary when appropriate • Students can spell all/ most Year 3 words correctly • Students use correct punctuation in their sentences (capital letters, commas) without prompting • Students will experiment with new punctuation to add effect to their writing • Students can use cohesion to connect their paragraph • Students can confidently explain the meaning of new vocabulary • Students can justify their predictions, inferences and explanations about a text

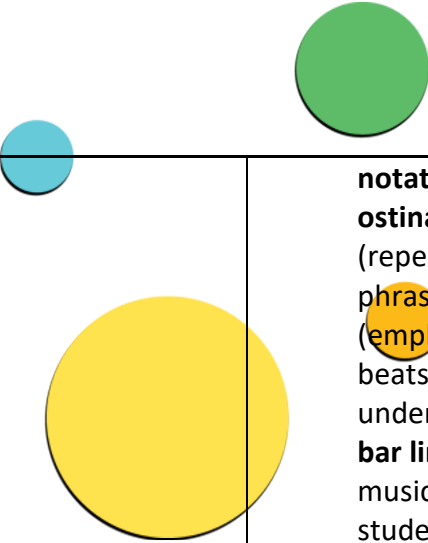
		<ul style="list-style-type: none"> • Students will learn how to edit and self-assess their writing • Students will learn how to publish and present their writing • Students will independently write their own myth or legend • Students will independently write their own poem about a different culture 	
<p>How will this be assessed?</p>		<p>Reading</p> <ul style="list-style-type: none"> • Reading Comprehension assessments • Weekly Spelling Tests <p>Writing</p> <ul style="list-style-type: none"> • Students will independently plan, write, edit and publish their own Myth or Legend • Rubrics will be used to evaluate writing 	
<p>Maths</p>	<ul style="list-style-type: none"> • Addition and subtraction • Multiplication and division • Length and perimeter 	<ul style="list-style-type: none"> • Add two numbers (across 10, across 100) • Subtract two numbers (across 10, across 100) • Add 2-digit and 3-digit numbers • Subtract a 2-digit number and from a 3-digit number • Complements to 100 • Estimate answers • Inverse operations • Multiplication – equal groups • The 3, 4, 8 times tables 	<ul style="list-style-type: none"> • Students can solve addition, subtraction, multiplication, division, length and perimeter problem solving and reasoning questions • Students can use concepts, facts and procedures appropriately, flexibly and fluently • Students can recall key number facts with speed and accuracy and use them to calculate and work out unknown facts • Students can reason and explain addition, subtraction, multiplication, division, perimeter and length concepts

		<ul style="list-style-type: none"> • Multiplying and dividing by 3 • Multiplying and dividing by 4 • Multiplying and dividing by 8 • Measure length • Equivalent lengths – m & cm • Equivalent lengths – mm & cm • Compare lengths • Add and subtract lengths • Measure perimeter • Calculate perimeter 	<p>and procedures and use them to solve a variety</p> <ul style="list-style-type: none"> • and procedures and use them to solve a variety of problems • Students can explain how they solved a problem in their own words or explain their working out to someone else • Students can represent answers in a variety of ways (e.g. using concrete materials, pictures and symbols) • Students can choose the most efficient method to solve a problem
<p>How will this be assessed?</p>		<ul style="list-style-type: none"> • End of unit assessments • End of block assessments 	
<p>IPC</p>	<p>Different Places, Similar Lives</p>	<p>In ICT, we'll be learning about:</p> <ul style="list-style-type: none"> • Being safe and responsible online • How to search for information online • Using the internet to learn about different schools around the world. <p>In International, we'll be learning about:</p> <ul style="list-style-type: none"> • The similarities and differences between the school day in different countries • Festivals and celebrations that happen throughout the year in different countries 	<ul style="list-style-type: none"> • Student can explain why it's important to protect personal information when using the internet. • Student can use specific keywords to find reliable information using a search engine. • Student can use websites to find and record facts about schools in different countries. • Student can compare the school schedule of my country with that of another country and explain at least one similarity and one difference.

		<ul style="list-style-type: none"> • Organisations that help people meet their basic needs • Food products that produced and sold internationally. <p>In Geography, we'll be learning about:</p> <ul style="list-style-type: none"> • The similarities and differences between the geographical features of our host country and other localities • The climate and weather in different countries and how it affects the lives of people living there • The types of crops grown in countries with certain climates • How the geographical features of an area may determine what jobs someone might do • Transport in different countries and why it might be different. <p>In History, we'll be learning about:</p> <ul style="list-style-type: none"> • Significant people who have impacted countries in a positive way • How our host country has changed Events which have changed people's lives. 	<ul style="list-style-type: none"> • Student can describe how festivals from different countries are celebrated and identify one thing they have in common. • Student can name an organisation that helps people and describe how it provides basic needs. • Student can identify a food product and explain which countries produce and export it. • Student can describe at least two similarities and two differences between the geographical features of our host country and another place. • Student can explain how the climate in a country affects the activities and lifestyle of its people. • Student can list crops that grow in a particular climate and explain why that climate is suitable for them. • Student can explain how the features of a place influence the types of jobs people can have there. • Student can describe different types of transport used in various countries and explain why they are used in that environment. • Student can identify an important person and describe one way they made a positive impact on their country. • Student can describe one significant change that has happened in our host
---	--	--	--

		<p>In Design Technology and Innovation, we'll be learning about:</p> <ul style="list-style-type: none"> • Different transport for moving resources • Transporting items by pushing, pulling and sliding. 	<p>country and how it affected people's lives.</p> <ul style="list-style-type: none"> • Student can explain an event that changed people's lives and describe its impact. • Student can identify different types of transport used to move resources and explain when each type is used. • Student can show how different forces (push, pull, slide) can be used to move an object.
<p>How will this be assessed?</p>		<ul style="list-style-type: none"> • Knowledge Assessment • Learning Journey • Exit Point 	
<p>Bahasa Melayu</p>	<p>Rutin harian (<i>Daily routine</i>)</p>	<ul style="list-style-type: none"> • Names of Common Daily Activities: Students will learn vocabulary for everyday tasks like waking up, eating, brushing teeth, and going to school. • Order of Daily Events: Students will understand how to sequence daily activities from morning to night. • Time-Related Words: Students will learn to use terms related to time, such as "morning," "afternoon," "evening," and specific times (e.g., 7 AM). • Describing Routines: 	<ul style="list-style-type: none"> • Fluent Use of Vocabulary: Students confidently name and describe common daily activities in detail. • Accurate Sequencing: Students can correctly arrange daily tasks in order, from morning to night, without errors. • Clear Understanding of Time: Students use time-related vocabulary accurately, including specific times and parts of the day. • Detailed Descriptions:

		<p>Students will practice forming simple sentences to describe their personal daily routine.</p> <ul style="list-style-type: none"> • Importance of Daily Routines: Students will understand why daily routines are important for organization and self-management. 	<p>Students describe their personal daily routine clearly, using full sentences and proper sequence.</p>
<p>How will this be assessed?</p>		<ul style="list-style-type: none"> • Use picture cards to sequence daily activities. • Engage in role-playing or acting out common routines (e.g., waking up, brushing teeth). • Discuss students' own daily routines and ask related questions. • Use worksheets for matching activities with correct times of day. 	
<p>Mandarin</p>	<p>Beginner: Greetings and about my family</p>	<p>Beginner This half-term, students will learn about greetings and my family. They will understand and master basic greeting vocabulary, and students will also introduce themselves by sharing their name, age, address, and how many members are in their family.</p>	<p>Beginner: In this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Master the ways of greeting in Chinese. 2. Communicate with others smoothly and confidently through learning. 3. Write the vocabulary learned in this unit. 4. Introduce others to their own name, age, and address.
<p>How will this be assessed?</p>		<p>Q&A session, assessment, worksheet, classwork</p>	
<p>Physical Education</p>			
<p>How will this be assessed?</p>			
<p>Music</p>	<ul style="list-style-type: none"> • In this unit, students will learn how to read and write rhythm 	<ul style="list-style-type: none"> • Knowledge: Students will learn how to read and understand basic rhythm notation, including quarter notes, eighth notes, and rests. They will also 	<ul style="list-style-type: none"> • Excellence will be demonstrated by students who can fluently read and write rhythm notation, recognize and perform

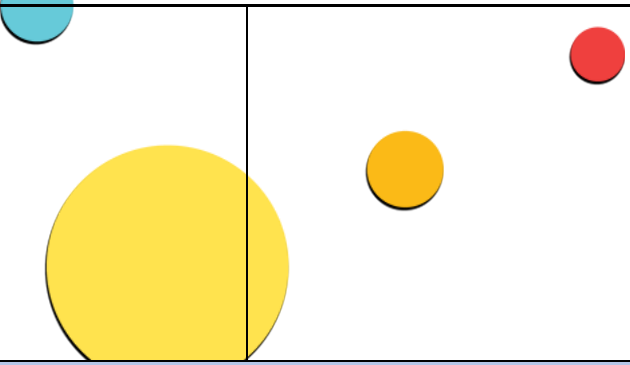


notation, focusing on **ostinato patterns** (repeating musical phrases), **accents** (emphasizing certain beats), and understanding how **bar lines** organize music. Alongside this, students will learn to apply these concepts while playing the **recorder**, practicing how to play rhythms, add accents, and keep time using bar lines.

learn what an ostinato is, how accents change the emphasis in music, and the role of bar lines in organizing beats into measures.

- **Understanding:** Students will understand how to identify and use ostinato patterns in music and how accents can be used to enhance musical expression. They will also develop an understanding of how bar lines divide music into regular sections and guide rhythmic structure.
- **Skills:** Students will develop practical skills in reading and performing rhythms on the **recorder**. They will practice maintaining steady beats, applying accents to their playing, and recognizing ostinato patterns. They will also improve their recorder technique by playing rhythms accurately within the confines of bar lines.
- Students will use the recorder to put rhythm notation into practice. They will work on playing rhythms with accurate note lengths and rests, applying **ostinato patterns** in their performance. The practical sessions will focus on

ostinato patterns, and apply accents with precision. In playing the recorder, these students will show confidence in maintaining accurate rhythms, applying accents in their music, and following bar lines to keep time. Their playing will demonstrate strong control over rhythm and expression, with clear differentiation between accented and unaccented notes.



		<p>playing with accents to highlight certain beats and following bar lines to maintain the structure and timing of the piece. Group activities will involve playing ostinato patterns together, where students take turns leading and following.</p>	
How will this be assessed?		Practical and written assessments	