

## Curriculum Overview

### Grade 3 Term 3: 2024 - 2025

This is an updated overview of what the 3<sup>rd</sup> graders will be learning during their final term in all subject areas. The students will be working hard to prepare for the transition to upper elementary school and will no doubt be enjoying the final months of their time in lower school. We very much appreciate your helping 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

We would like to thank all the parents for helping out with reading logs 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. Record this information in the reading log.

Reading books can be updated weekly but children must ask the teacher before doing so.

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.

1ST HALF OF THE TERM - JANUARY TO FEBRUARY	
English	<p><b>Spelling:</b> Common spelling words and patterns from the Schofield and Simms scheme.</p> <p><b>Handwriting:</b> Continuing using the Nelson handwriting scheme.</p> <p><b>Units 7, 8 and 9 of the Oxford International English scheme</b></p> <p><b>Speaking and Listening:</b> By speaking clearly and confidently in a range of contexts students will take turns in discussions to talk about a mystery setting and mystery stories and text features.</p> <p><b>Reading:</b> After reading students will recognize similarities and differences between stories, poems and information books and correctly guess the meanings of unfamiliar words by using the clues available to them. They will answer questions about events in a story and show inference and understanding about the characters and their actions.</p> <p><b>Writing:</b> Students will improve their use of the prefixes, pronouns, irregular verbs, compound nouns and clause and connectives. They will use their knowledge of the structure and features of adventure stories to write their own adventure story and write a non-chronological report about animals.</p> <p>Parents can assist students by:</p> <p>-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 make them summarise and retell the plot or main events.</p>
Maths	<p><b>Shape, Geometry, Handling Data, Position and Movement, Abacus</b></p> <p>Pupils will deepen their understanding of the topics above by:</p> <ul style="list-style-type: none"> <li>Classifying polygons and 3D shapes, studying lines of symmetry, studying various angles, and using 2D nets to make 3D shapes.</li> <li>Collect, organize and present data using a variety of tables and charts</li> <li>Calculating and measuring angles of polygons</li> <li>Calculating perimeter and area of rectangles.</li> </ul> <p>Parents can assist students by:</p> <p>-Pointing out various 2D and 3D shapes found in everyday life.</p> <p>-Completing the homework set each week and explore other areas of MyMaths website.</p> <p>-Regularly testing children's basic maths facts through oral questions (calling out times tables for numbers up to 12).</p>
Science	<p><b>Pathways of Electricity; Properties of Magnets</b></p> <ul style="list-style-type: none"> <li>The essential role electricity plays in everyday life</li> <li>Making simple electrical circuits and learning how electricity travels</li> <li>Learn about materials that are conductive</li> <li>Explore attraction and repulsion of magnets</li> <li>Look at various functions of magnets</li> </ul> <p>Parents can assist students by: discussing electrical safety in the home. Look for magnetic items in the home and consider why they are using magnets.</p>
ICT	<p><b>Computers in Society: The World of Pixels</b></p> <ul style="list-style-type: none"> <li>How we measure images</li> <li>Red, Green, Blue and RGB values</li> <li>What computers see</li> <li>Creating pixel art</li> </ul> <p>Parents can assist students by: Look out for pixel art in your community or on TV. Create pixel art together.</p>
Ethics	<p><b>Ethical behaviour towards others</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>
G3G Assembly – Being Brave – 07/02/25	

Art and Design	<p><b>Journeys</b></p> <ul style="list-style-type: none"> <li>Explore ideas about journeys</li> <li>Investigate lines, shapes, colours and textures to produce work on the theme of journeys</li> </ul> <p>Combine a variety of painting, print-making, environmental art and collage techniques to enhance their work.</p> <p>Parents can assist students by: discuss the art projects as they unfold. Encourage experimentation with the new methods at home.</p>
Music	<ul style="list-style-type: none"> <li>Improvise with various musical ideas, based on diverse sound sources and their combinations.</li> <li>Sing as part of a group considering dynamics and texture.</li> </ul>
PE (Physical Education)	<p><b>Health</b></p> <ul style="list-style-type: none"> <li>Understanding that our mental health effects our physical health.</li> <li>A healthy life involves maintaining personal hygiene and a well-balanced lifestyle.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Various mat and apparatus activities including balancing and jumping skills</li> <li>To devise poses and balances and link in sequences</li> </ul> <p>Parents can assist students by: talking about feelings and how these can affect our body, for instance being angry makes us hot and tense or being happy makes us relaxed.</p>
Creative Studies	<p><b>The students will be</b></p> <p>Preparing for the Term 3 Science Fair – working on/completing science projects and practicing presenting projects to fellow students and teachers in preparation for the event.</p> <ul style="list-style-type: none"> <li>Discussing, creating, and preparing for school assemblies</li> <li>Global Citizenship activities</li> </ul>
Social Studies	<p><b>How Peoples' Lives Have Changed</b></p> <p>Children will learn about and consider:</p> <ul style="list-style-type: none"> <li>How people lived in the past.</li> <li>Cultural assets and the annual functions/events that local people inherited</li> <li>Things we want to leave behind and pass on.</li> </ul> <p><b>Safety in our area:</b></p> <ul style="list-style-type: none"> <li>How emergency services work</li> <li>Explore and understand the fire and police department</li> <li>How we cycle and walk safely.</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>
Japanese	<p><b>Japanese Kokugo</b></p> <ul style="list-style-type: none"> <li>New Kanji and Revision of all the kanji they have learnt this year</li> <li>Reading: Poems, non-fiction texts called "Kawa wo sakanoboru chie" and a story called "Onita no Boshi"</li> <li>Writing: Organize and summarize the information they have researched and write it in a report.</li> <li>Writing: An essay reflecting on this academic year and describing the most memorable experience</li> <li>Listening and Speaking Activities: Give a presentation about Japanese events based on the report they have written.</li> </ul> <p><b>Japanese Studies</b></p> <ul style="list-style-type: none"> <li>Practice Kanji or Hiragana and Katakana at their own level</li> <li>Reading: Poems, stories and scientific text at their own level</li> <li>Writing : Simple story</li> <li>Speaking; Speech, games</li> </ul> <p>Cultural Activities ; Calligraphy for the New Year, Setsubun, Hinamatsuri</p>