

Grade 3 Curriculum Overview

2nd Half of Term 1 - 2025-2026

This is an overview of what Grade 3 students will be learning during the second half of the Summer Term in all subject areas. The students are all enjoying school and are eager to learn about the variety of subjects we are studying. We appreciate your helping the students with their homework as well as getting them prepared each morning for school. All of our students are off to a great start in G3!

Miss Marazzi and Mr Meriwether



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 your 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>2ND HALF OF THE TERM 1</u>	
English	<p>Spelling: Common spelling words and patterns using Schofield and Simms in addition to words from the OIE scheme.</p> <p>Grammar: Common grammar patterns using the Schofield and Simms scheme.</p> <p>Speaking and Listening: Units 2-3 of Oxford International English scheme. Speaking clearly and confidently, taking turns in a discussion, responding appropriately to others. Using language skills to take part in role play in the shared area</p> <p>Reading: Reading a range of books/stories, inferring the meaning of unknown words from context clues. Reading comprehension skills</p> <p>Writing – Writing instructions, poetry, writing for different purposes considering how work is presented, writing play scripts</p> <p>Parents can write a comment into the reading record after hearing the child read. This can relate to general fluency, difficulty with particular words, grammar or punctuation. Guidance can be found in the front of the reading record book.</p>	
Maths	<ul style="list-style-type: none"> Continue adding and subtracting large numbers using a variety of strategies Understand area is the amount of space taken up by a two-dimensional object Calculations using whole numbers with the focus being on multiplication and division Understanding calculations using algorithms in column form Continue focusing on mastery of the 1-12 times table <p>Parents can assist students to complete the homework each week. Regularly test children on number fact knowledge through oral questioning.</p>	
Science	<p><u>Seeds and Plants</u></p> <p>Continue observing and measure growing plants, study the needs of plants</p> <p>Parents can assist students in the growing of plants from seed at home and sharing the progress on Seesaw.</p>	<p><u>Wind and Rubber</u></p> <p>Students will observe, investigate, and learn about the forces produced by wind and rubber</p> <p>Parents can assist students by supporting additional research and discussing the subjects of wind and rubber.</p>
ICT	<p>Computer Skills - Programming</p> <ul style="list-style-type: none"> Use online programming software Cross-curricular skill development Creating and editing videos using Apple software Creating and editing documents using word processing software <p>Parents can allow children to use computers at home to help the child find out about their topics of study.</p>	
Ethics	<p><u>What follows is a list of topics to be covered in assemblies and class discussions</u></p> <ul style="list-style-type: none"> Using appropriate language Being an appropriate role model Identifying and expressing your feelings Community Building Asking for Help Being Role Models and Encouraging the community to cycle safely <p>Grade 3 Will present the Tanabata assembly on June 27th.</p>	

Art and Design	<p>Viewpoints</p> <ul style="list-style-type: none"> to extend their creative knowledge art from around the world Create a 3D mask design. to develop skills with using colour and close observational drawings of plants 	
Music	<p>Singing</p> <ul style="list-style-type: none"> Singing – listen to well-known examples of and sing songs written in major and minor keys Understand the lyrics and sing with developing expression 	<p>Instruments</p> <ul style="list-style-type: none"> Through instrumental activities - read and play instrumental pieces in C major. Play pieces in ways appropriate to expression fitting the theme <p>Parents can sing songs at home.</p>
PE - Physical Education	<p>Net games</p> <ul style="list-style-type: none"> Forehand, backhand, serving and rallies Children will develop their ball control and passing ability, spatial awareness and tactics within a team game 	<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>In School Events and Organisation</p> <p>Creative Studies time will be dedicated to team-building activities, social activities, preparing for assemblies, and Global Citizenship.</p> <p>Parents can assist students by:</p> <p>Asking students to share their ideas for projects related to ways they think we could improve school and put this into writing for Mr Meriwether or Ms Marazzi.</p>	
Social Studies	<p>Our Local Area</p> <ul style="list-style-type: none"> Using fieldwork techniques and ICT to collect and handle data Studying the human and geographic features of our community Learning about land-use The state of transportation and buildings in our community Cardinal directions Reading and evaluating different kinds of maps <p>Parents can assist student's development by:</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 (Native) Japanese Studies	<p><u>Japanese (Kokugo)</u></p> <ol style="list-style-type: none"> Kanji (reading, writing, and idiomatic expressions using Kanji) Reading – scientific text 『めだか』 <i>Medaka</i> and fiction 『紙ひこうき、きみへ』 <i>Kami Hikouki, Kimi e</i> Writing – simple scientific report about a creature from the textbook; organizing thoughts about characters and the story Using Japanese dictionaries (Kokugo Jiten) Japanese culture – haiku, calligraphy, Tanabata <p><u>Japanese Studies</u></p> <ol style="list-style-type: none"> Hiragana, Katakana, and Kanji Practice Reading short stories Making a sentence using the words that has been taught. Practicing speaking. Understanding of Japanese culture and events.; Tsuyu and Tanabata Calligraphy <p>Tanabata Assembly: Friday 27th June</p>	