Tenby International School
Curriculum Handbook

Year 3
2013 – 2014
Welcome to Year 3. This Handbook provides information on routines and expectations within the year group and a summary of what your child will be learning during the academic year 2013 – 2014.

We hope that you will find this information helpful in supporting your child at home and at school.

Year 3 Team
Routines and Expectations
As Year 3 students have now reached Key Stage 2 they are required to be more independent in all that they do. Please note the following table of expectations.

<table>
<thead>
<tr>
<th>Uniform</th>
<th>School uniform must be worn properly at all times. Shirts need to be tucked in. Black leather ‘office style’ shoe should be worn. Girls whose hair is shoulder length or longer must tie their hair up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>Homework is generally given on Friday and returned on the following Friday. Students are to turn in their homework on time. If homework is not complete, students should give an explanation and homework ready the following school day.</td>
</tr>
<tr>
<td>Spelling</td>
<td>Children are ability grouped, so not everyone will have the same set of spelling words. A spelling test will be conducted on Friday (during English). Do spend about 10 -15 minutes each day on their spelling words to help the learning process (practice makes perfect) Use Look, Cover, Write and Check method</td>
</tr>
<tr>
<td>Reading Books</td>
<td>Reading books are sent home once a week. These books should be read at home and returned on allocated days. Students have to fill in their Reading Log weekly. Books fines will be given by the Librarian for books that are not returned. Students who do not return books will not be allowed a new book until the previous book is returned. There is a Guided Reading session once a week.</td>
</tr>
<tr>
<td>School Bags</td>
<td>We encourage Year 3 students to organise their own bags and be responsible for their belongings. Students who prepare their own bags are more aware of what school supplies are inside and are more reliable to turn in homework.</td>
</tr>
<tr>
<td>Break/Lunch</td>
<td>By Year 3 students organise their own snack/lunch independently. Each student should have money or use their Tenby ID card with credit for each meal time. Students are allowed to bring in packed food but are responsible for their containers/tumblers.</td>
</tr>
<tr>
<td>Swimming/PE</td>
<td>Children should wear their PE kit to school on PE mornings and bring their uniform in a bag to change into afterwards. Again we ask that your child takes responsibility for packing their own bags. Please ensure that every item of clothing has your child’s name and class on it. If your child is not doing PE or swimming, they need to be medically exempt (doctor’s note). Generally, if children are well enough to be in school, then they are well enough to participate. As swimming is a vital life skill, students are expected to make up missed swimming lessons, even if this means joining another class.</td>
</tr>
<tr>
<td>Hats</td>
<td>Your child must have their school hats every day, as the school has a ‘NO Hat – NO Play’ policy.</td>
</tr>
<tr>
<td>Student Planners</td>
<td>Students now begin to use the Student Planner on their own. Students write important information, reading book titles, messages</td>
</tr>
</tbody>
</table>
from teachers and homework requirements. Students should always keep this book nicely and well-presented. Any messages from parents that are in the book should be given directly to the teacher for follow up. Please acknowledge receipt of any messages.

Class and School Rewards
In Key Stage 2, we reward good behaviour and work. If your child receives 5 points, they will receive a merit. They will also be awarded bronze (25 merits), silver (50 merits) and gold (75 merits) awards by the Principal.

CCAs
Students begin taking CCAs. They should choose their CCAs wisely and should have an interest in their activities. They should organise themselves and go to the CCA designated area before 14:40hrs, when the class begins. It is unacceptable for students not to attend class just because they do not like or do not want to attend.

Attendance
Students are required to give teachers any medical slips or notes from parents for sick days.

Recording Reading
Parents are expected to listen to their child read as often as possible. The children should complete one Reading Log activity weekly. This log will help both teachers and parents to monitor reading progress.

Parents, or a more experienced reader, should listen to the child for at least 15 minutes each day.

In listening to the child read, please bear in mind the following:

- Discuss the book prior to reading. Look and discuss the cover and any illustrations. Read the name of the author and any other relevant information.
- Note down any words that the child has difficulty with in the box provided.
- After/during reading, ask open questions to encourage comprehension and understanding. Example: “What do you think this story is really about?” or “Which is your favourite / least favourite character in this story? Why?” Use words like why, where, what, when and how.
- Discuss characters, plot and setting.
- Discuss whether the child enjoyed the book. Did they find it easy or hard? Why?

If the child is reading a non-fiction book or a playscript, please make sure to point out the characteristics specific to these types of text. Non-fiction books usually include a table of contents, index, diagrams, headings and captions. Playscripts rely heavily on dialogue with stage directions, etc. Using different voices and reading with emphasis is an important element of drama. Children should be using pitch, volume and rhythm to read the parts fluently and with feeling.

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HANDWRITING STYLE

a b c d e f g h i j k l m
n o p q r s t u v w x y z

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

The fox ran behind the dustbin and jumped on the fence. It leaped into the tree and ran along a branch. It jumped down and disappeared through the hedge. The fox looked around, slipped inside a shed and hid between some old boxes.
Curriculum
Core Learning in English

Most children learn:

Speaking
- Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds
- Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively
- Sustain conversation, explain or give reasons for their views or choices
- Develop and use specific vocabulary in different contexts

Listening and responding
- Follow up others’ points and show whether they agree or disagree in whole-class discussion
- Identify the presentational features used to communicate the main points in a broadcast
- Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus

Group discussion and interaction
- Use talk to organise roles and action
- Actively include and respond to all members of the group
- Use the language of possibility to investigate and reflect on feelings, behaviour or relationships

Drama
- Present events and characters through dialogue to engage the interest of an audience
- Use some drama strategies to explore stories or issues
- Identify and discuss qualities of others’ performances, including gesture, action and costume

Word recognition: decoding (reading) and encoding (spelling)

Note
Year 3 is a significant year for moving the emphasis on teaching from word recognition to language comprehension. The Rose Report: Independent review of the teaching of early reading (2006) makes clear that the two dimensions of reading – word recognition processes and language comprehension processes – are both necessary to achieve fluent reading. However, the balance between word recognition and language comprehension should change as children acquire secure and automatic decoding skills.
For this reason, there is no content provided for strand 5 after Year 2 and the heading itself is removed after this reference for Year 3.

Children working significantly above or below age-related expectations will need differentiated support, which may include tracking forward or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group, and where this is not the case should be enabled to reach age-related expectations as quickly as possible. Some newly arrived learners of EAL may need to undertake time limited work based on objectives for decoding/encoding in addition to overall language development work.

**Word structure and spelling**
- Spell high and medium frequency words
- Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words
- Spell unfamiliar words using known conventions including grapheme–phoneme correspondences and morphological rules

**Understanding and interpreting texts**
- Identify and make notes of the main points of section(s) of text
- Infer characters’ feelings in fiction and consequences in logical explanations
- Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen
- Use syntax, context and word structure to build their store of vocabulary as they read for meaning
- Explore how different texts appeal to readers using varied sentence structures and descriptive language

**Engaging with and responding to texts**
- Share and compare reasons for reading preferences, extending the range of books read
- Empathise with characters and debate moral dilemmas portrayed in texts
- Identify features that writers use to provoke readers’ reactions

**Creating and shaping texts**
- Make decisions about form and purpose, identify success criteria and use them to evaluate their writing
- Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved
- Write non-narrative texts using structures of different text-types
- Select and use a range of technical and descriptive vocabulary
- Use layout, format, graphics and illustrations for different purposes
Text structure and organisation
- Signal sequence, place and time to give coherence
- Group related material into paragraphs

Sentence structure and punctuation
- Show relationships of time, reason and cause through subordination and connectives
- Compose sentences using adjectives, verbs and nouns for precision, clarity and impact
- Clarify meaning through the use of exclamation marks and speech marks

Presentation
- Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins
- Develop accuracy and speed when using keyboard skills to type, edit and redraft
Core Learning in Mathematics

Most children learn:

Using and applying mathematics
- Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations
- Represent the information in a puzzle or problem using numbers, images or diagrams; use these to find a solution and present it in context, where appropriate using £.p notation or units of measure
- Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information
- Identify patterns and relationships involving numbers or shapes, and use these to solve problems
- Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams

Counting and understanding number
- Read, write and order whole numbers to at least 1000 and position them on a number line; count on from and back to zero in single-digit steps or multiples of 10
- Partition three-digit numbers into multiples of 100, 10 and 1 in different ways
- Round two-digit or three-digit numbers to the nearest 10 or 100 and give estimates for their sums and differences
- Read and write proper fractions (e.g. 3/7, 9/10), interpreting the denominator as the parts of a whole and the numerator as the number of parts; identify and estimate fractions of shapes; use diagrams to compare fractions and establish equivalents

Knowing and using number facts
- Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100
- Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000
- Use knowledge of number operations and corresponding inverses, including doubling and halving, to estimate and check calculations

Calculating
- Add or subtract mentally combinations of one-digit and two-digit numbers
- Develop and use written methods to record, support or explain addition and subtraction of two-digit and three-digit numbers
- Multiply one-digit and two-digit numbers by 10 or 100, and describe the effect
Use practical and informal written methods to multiply and divide two-digit numbers (e.g. 13 × 3, 50 ÷ 4); round remainders up or down, depending on the context

Understand that division is the inverse of multiplication and vice versa; use this to derive and record related multiplication and division number sentences

Find unit fractions of numbers and quantities (e.g. ½, 1/3, ¼ and 1/6 of 12 litres)

Understanding shape

Relate 2-D shapes and 3-D solids to drawings of them; describe, visualise, classify, draw and make the shapes

Draw and complete shapes with reflective symmetry; draw the reflection of a shape in a mirror line along one side

Read and record the vocabulary of position, direction and movement, using the four compass directions to describe movement about a grid

Use a set-square to draw right angles and to identify right angles in 2-D shapes; compare angles with a right angle; recognise that a straight line is equivalent to two right angles

Measuring

Know the relationships between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements

Read, to the nearest division and half-division, scales that are numbered or partially numbered; use the information to measure and draw to a suitable degree of accuracy

Read the time on a 12-hour digital clock and to the nearest 5 minutes on an analogue clock; calculate time intervals and find start or end times for a given time interval

Handling data

Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart

Use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion
IPC Unit Study (Term 1)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum of your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

Theme: Chocolate

During this unit we will be focusing on Art, Geography, History, ICT, Science and Technology.

In Art, we will be finding out about:
- What is important for a design in order to sell a product well
- Various chocolate wrappers and what they are made out of
- Designing our own wrapper
- Aztec art styles
- Making a cup for chocolate drinks

In Geography, we will be finding out about:
- Where cacao trees are found
- The climate and other factors affecting the growth of cacao trees
- Other food crops

In History, we will be finding out about:
- The importance of cacao beans for trade
- Who took the first chocolate to Europe
- Food fears

In ICT, we will be:
- Using the Internet to find out more about chocolate
In Science, we will be:
- Learning all about the cacao tree, its flowers, its fruit and its seeds
- Finding out about how the cacao beans are harvested
- Finding out about the energy effects of chocolate
- Finding out about why chocolate wrappers are made from special materials

In Technology, we will be:
- Devising and making our own chocolate

We will also find out about the way chocolate is sold and the favourite sweets in different parts of the world.

How you can help:
Take a look around the kitchen cupboard with your child and look at various food items containing cocoa. You could make a game of spotting chocolate advertisements on billboards, in magazines and on television. When you shop, please look at and discuss the origins of some of the chocolate products and consider the packaging it comes in. Please also talk to your children about the types of chocolate you ate as a child.

Theme: Paintings, Pictures and Photographs (Visual Representation)

During this unit we will be focusing on Art, Geography, History, Music, ICT and Science.

In Art, we will be finding out about:
- How artists use different materials and techniques for their work
- The reasons why different artwork is produced
- How photographers select, use and display their work
- How to appreciate and interpret the work of others

In Geography, we will be finding out about:
- How symbols are used on maps and plans
- How maps, plans and globes can be used
- How the world can be recorded in aerial photos and satellite images

In History, we will be finding out about:
- Some of the materials and techniques used by people in the past
- How portraits and photographs help us find out about the past

In ICT, we will be finding out about:
- How computers can be used to generate art
- How computers can be used to combine words and pictures
- How art work can be researched and viewed on the Internet
In Music, we will be finding out about:
- How symbols are used to represent sounds
- How visual images can inspire musical compositions

In Science, we will be finding out about:
- How light, dark and shadows can be created
- How certain materials can be described as transparent, opaque or translucent
- How groups of people may appreciate different images, how some images are used to deliver messages and about the enjoyment that people get from visual representation

How you can help:
All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. Please encourage them by talking about what they are doing as the term progresses. If your child has some work to research, please help them – but without actually doing the work!

In particular, please take advantage of any local opportunities you may have to take your children to local galleries or to use maps on trips out.

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.
IPC Unit Study (Term 2)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

Theme: Before People (Dinosaurs)

During this unit we will be focusing on History, Science, Art and International goals. We will be learning about the world of the dinosaurs, what the earth looked like, what lived at that time and how to identify the different kinds of dinosaurs. We will be acting as detectives and palaeontologists, looking for clues and making deductions from them.

In History, we will be finding out about:
- The different time periods when dinosaurs lived
- How to make a timeline
- The lives and discoveries of palaeontologists from around the world
- Different ideas to explain why the dinosaurs died out

In Science, we will be finding out about:
- Evidence and how to make deductions from it
- How the dinosaurs lived and moved and about what they ate
- How to make a plaster cast of a dinosaur footprint for evidence, as scientists do
- How the continents emerged and about the other animals and plants which lived at the same time as the dinosaurs

In Art, we will be finding out about:
- Patterns and how they are created
- How to make patterns based on the shapes of bones
The ways in which artists have used animals in their work
How to paint lifelike scenes of prehistoric times
How to make models of animals with natural materials

In International, we will be finding out about:
- The world’s continents at the times of dinosaurs

We will also be using the Internet to find out more about dinosaurs and palaeontologist.

How you can help:
Much of the work relies on information in books. If you have any that you can share with your child at home, or allow him or her to bring into school, it would help him or her with research into this fascinating subject. If you have been to a museum with dinosaur exhibits, please remind your child of this and look again at any literature you may have about it.

All the work we are doing has been specially written to help your child reach the learning goals. The children will be researching using books, websites, and objects, listening to each other and sharing experiences. Children will be carrying out many practical activities, on their own and in groups.

Theme: Health and Fitness

During this unit we will be focusing on Science, PE, Society and International.

In Science, we will be finding out about:
- The human skeleton, organs and muscles
- How the human heart works
- What is meant by a balanced diet
- How to look after our teeth
- The harmful effects of cigarettes and alcohol
- How much physical exercise we need
- The effects of physical activity on our heart rate

In PE, we will be finding out about:
- The benefits of physical activity
- How different movements work different parts of the body
- How a fitness plan can improve our body's health

In Society, we will be finding out about:
- Germs and how they are spread
- How much sleep we should have
How food advertising influences us
Our food preferences

In International, we will be finding out about:
• How different countries keep fit
• World Health Day

How you can help:
Your child might ask you questions about their own and your health and fitness. They might ask general questions about the workings of the human body, exercise and healthy eating.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.
IPC Unit Study (Term 3)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

Theme: Earthquakes and Volcanoes

During this unit we will be focusing on Geography, Technology, Science, Music, History, Art, Physical Education, Society and International.

In Geography, we will be finding out about:
- How the Earth is formed
- What a volcano island is and where they are in the world
- What causes an earthquake
- How earthquakes can be measured

In Technology, we will be finding out about:
- What makes buildings strong
- Protective clothing and equipment
- How to put together a survival kit

In Science, we will be finding out about:
- What happens when a volcano erupts
- What happens when rock melts
- How volcanoes can give off poisonous gas

In Music, we will be finding out about:
- How to use instruments to make sound pictures
- How to compose our own piece of music
In History, we will be finding out about:
   - The devastation of Pompeii

In Art, we will be finding out about:
   - Hot and cold colours
   - Using different materials and techniques to represent a volcano

In PE, we will be finding out about:
   - How to use lots of different sequences of movements to show the story of volcanoes

In Society, we will be finding out about:
   - Legends associated with volcanoes
   - Why people continue to live in volcanic areas despite the dangers

In International, we will be finding out about:
   - International organisations that work after natural disasters
   - The knock-on effects of earthquakes and volcanic activity

**How you can help:**
Talk with your child about recent earthquakes, volcanoes or tsunamis you might have read about in newspapers or seen on television.

All the work we are doing has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. Please encourage them by talking about what they are doing as the term progresses. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.
Agama (For Malaysian Muslim Students Only)

Term 1
Tawheed
- Allah
- The Five Pillars
- Allah is the Creator
- All-Knowing
- All-Seeing
- All-Hearing
- All-Loving
- The Kind and Merciful
- The Forgiving
- Kalimah Tayyibah
- Kalimah Shahadah
- Belief in Allah
- Creation of Animals and Plants
- Allah Made Everything
- How to get closer to Allah

Term 2
Moral and Ethics
- Respect for Allah
- Respect for Teachers
- Working with my Hands
- Care for the Environment
- Daily Dua’s
- Allah Loves The Truthful and The Honest
- Sharing
- Makruh Matters

Term 3
History
- Nabi Adam
- Nabi Nuh
- Nabi Yusuf
- Nabi Muhammad
- Sahaabah

Essentials and Practices
- Istinja’
- Wudhu’
- Salaah
- Fasting
- Zakaah
- Haj
- Eid-ul-Fitr
- Eid-ul-Adha
Art

Term 1
Relationships
In this unit, children investigate how paintings, prints, photographs and other images that include figures communicate ideas about relationships. They use composition skills to make a double portrait that conveys ideas about themselves and their relationship with another person in their lives.

Term 2
Investigating Pattern
In this unit, children investigate patterns in textiles from different times and cultures. They use ideas from these as a starting point for developing their own designs. They investigate stencilling and print-making techniques and explore ways of combining and organising shapes, colours and patterns to make a decorative textile piece.

Term 3
Outside Art
In this unit, children explore sculpture in public spaces. They explore and use shape, form, colour and pattern to make a maquette or model of a sculpture for a site in the school.

Note:
Each term, half a term is devoted to Art and half to Design Technology (DT). Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.
Design Technology (DT)

Term 1
Structures & Graphics – Packaging
Students learn about strengthening sheet material to make a strong shell structure, which can be used for a variety of packaging

Term 2
Construction & Flight – Kites
In this unit, children will look at a variety of kites from around the world. They will learn about the features of a kite and have the opportunity to design and make their own kite. The focus for this project will be on pattern and decoration.

Term 3
Structures – Photograph Frames
Students learn about stiffening materials and making stable structures through the context of free-standing photograph frames

Note:
Each term, half a term is devoted to Art and half to DT. Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.
French

Term 1
- Greetings
- Introductions
- Classroom language/instructions
- About France
- Where French is spoken around the world
- Saying which languages you speak
- Christmas in France

Term 2
- Animals and pets
- Talking about your pet
- Saying which animals you like/don’t like
- Numbers 1-10
- Alphabet

Term 3
- Games children play in France
- Saying which games you have/haven’t got
- Saying which games you like/don’t like
- Colours/shapes
- Numbers 11-20
- Build your own board game
Information and Communications Technology (ICT)

Term 1
Combining Text and Graphics
The students will learn about communicating using a combination of text and graphics. They will use a variety of software to aid them. Part of the unit will involve learning about different graphic types and the advantages of certain types over others. They will also learn about the correct procedures when working, such as saving their work constantly and using appropriate file names.

Term 2
Manipulating Sound
The students will explore and develop musical ideas by using ICT. They will use simple music and sound recording software and use various recording devices to communicate their ideas. They will continue to learn about modifying and saving their work in the correct manner.

Developing Images and Using E-mail
The students will continue learning about using text and images to promote their work and ideas and combine this with communicating by e-mail. They will learn how to use e-mail effectively; how to send, receive and reply to messages.

Term 3
Simulations
The students will explore computer simulations and use them to simulate real life and imaginary situations. They will then go on to understand the need for simulations and the limitations they hold.

Introduction to Databases
The students learn how databases are used to store information by collecting and entering their own. They will then use a database to answer questions based on the information collected. By doing this, they will start to see the vast amount of databases used in everyday life.
Malay

Term 1
Topic
- Fruits
- Numbers (51 – 100)
- Time

Culture Learning
- Introduce children’s Folk songs

Language Systems
- Punctuation
- Questions Words

Comprehension
- Reading short texts (3 paragraphs)

Writing
- Matching phrases to form short sentences
- Rearrange the words to form sentences

Speaking
- Speech – presentation on a topic

Term 2
Topic
- Animals
- Buildings
- Stories (Book Week: Story telling)

Language Systems
- Conjunctions
- Antonyms

Comprehension
- Reading short texts (3 paragraphs)

Writing
- Fill in the blanks

Speaking
- Speech – presentation on a topic or story telling
**Term 3**

**Topic**
- Transportation
- Jobs

**Language Systems**
- Synonyms
- Simple sentences

**Comprehension**
- Reading short texts (3 paragraphs)

**Writing**
- Construct sentences from phrases

**Speaking**
- Speech – presentation on a topic

**Note:**
The IPC topics covered will be incorporated into the curriculum whenever relevant.
Mandarin (Beginner)

Term 1
Basics
- Numbers 1-100
- Writing strokes
- Phonetic
- Greeting

Term 2
My Self
- Introducing myself
- Phonetic
- Radicals
- Counting strokes
- Personal pronouns

Term 3
My Family, Colour
- Family members
- Surname
- Colours
Music

Term 1
Animal Magic – Exploring Descriptive Sounds
- Tortoise song
- Animals in music
- Animal hasthas
- Sounds like an animal moving
- A moving story
- Animal miniatures

Play It Again – Exploring Rhythmic Patterns
- Rhythm games
- Mr. Noah rap
- Space shuttle rap
- The happiest time of the year
- Christmas cats
- Instrumental Christmas cats

Term 2
The Class Orchestra – Exploring Arrangements
- What’s an accompaniment
- Hill and gully
- Ol Mas Charlie
- Why sing?
- Radio jingle
- Class radio show

Dragon Scales – Exploring Pentatonic Scales
- Old MacDonald had a glock
- What you got?
- Pentatonic improvisations
- Double pentatonic
- Dragon talk
- Chinese dragon song

Term 3
Painting with Sound – Exploring Sound Colours
- Picture this – the little train
- Sports day
- Sunset over the sea
- Haunted house
- Supermarket scene
Supermarket composition

Salt Pepper Vinegar Mustard – Exploring Singing Games
- Singing game
- Skipping game
- Pass the pebble on
- Ball game
- Inventing singing games
- Playing singing games
# Physical Education

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Personal, Social, Health and Economic Education (PSHE)

The curriculum is aims led, flexible and coherent. The aims place personal development and the acquisition of personal, learning and thinking skills at the heart of the curriculum.

The curriculum will enable all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Unit 1: Going for goals/ It's good to be me!

Topic Overview
This introductory unit will focus on goal setting and following up on goals in order to support other subjects.

Additionally this unit will focus on dealing with emotions and the consequences emotions can have on other people.

Unit 2: Fair Trade – Who likes chocolate?

Topic Overview
As well as providing great skills and curriculum-related learning, it will help raise your students’ awareness and change their attitudes. They will learn about how cocoa is farmed, and about the lives of the farmers, without whom there would be no chocolate.

Students will learn that:

- their favourite chocolate bar may have started life in Ghana
- there are real people at every stage of the chain that brings chocolate to the shop
- at the start of this chain are the cocoa farmers whose daily lives are often hidden from us
- many of these cocoa farmers do not earn enough for even the bare essentials
- students themselves can make a real difference through their shopping

By working on these activities students will develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviours can affect local, national or global issues.
Unit 3: Healthy Lifestyles

Topic Overview
This unit initially will focus on healthy eating using an online resource and aims to educate students on the facts about healthy eating and how to adjust their own lifestyle. Opportunities are available to make healthy snacks.

This topic will then develop healthy approaches to road and water safety, again using online activities.

It aims to give students the knowledge and understanding on how to make responsible choices.