

Curriculum Overview

Grade 3 – 1st Half of Term 2 - 2026/27

This is an updated overview of what the 3rd 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 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!

We would like to thank all the parents for helping out 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 once per day and discuss the story with an adult. Reading books can be updated during the week 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>1ST HALF OF THE 2ND TERM</u>
English	<u>Phonics, Spelling and Handwriting</u> Common spelling words and patterns from the Schofield and Simms scheme. Additionally, spelling words may also come from the topics covered in our lessons. <u>Handwriting:</u> Continuing using the Nelson handwriting scheme. <u>Speaking and Listening</u> - Talking about different opinions and views; learning to provide evidence to back up opinions and views; speak clearly, be able to develop and argument effectively and show respect for other cultures and traditions <u>Reading</u> - Read aloud with expression to engage the listener; identify the main points or gist of a text <u>Writing</u> - Persuasive Text - Write opinion pieces on topics, state an opinion, provide reasons to support the opinion, use linking words and phrases (e.g. because, therefore, since, for example). Provide a concluding opinion and reasons. 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.
Maths	<u>Multiplication, Division, and Fractions</u> To help pupils consolidate the ability to calculate integers and extend their ability to use the calculations the following areas will be covered: - Review multiplication tables and multiples - Review multiplication using columns - Review Divide 2-digit numbers by a single digit number - Learn about calculating the perimeter of rectilinear shapes and regular polygons - Introduce fractions and mixed numbers 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).
Science	<u>Observing Nature Around Us</u> - Learn about the sun and the ground - Conduct different group experiments and learn to test hypotheses, make careful observations, and record results neatly and accurately Parents can assist by: encouraging children to share their experiment results, discuss what they observed, and relate their learning to everyday examples.
STEAM	In STEAM this term we will: - Build on our Scratch programming skills by creating interactive projects, applying sequencing, events and loops, and using debugging strategies to improve our programs. - Program VEX robots to complete challenges, testing and modifying programs when our first solution does not work. - Research responsible technology use and use our research to plan and create a manga that communicates important messages about using technology responsibly.
Ethics	<u>Ethics and Assemblies</u> This term, we will be using the Be Good People program to focus on helping students identify and express their feelings, use calming strategies, show self-control, and manage their stress. G3G will present an assembly titled, 'Working for One and All' on October the 16th.

Art	<u>Take a Seat</u> Students will undertake a design project to create a 3-D chair and a setting for their design. In doing so they will: - Foster in students a desire to actively express themselves via art and find enjoyment in creating and appreciating pieces of art - 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 - Learn to appreciate what is fun and interesting in the pieces of art around them. Parents can assist by: encouraging children to share their design ideas, explore creative materials at home, and talk about artworks they find interesting.	
Music	- Identify how music can be used descriptively, e.g. to represent different animal characteristics - Learning about musical features – rhythm, melody, etc - How to use the musical elements to describe animals - How to match sounds and movement descriptively	
PE (Physical Education)	<u>Swimming</u> Focus on becoming comfortable in the water and learning proper swimming techniques.	<u>Athletics</u> Focus on learning proper techniques for running, hurdles, long jump and field events in preparation for Sports Day.
Creative Studies	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.	
Integrated Studies	<u>Working Collectively</u> - Children will draw on a range of skills learned from across the curriculum to produce a variety of work - Children will have the opportunity to present their work to peers in a number of ways, including oral presentation and peer assessment Parents can assist by: inviting children to share their digital projects at home and encouraging them to practice explaining their ideas clearly.	
Japanese	<u>Kokugo</u> Kanji – Practice reading, writing, and learning idiomatic expressions that use Kanji. Fiction – Focus on expressing characters' personalities and emotions through the story "Kami Hikōki, Kimi e" (紙飛行機、きみへ). Non-fiction – Learn vocabulary and structure used in non-fiction writing by creating a class "Living Things Book" (クラスの「生き物ブック」をつくろう), a research project compiled by the students.	<u>Japanese Studies</u> 1 Hiragana, Katakana and Kanji Practice 2 Reading fiction and non-fiction texts at their own level 3 Writing an essay at their own level. 4 Listening and Speaking Activities 5 Understanding of Japanese culture and events; Keiro no hi, Otsukimi Parents can assist by: practicing katakana and kanji and vocabulary with children, encouraging them to use what they have learnt in the everyday situations.
Social Studies	<u>Our Life and People Who Work Around Us</u> - Learning about people who work in stores – at flower shops, supermarkets, computer companies, and other local shops - Learn about goods and services available in the local area - Learn about how different products are produced in different parts of Japan and around the world and about how they are transported to Chiba Parents can assist by: talking with children about local workers and shops, discussing where everyday products come from, and noticing how goods are transported to the community.	