

Curriculum Overview - Year 3

Subject: English



Topics

- Myths and Legends
- Poems from different cultures
- Reading Book: Loki a bad god's guide to being good by Louie Stowell
- VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise)



What KSU will we gain?

Students will:

- Read and explore different examples of myths and legends.
- Create a setting in the distant past.
- Plot a story and develop relevant characters.
- Organise their writing into paragraphs.
- Use VIPERS to answer questions about a text.
- Use a dictionary to check the meaning and spelling of unfamiliar words.
- Use a thesaurus to improve their word choices.
- Use fronted adverbials in their writing.
- Use conjunctions to connect sentences.
- Use synonyms to add detail to their writing.
- Edit and self-assess their writing.
- Publish and present their writing.
- Independently write their own myth or legend.
- Independently write a poem inspired by a different culture.



What Excellence Looks Like

- Write a myth, legend or poem about a different culture independently, using the given success criteria.
- Proofread and edit writing independently, using a dictionary when appropriate.
- Spell all or most Year 3 words correctly.
- Use correct punctuation in sentences, including capital letters and commas, without prompting.
- Experiment with new punctuation to add effect to writing.
- Use cohesion to connect paragraphs.
- Confidently explain the meaning of new vocabulary.
- Justify predictions, inferences and explanations about a text.



HOW WE WILL BE ASSESSED

Reading

- Reading Comprehension assessments
- Weekly Spelling Tests

Writing

- Students will independently plan, write, edit and publish their own Myth or Legend
- Rubrics will be used to evaluate writing



Curriculum Overview - Year 3



Subject: Maths

Topics

- Addition and subtraction
- Multiplication and division



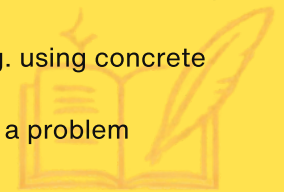
What KSU will we gain?

- Estimate answers
- Inverse operations
- Make decisions
- Multiplication – equal groups
- Use arrays
- Multiples of 2
- Multiples of 5 and 10
- Sharing and grouping
- Multiply by 3
- Divide by 3
- The 3 times-table
- Multiply by 4
- Divide by 4
- The 4 times-table
- Multiply by 8
- Divide by 8
- The 8 times-table
- The 2, 4 and 8 times-tables
- Multiples of 10
- Related calculations
- Reasoning about multiplication
- Multiply a 2-digit number by a 1-digit number – no exchange
- Multiply a 2-digit number by a 1-digit number – with exchange
- Link multiplication and division
- Divide a 2-digit number by a 1-digit number – no exchange
- Divide a 2-digit number by a 1-digit number – flexible partitioning
- Divide a 2-digit number by a 1-digit number – with remainders
- Scaling
- How many ways?



What Excellence Looks Like

- Students can solve addition, subtraction, multiplication, division, length and perimeter problem solving and reasoning questions
- Students can use concepts, facts and procedures appropriately, flexibly and fluently
- Students can recall key number facts with speed and accuracy and use them to calculate and work out unknown facts
- Students can reason and explain addition, subtraction, multiplication, division, perimeter and length concepts
- and procedures and use them to solve a variety
- and procedures and use them to solve a variety of problems
- Students can explain how they solved a problem in their own words or explain their working out to someone else
- Students can represent answers in a variety of ways (e.g. using concrete materials, pictures and symbols)
- Students can choose the most efficient method to solve a problem



HOW WE WILL BE ASSESSED

- End of unit assessments
- End of block assessments

Curriculum Overview - Year 3

Subject: IPC



Topics

Different Places, Similar Lives



What KSU will we gain?

In ICT, we'll be learning about:

- Being safe and responsible online
- How to search for information online
- Using the internet to learn about different schools around the world.

In International, we'll be learning about:

- The similarities and differences between the school day in different countries
- Festivals and celebrations that happen throughout the year in different countries
- Organisations that help people meet their basic needs
- Food products that produced and sold internationally.

In Geography, we'll be learning about:

- The similarities and differences between the geographical features of our host country and other localities
- The climate and weather in different countries and how it affects the lives of people living there
- The types of crops grown in countries with certain climates
- How the geographical features of an area may determine what jobs someone might do
- Transport in different countries and why it might be different.
- In History, we'll be learning about:
- Significant people who have impacted countries in a positive way
- How our host country has changed Events which have changed people's lives.

In Design Technology and Innovation, we'll be learning about:

- Different transport for moving resources
- Transporting items by pushing, pulling and sliding.



What Excellence Looks Like

Students can:

- Explain why it is important to protect personal information when using the internet.
- Use specific keywords to find reliable information using a search engine.
- Use websites to find and record facts about schools in different countries.
- Compare the school schedule of their own country with that of another country, explaining at least one similarity and one difference.
- Describe how festivals are celebrated in different countries and identify one thing they have in common.
- Name an organisation that helps people and describe how it provides for their basic needs.
- Identify a food product and explain which countries produce and export it.
- Describe at least two similarities and two differences between the geographical features of their host country and another place.
- Explain how a country's climate affects the activities and lifestyles of its people.
- List crops that grow in a particular climate and explain why that climate is suitable for them.
- Explain how the features of a place influence the types of jobs people can do there.
- Describe different types of transport used in various countries and explain why they are suited to those environments.
- Identify an important person and describe one way they made a positive impact on their country.
- Describe one significant change that has happened in their host country and explain how it has affected people's lives.
- Explain an event that changed people's lives and describe its impact.
- Identify different types of transport used to move resources and explain when each type is used.
- Demonstrate how different forces, including pushes, pulls and slides, can be used to move an object.



HOW WE WILL BE ASSESSED

- Knowledge Assessment
- Learning Journey
- Exit Point

Curriculum Overview - Year 3

Subject: Bahasa Melayu



Topics

Hari Jadi: Birthday Vocabulary, Polite Expressions and Kata Ganda



What KSU will we gain?

- K - Recognise and recall familiar vocabulary for birthday celebrations, food, drinks and common objects.
- S - Listen and respond to simple questions and instructions, pronounce and read familiar vocabulary, identify pictures, match words to objects, write familiar words and use vocabulary and kata ganda in simple sentences.
- U - Understand the meaning of familiar words and simple expressions and recognise when to use them in a birthday or social context.



What Excellence Looks Like

- Confidently identify, say, read and write familiar birthdays, food and drink vocabulary.
- Accurately match vocabulary to pictures and quantities.
- Recognise and use common kata ganda correctly.
- Respond appropriately to simple questions and classroom interactions.
- Use familiar vocabulary to describe a birthday celebration or picture.
- Show accurate pronunciation, spelling, and simple sentence structure.



HOW WE WILL BE ASSESSED

Students will be assessed through picture matching, vocabulary, listening, reading, writing, and speaking activities. Assessment will focus on vocabulary recall, pronunciation, spelling, kata ganda, simple responses, and the use of familiar expressions in Bahasa Melayu.

Curriculum Overview - Year 3

Subject: Mandarin



Topics

Beginner:

Everyday Communication:
Greetings, Numbers &
Polite Expressions

Advanced:

My Birthday and the
Animals I Like
我的生日，我喜欢动物



What KSU will we gain?

Beginner:

K – Knowledge

- Vocabulary for greetings, numbers, and polite expressions.
- Key pinyin sounds, tones and related vocabulary.
- Chinese characters and basic stroke-order rules.

S – Skills

- Pronounce familiar Chinese words with increasing accuracy.
- Recognise and read familiar characters.
- Write selected Chinese characters using correct stroke order.
- Use greetings, numbers, and polite expressions in simple conversations.

U – Understanding

- Understand how to use appropriate greetings and polite expressions in different situations.
- Understand the relationship between pinyin, pronunciation, and tones.
- Understand how Chinese characters are formed and written using correct stroke order.

Advanced:

- K – Students will learn Mandarin vocabulary and simple sentence structures related to birthdays, dates, numbers and animals.
- S – Students will practise using simple Mandarin sentences to introduce themselves, state their birthday and communicate their animal preferences.
- U – Through songs, pictures, games, questions and interactive activities, students will understand how to share their birthday and express which animals they like.



What Excellence Looks Like

Beginner:

- Use appropriate greetings and polite expressions independently.
- Respond naturally in familiar situations.
- Demonstrate accurate pronunciation and tones.
- Use numbers confidently and accurately.
- Form Chinese characters with increasing accuracy.

Advanced:

- Excellence will be demonstrated when students can accurately name vocabulary related to birthdays, dates and animals, state their birthday, and use “我喜欢……” (“I like...”) to express which animals they like.
- Students will be assessed through teacher observation, oral questions and answers, picture matching, listening activities, reading aloud, and simple conversations.
- Assessment will focus on vocabulary knowledge, accurate pronunciation, listening comprehension, sentence structure, and the ability to communicate simply in Mandarin



HOW WE WILL BE ASSESSED

Students will be assessed through listening and pronunciation checks, number of activities, character recognition and writing, paired conversations, and role-play. Assessment will focus on accurate pronunciation, comprehension, appropriate responses, and character formation.

Curriculum Overview - Year 3

Subject: Physical Education



Topics

IPC Fitness: Students will be assessed on behaviour, reaction time, agility, balances and coordination.

IPC Badminton: Students will be assessed on badminton grip, serving, return a serve and games situation.



What KSU will we gain?

Knowledge:

- Students will gain knowledge and understanding of the basic components of fitness.
- Students will learn the basic rules and regulations of badminton.

Skills:

- Students will learn on how to improve their reaction time in variety of games, the important of strength in balances, the correct movement of body parts in coordination and changing direction of movement in rapid motion.
- Students will learn on how to perform a serve with a correct grip and return a shot with a good technique.

Understanding:

- Students will gain understanding the important of reaction times in invasion games, the relation of body posture and strength in balances, the correct movement of body parts in coordination and changing direction of movement in rapid motion.
- Students will learn on how to perform a serve with a good technique, return a shot within a good space and beat the opposition games.



What Excellence Looks Like

IPC Fitness unit:

- Students able to react quickly into the games and able to follow teachers' instructions
- Students can change the direction in a fast motion and well timing
- Students able to show a good body balances, strength and body posture
- Students able to demonstrate a good coordination of their body parts movement in striking skills.

IPC Badminton unit:

- Students able to demonstrate a correct badminton grip in serving and return
- Students able to perform a serve over the net
- Students able to return a shot in a games
- Students able to maintain a rally in a games



HOW WE WILL BE ASSESSED

Practical assessment



Curriculum Overview - Year 3

Subject: Music



Topics

In this unit, students will learn how to read and write rhythm notation, focusing on ostinato patterns (repeating musical phrases), accents (emphasizing certain beats), and understanding how bar lines organize music. Alongside this, students will learn to apply these concepts while playing the recorder, practicing how to play rhythms, add accents, and keep time using bar lines.



What KSU will we gain?

- **Knowledge:** Students will learn how to read and understand basic rhythm notation, including quarter notes, eighth notes, and rests. They will also learn what an ostinato is, how accents change the emphasis in music, and the role of bar lines in organizing beats into measures.
- **Skills:** Students will develop practical skills in reading and performing rhythms on the recorder. They will practice maintaining steady beats, applying accents to their playing, and recognizing ostinato patterns. They will also improve their recorder technique by playing rhythms accurately within the confines of bar lines.
- **Understanding:** Students will understand how to identify and use ostinato patterns in music and how accents can be used to enhance musical expression. They will also develop an understanding of how bar lines divide music into regular sections and guide rhythmic structure.
- Students will use the recorder to put rhythm notation into practice. They will work on playing rhythms with accurate note lengths and rests, applying ostinato patterns in their performance.
- The practical sessions will focus on playing with accents to highlight certain beats and following bar lines to maintain the structure and timing of the piece. Group activities will involve playing ostinato patterns together, where students take turns leading and following.



What Excellence Looks Like

Excellence will be demonstrated by students who can fluently read and write rhythm notation, recognize and perform ostinato patterns, and apply accents with precision. In playing the recorder, these students will show confidence in maintaining accurate rhythms, applying accents in their music, and following bar lines to keep time. Their playing will demonstrate strong control over rhythm and expression, with clear differentiation between accented and unaccented notes.



HOW WE WILL BE ASSESSED

Practical and written assessments

