

## Grade 3 Curriculum Overview

### 1<sup>st</sup> Half of Term 1 2025

Welcome to the new school year at MIS!

This document is designed to give you an outline of what your child will be learning over the coming weeks.

We will do our utmost to help your child achieve these goals. Your child's teacher is happy to discuss with you how you can best support your child with their learning and celebrate their achievements.

Miss Marazzi, Mr Meriwether, Ms Lane and Ms Misaki



### **Help Your Child at Home:**

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

We'd like to thank all the parents for helping out with the weekly reading support as well as the Thursday homework assignments. We hope that the students can build upon their hard work from Grade 2. In terms of the weekly reading homework, please keep an eye on whether or not your child is finding their storybook 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 us a note on Seesaw.

### **Homework**

Homework is given out each Thursday and should be handed in on Monday. It will include one piece of English and one piece of Maths, and additional pieces revising topics completed in class.

Children should read at home regularly and discuss the story with an adult.

Please use the reading record to show progress made on at least three occasions during the week.

Reading books can be changed once per week. The class teacher will help students to select an appropriate book when necessary.

Children will also be able to take home a recreational book from the MIS library in addition to a book from the 'class' library.

**Please note that homework is intended as reinforcement 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 using Seesaw.**

	<u>1<sup>ST</sup> HALF OF TERM 1</u>	
English	<p><b>Phonics, Spelling and Handwriting</b></p> <ul style="list-style-type: none"> <li>Spellings – words ending in <i>-le, -el, -al, -il, -ed, -ing</i> as well as double-letter rules</li> <li>Phonics and letter patterns review, nouns, adjectives and verbs, imperative verbs tenses: present and past</li> <li>Handwriting practice relating to letter patterns / joins</li> </ul> <p><b>Speaking and Listening</b></p> <p>Develop sensitivity to ways that others express themselves, listen and respond appropriately to others' views and opinions, take turns in discussions</p> <p><b>Reading (In addition to the media centre and class library book selections)</b></p> <p>Identify different types of stories and typical story themes, begin to infer meanings beyond the literal, use effective strategies to tackle blending and segmenting unfamiliar words</p> <p><b>Writing Stories with Familiar Settings, writing instructions</b></p> <p>Consider how choice of words heightens meaning, collect examples of verbs and use them appropriately, begin to organize writing in sections or paragraphs for extended stories</p> <p><b>Parents can assist students by:</b></p> <p>Asking them to identify descriptive words in their writing (adjectives, adverbs and similes). Reading and responding to class library reading books which come home with children each week.</p>	
Maths	<p><b>Number and Place Value</b></p> <p>In the first unit of work, children will learn:</p> <ul style="list-style-type: none"> <li>What each digit represents in larger whole numbers up to 1 billion</li> <li>How to partition numbers</li> <li>To mentally increase and decrease numbers</li> <li>To round numbers to the nearest tens, hundreds, and thousands</li> <li>Using Roman Numerals to represent values</li> </ul> <p><b>Addition and Subtraction</b></p> <p>In the second unit of work, children will learn:</p> <ul style="list-style-type: none"> <li>To add any two numbers to make 100 and add multiples of 50 to make 1000</li> <li>To improve the speed of mental addition and subtraction</li> <li>The best way to add three or four small numbers</li> <li>Adding and subtracting to and from 1000s numbers</li> <li>The best way to add or subtract two, three-digit numbers</li> </ul> <p><b>Parents can assist students by:</b></p> <p>Encouraging the children to share what they have been learning on a daily basis. Help the children to complete their weekly homework.</p>	
Science	<p><b>Observing Nature Around Us</b></p> <ul style="list-style-type: none"> <li>Identifying different types of habitats, categorizing/grouping living things, identifying local plants and animals</li> </ul>	<p><b>Plants and Insects</b></p> <ul style="list-style-type: none"> <li>Observe and measure growing plants</li> <li>Identify Parts of a Plant</li> <li>Draw and Diagram an Insect</li> <li>Identify Parts of an Insect</li> </ul>
ICT	<p><b>Computer Skills</b></p> <p>Children will use how to:</p> <ul style="list-style-type: none"> <li>Change the colour, size and style of a word</li> <li>Put pictures and words together, move text and print their work</li> </ul>	
Ethics	<p><b>Topics</b></p> <p>Topics will include <i>understanding our own feelings and recognising the feelings of others.</i></p>	

Art and Design	<p><b>Viewpoints</b></p> <ul style="list-style-type: none"> <li>to extend their creative knowledge of viewpoints;</li> <li>to develop a knowledge of various artists' work;</li> <li>to plan and work together on a digital art project.</li> </ul>	
Music	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Singing – listen to well known examples of and sing songs written in C major.</li> <li>Understand the lyrics; sing with developing expression and feeling.</li> </ul>	<p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>Through instrumental activities - read and play instrumental pieces in C major.</li> <li>Play pieces in ways appropriate to expression fitting the theme.</li> </ul>
PE (Physical Education)	<p><b>Net games</b></p> <ul style="list-style-type: none"> <li>Racket and Ball skills will be developed through a number of individual and paired activities.</li> </ul> <p><b>Invasion games – Ball Games</b></p> <ul style="list-style-type: none"> <li>Children will develop their ball control and passing ability, spacial awareness and tactics within a team game.</li> </ul>	<p>Parents can assist student's development of athletic skills by encouraging children to become more active around the home, or by visiting a local park and encouraging children to take regular aerobic exercise such as cycling or swimming.</p>
Creative Studies	<p>Creative Studies time will be dedicated to team-building activities, social activities, preparing for assemblies, and Global Citizenship.</p> <p><b>Parents can assist students by:</b></p> <p>Asking students to share their ideas for projects related to ways they think we could improve the school and put this into writing for Mr. Meriwether or Ms. Marazzi.</p>	
Social Studies	<ul style="list-style-type: none"> <li><b>Local area and surrounding cities and wards – comparing with an equivalent international location.</b></li> <li>Developing mapping skills – the topography of comparative areas, how the land is used, the location of public facilities and their purposes, and transportation systems.</li> </ul> <p><b>Parents can assist student's development by:</b></p> <p>Discussing with students the facts children have been learning in class and sharing their own knowledge about different kinds of maps, and what they know about the towns and cities in Chiba Prefecture (and Kaihin Makuhari in particular).</p>	
Japanese	<p><b>Kokugo</b></p> <p><b>Kanji:</b> Learn pronunciation, meaning, correct stroke order, idioms, and how to write sentences using them.</p> <p><b>Reading:</b> Enjoy using imagination when reading poems and fiction, and expand vocabulary through these texts.</p> <p><b>Writing:</b> Think of a story structure — "beginning, middle, end" — and write a sequel to a fictional story, then review and revise their own work carefully.</p> <p><b>Speaking and Listening:</b> Present and describe their treasure, considering word choice, sentence construction, clear speech, and making eye contact with the audience.</p> <p><b>Culture:</b> Calligraphy (once per term)</p> <p><b>Japanese Studies:</b></p> <ol style="list-style-type: none"> <li>Practice Hiragana, Katakana and Kanji at students' own level.</li> <li>Reading: Short stories and Scientific texts</li> <li>Writing : Essays</li> <li>Speaking; Speech</li> <li>Cultural Activities; Calligraphy, Children's Day, Origami and games</li> </ol>	