

## Curriculum Overview

### Grade 3 – 1<sup>st</sup> Half of Term 2 - 2021/22

This is an updated overview of what the 3<sup>rd</sup> graders will be learning during the first half of this term in all subject areas. The students continue to enjoy their school life and are enjoying learning about the various subjects they are studying.

We very much appreciate the help and support you provide to the students with their homework as well as getting them prepared each morning for school. We are all having an excellent year!

Miss Marazzi and Mr Follette



## Homework

**This term, we will continue to assign homework on Seesaw.**

- Make sure your child has a quiet, well-lit place to do work.
- Help your child with time management.  
Establish a set time each day for doing work.
- When your child asks for help, provide guidance, not answers.
- Reward progress in work.
- Make books and movies in English available for your child at home.
- Encourage your children to tell you about what they are learning online – **in English!**

We would like to thank all the parents for helping out with Rapid Reading as and MyMaths. In terms of their reading at home, please keep an eye on whether or not your child is finding their storybooks too easy or too difficult. A comprehension level of about 80 % is acceptable as this is neither too easy nor too difficult. If you feel the book is too difficult, please write a note to your class teacher via Seesaw.

Children should read aloud at home at least three times per week and discuss the story with an adult.

Reading books can be updated when necessary but children must ask the teacher before doing so. The class teacher will select appropriate levelled books.

**Please note that work is intended to be a true reflection of what your child has learnt and should not be completed by the parent.**

**Should your child have any difficulty completing any tasks set, please inform your child's teacher.**

<u>1<sup>ST</sup> HALF OF THE 2<sup>ND</sup> TERM</u>	
<b>English</b>	<p><b>Phonics, Spelling and Handwriting</b> Common spelling words and patterns from the Schofield and Simms scheme. Additionally, spelling words may also come from the topics covered in our lessons. <b>Handwriting:</b> Continuing using the Nelson handwriting scheme. <b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Units 4 and 5 of Oxford International English scheme. Talking about traditional tales; learning to infer meanings beyond the literal; speak clearly and show respect for other cultures and traditions</li> </ul> <p><b>Reading</b> In addition to the school reading scheme, students will:</p> <ul style="list-style-type: none"> <li>• Read aloud with expression to engage the listener; identify the main points or gist of a text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Explore vocabulary for introducing and concluding dialogue; generating synonyms for high frequency words; consider words that make an impact such as adjectives and powerful verbs</li> </ul> <p>Parents can assist students by: -Asking them to discuss the text they have read. If they are reading nonfiction-based text, ask them what they learned, if they are reading a narrative text ask them to summarise and retell the plot or main events.</p>
<b>Maths</b>	<p style="text-align: center;"><b>Multiplication and Division</b></p> <p>To help pupils consolidate the ability to calculate integers and extend their ability to use the calculations the following areas will be covered:</p> <ul style="list-style-type: none"> <li>• Review multiplication tables and multiples</li> <li>• Review multiplying 2-digit numbers</li> <li>• Changing the order of multiplying numbers</li> <li>• Review multiplying and dividing 3-digit numbers by 10</li> <li>• Review Doubling and Halving</li> <li>• Divide 2-digit numbers by a single digit number</li> <li>• Rounding answers up and down</li> <li>• Multiplication and division as inverse operations</li> </ul> <p>Parents can assist students by: -helping with the homework set each week and exploring other areas of the MyMaths website. -Regularly testing children's basic maths facts through oral questioning (calling out times tables for numbers up to 12).</p>
<b>Science</b>	<p style="text-align: center;"><b>Observing Nature Around Us, Functions of Wind and Rubber</b></p> <ul style="list-style-type: none"> <li>• Learn how to measure wind strength and how to harness the energy of wind and rubber</li> <li>• Conduct different group experiments and learn to test hypotheses, make careful observations, and record results neatly and accurately</li> </ul>
<b>ICT</b>	<p style="text-align: center;"><b>Control the Computer: The Drawing Bug</b></p> <ul style="list-style-type: none"> <li>• During the unit pupils will: Choose a sprite, control the sprite, make a loop, draw a line, change script values, create a fixed loop, choose suitable user inputs and reflect upon what they have learned.</li> </ul>
<b>Ethics</b>	<p style="text-align: center;"><b>Ethics and Assemblies</b></p> <p>Students will continue to work to become aware of the need to take responsibility for their own actions in the MIS community. They will also work to understand the need for school rules and to cooperate with others in order to achieve a harmonious school atmosphere. G3Y will present an assembly titled, 'Setting High Goals' at the beginning of September. G3G will present "Having Joy to Live" at the end of October.</p>

<u>Take a Seat</u>			
<b>Art</b>	<p>Students will undertake a design project to create a 3-D chair and a setting for their design. In doing so they will:</p> <ul style="list-style-type: none"> <li>• Foster in students a desire to actively express themselves via art and find enjoyment in creating and appreciating pieces of art</li> <li>• Allow students to experience and express rich ideas using materials, working with their hands, moving their whole bodies, and developing their creative ability by trying many expressive activities</li> <li>• Learn to appreciate what is fun and interesting in the pieces of art around them.</li> </ul>		
<b>Music</b>	<ul style="list-style-type: none"> <li>• Identify how music can be used descriptively, e.g. to represent different animal characteristics</li> <li>• Learning about musical features – rhythm, melody, etc</li> <li>• How to use the musical elements to describe animals</li> <li>• How to match sounds and movement descriptively</li> </ul>		
<b>PE (Physical Education)</b>	<p style="text-align: center;"><b>Swimming</b></p> <p>Focus on becoming comfortable in the water and learning proper swimming techniques.</p> <p style="text-align: center;"><b>Athletics</b></p> <p>Focus on learning proper techniques for running, hurdles, long jump and field events in preparation for Sports Day.</p>		
<b>Creative Studies</b>	<p>Students will build teamwork skills through class games and activities. They will also be working on ways to consistently display what is required of a responsible member of the class. We will also spend time preparing for class assemblies and Sports Day. Additionally, students will complete activities related to Global Citizenship.</p>		
<b>Integrated Studies</b>	<p style="text-align: center;"><b>Working Collectively</b></p> <ul style="list-style-type: none"> <li>• Children will draw on a range of skills learned from across the curriculum to produce a variety of ICT based work</li> <li>• Children will have the opportunity to present their work to peers in a number of ways, including oral presentation and peer assessment</li> </ul>		
<b>Japanese</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Kokugo</b></p> <ol style="list-style-type: none"> <li>1 Kanji (reading, writing, and idioms in Kanji) .</li> <li>2 Reading and discussing how characters feel. 'のらねこ (Noroneko) and 'わすれられない おくりもの'(Wasurerarenai Okurimono)'.</li> <li>3 Making a research report about creatures. '生き物図鑑を作ろう'(Ikimono zukan wo Tukurou)'.</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Japanese Studies</b></p> <ol style="list-style-type: none"> <li>1 Hiragana, Katakana and Kanji Practice</li> <li>2 Reading fiction and non-fiction texts at their own level</li> <li>3 Writing an essay at their own level.</li> <li>4 Listening and Speaking Activities</li> <li>5 Understanding of Japanese culture and events; Keiro no hi, Otsukimi</li> </ol> </td> </tr> </table>	<p><b>Kokugo</b></p> <ol style="list-style-type: none"> <li>1 Kanji (reading, writing, and idioms in Kanji) .</li> <li>2 Reading and discussing how characters feel. 'のらねこ (Noroneko) and 'わすれられない おくりもの'(Wasurerarenai Okurimono)'.</li> <li>3 Making a research report about creatures. '生き物図鑑を作ろう'(Ikimono zukan wo Tukurou)'.</li> </ol>	<p><b>Japanese Studies</b></p> <ol style="list-style-type: none"> <li>1 Hiragana, Katakana and Kanji Practice</li> <li>2 Reading fiction and non-fiction texts at their own level</li> <li>3 Writing an essay at their own level.</li> <li>4 Listening and Speaking Activities</li> <li>5 Understanding of Japanese culture and events; Keiro no hi, Otsukimi</li> </ol>
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<b>Social Studies</b>	<p style="text-align: center;"><b>Our Life and People Who Work Around Us</b></p> <ul style="list-style-type: none"> <li>• Learning about people who work in stores – at flower shops, supermarkets, computer companies, and butcher shops.</li> <li>• Learn about goods and services available in the local area.</li> <li>• Learn about how different products are produced in different parts of Japan and around the world and about how they are transported to Chiba.</li> </ul>		