

## Curriculum Overview

### Grade 3 – 2nd Half of Term 2 2022-23

#### (October - December)

This is an updated overview of what Grade Three will be learning during the Second 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.

Miss Marazzi and Mr Meriwether.



## 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.

If you're child hasn't already finished reading their Bug Club books, please encourage them to read regularly at home. Thank you for helping out with this as well as with 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>2<sup>ND</sup> HALF OF THE TERM 2 OCTOBER - DECEMBER</u>   |
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| <b>English</b> | <p><b>Spelling:</b><br/>Common spelling words and patterns using the OIE scheme in addition to topic words.</p> <p><b>Handwriting:</b> Continuing using the Nelson handwriting scheme.</p> <p><b>Speaking and Listening:</b><br/>Units 5 and 6 of Oxford International English scheme.</p> <ul style="list-style-type: none"> <li>• Writing letters / Sharing Cultures – learning to infer word meanings from contexts; taking turns in discussion; building on what others have said. Writing mystery stories.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Identifying the main points of a text, infer meanings beyond the literal; consider ways that information is set out on a page; identify the main purpose of a text.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write first person accounts and descriptions; extend earlier work on suffixes, learn the meaning of contractions and the use of apostrophes, use a dictionary to find the spelling and meaning of words; write and perform poems.</li> </ul> <p>Parents can assist students by:<br/>-Asking them to discuss the text they have read. If they are reading non-fiction-based text, ask them what they learned, if they are reading a narrative text make them summarise and retell the plot or main events.</p> |
| <b>Maths</b>   | <p><b>Fractions, Decimals, Measurement, Geometry</b></p> <p>Pupils will deepen their understanding of the topics above by:<br/>Ordering and comparing fractions, decimals and mixed numbers, finding and comparing equivalent fractions, doing arithmetic with various fractions and decimals.<br/>Estimating, measuring and recording length, mass and capacity, using and reading scales, classifying polygons and 3D shapes, studying lines of symmetry, using 2D nets to make 3D shapes, measuring angles and giving directions to follow a path.</p> <p>Parents can assist students by:<br/>-Completing the homework set each week and explore other areas of MyMaths website.<br/>-Regularly testing children’s basic maths facts through oral questions (calling out times tables for numbers up to 12).</p>   |
| <b>Science</b> | <p><b>The Properties Sound and Light:</b></p> <ul style="list-style-type: none"> <li>• Conducting experiment to learn about how sound travels.</li> <li>• Conducting experiments to learn about how light travels and the reflective properties of different surfaces/materials.</li> <li>• Discuss the similarities and differences in the properties of sound and light.</li> </ul>   |
| <b>ICT</b>     | <ul style="list-style-type: none"> <li>• Continuing independent work to develop typing skills</li> <li>• Introduction to computer programming using the Scratch software</li> <li>• Integrated projects related to work done in English, Math, Science and Social Studies</li> </ul>  |
| <b>Ethics</b>  | <p><b>Ethics</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.</p>  |

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| <b>Art and Design</b>          | <p><b>Take a Seat</b></p> <p>Students will complete various art activities throughout the rest of the term. These activities 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>• Learning about musical features – rhythm, melody, etc.</li> <li>• Listen to and discuss pieces of music noting features of structure.</li> </ul>  | <ul style="list-style-type: none"> <li>• How to match sounds and movement descriptively.</li> <li>• Identify notes and other musical notation and apply this knowledge to instruments.</li> </ul>  |
| <b>PE (Physical Education)</b> | <p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Students will continue to partake in swimming lessons during the second half of the term.</li> </ul>  | <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Students will choreograph and perform various dance moves in preparation for the Winter Performance.</li> </ul>  |
| <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.</p>  |  |
| <b>Integrated Studies</b>      | <p><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>                | <p><b>Kokugo</b></p> <ol style="list-style-type: none"> <li>1. New Kanji and Revision</li> <li>2. Identifying the main points of a text, infer meanings beyond the literal; consider ways that information is set out on a page; identify the main purpose of a text, both in fiction and non-fiction. ( わすれられないおくりもの、モチモチの木、くらしと絵文字)</li> <li>3 Writing their own ideas and stories and characters, explanation text about what they find around them using suitable connectives.</li> </ol> <p>Parents please ensure that your child completes their homework every evening and revisit past work covered in class.</p>                  | <p><b>Japanese Studies</b></p> <ol style="list-style-type: none"> <li>1 Practice Hiragana, Katakana and Kanji at their own level</li> <li>2 Reading: Read stories and scientific texts at their own level</li> <li>3 Writing : Story and Report</li> <li>4 Speaking; Play games to build up vocabulary and sentence patterns.</li> <li>5 Cultural Activities, Halloween, Calligraphy, Christmas</li> </ol> |
| <b>Social Studies</b>          | <p><b>Our life and the people who work around us – How farmers work:</b></p> <ul style="list-style-type: none"> <li>• Learn about the agricultural in Chiba prefecture and other locations around Japan.</li> <li>• Learn about the daily lives of farmers.</li> <li>• Learn about where food comes from.</li> <li>• Learn about the steps involved in the locally produced food.</li> </ul> <p>Parents can assist students’ development - discuss with students facts they have been learning in class and sharing their own knowledge about the Chiba area.</p>  |  |