Straits International School Rawang
Curriculum Overview – Year 3
Autumn Term 1.1 2025/2026

Autumn - Term 1.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English - Writing	• Instructional Writing • Letter Writing • Read 'Ada Lovelace – the World's First Computer Programmer' • How to comprehend a text using VIPERs questions	*Knowledge* • Read and explore different sets of instructions and letters • New vocabulary from text • Significant people in history (Ada Lovelace) • Significant events in history (Industrial Revolution) *Skills* • How to use time connectives and imperative verbs in their writing • How to paragraph effectively • How to use synonyms to add detail • How to edit and present our writing • How to predict, infer, explain, retrieve and sequence information from a text • How to decode words in context and *Understanding* • How to compose a detailed set of instructions that teaches the reader how to do or make something • How to compose a letter that communicates information, news or greetings appropriately	• Students can write a set of instructions or a letter using the given success criteria independently • Students can proofread and edit their writing independently, using a dictionary when appropriate • Students can spell most Year 3 words correctly • Students use correct punctuation in their sentences (capital letters, commas) without prompting • Students can use technical vocabulary when writing instructions • Students can use cohesion to connect their paragraphs when letter writing • Students can confidently explain new vocabulary from a text • Students can justify their predictions, inferences and explanations about a text

		• Summarise the main ideas from a text • Compare and contract texts to the real world • Explain and justify opinions about the text	
How will this be assessed?		**Reading** • Comprehension assessments **Writing** • Students will independently plan, compose, edit and publish their own set of instructions • Students will independently plan, compose, edit and publish their own letter	
Maths	• Place Value • Addition and Subtraction	• Represent numbers to 100 • Partition numbers to 100 • Number line to 100 • Hundreds • Represent numbers to 1,000 (moved to Week 3) • Partition numbers to 1,000 • Flexible partitioning of numbers to 1,000 • Hundreds, tens and ones • Find 100, 10 and 1 more or less • Number line to 1,000 & estimate on a number line to 1,000 • Compare numbers to 1,000 & order numbers to 1,000 (2x Small Steps) • Count in 50s • Add and subtract 1's • Add and subtract across 10's • Subtract 1-digit numbers from a 2-digit numbers- crossing 10's	• Students can solve place value problem solving and reasoning questions • Students can use concepts, facts and procedures appropriately, flexibly and fluently • Students can recall key place value facts with speed and accuracy and use them to calculate and work out unknown facts • Students can reason and explain place value concepts and procedures and use them to solve a variety of problems. • Explain how they solved a problem in their own words or explain it to someone else • Represent answers in a variety of ways (e.g. using concrete materials, pictures and symbols

		• Add and subtract 2-digit numbers • Add and subtract multiples of 100 • Add and subtract 3-digit and 1-digit numbers • Add 2-digit and 1-digit numbers crossing 10's • Add 3-digit and 1-digit numbers crossing 10's • Subtract 1-digit numbers from 2-digit numbers, crossing 10's • Subtract 1-digit numbers from 3-digit numbers, crossing 10's • Add and subtract 3-digit and 2-digit numbers • Add 3-digit and 2-digit numbers	
How will this be assessed?		End of unit assessments, and end of term assessments.	
IPC	<u>Brainwave</u> In Health and Wellbeing we'll be learning about: • The different types of learning (Knowledge, Skills and Understanding) • The importance of practice when learning a skill • The brain and its connection to learning • How we can deepen our learning by making connections across different subjects	<u>Brainwave</u> **Knowledge:** Students can describe what knowledge, skills, and understanding mean and give examples of each. **Skills:** Students use their skills in different activities, like drawing or solving problems, and show how these skills help them learn. **Knowledge:** Students explain why it's important to keep practicing a skill, like playing a game or learning to write.	<u>Brainwave</u> • Students can talk about how learning different things (like facts, skills, and ideas) helps them grow and understand more. • Students think about how practicing helps them learn and improve and share how their practice has made a difference. • Students talk about how knowing about the brain helps them study better and remember things more easily. • Students talk about how linking different subjects helps them understand more and learn better.

	• How positive thinking can help us to succeed. In International we'll be learning about: • Why it is important to learn from other children and cultures around the world. In Science we'll be learning about: • How to look after our brain.	**Skills:** Students show that they are improving in a skill by practicing regularly and getting better over time. **Knowledge:** Students can name parts of the brain and explain what they do, like remembering things or solving problems. **Skills:** Students use helpful strategies, such as drawing pictures or making lists, that make their brain work better for learning. **Knowledge:** Students can explain how different subjects, like math and science, are connected and why this is important. **Skills:** Students show how they use what they learn in one subject to help with another, like using math skills in a science experiment. **Knowledge:** Students describe what positive thinking is and how it can help them do well in school. **Skills:** Students use positive thinking when facing challenges, like staying calm and trying their best even if something is hard. **Knowledge:** Students can explain what different cultures are and why learning about them is important. **Skills:** Students share interesting facts or stories they've learned from children in other	• Students reflect on times when thinking positively helped them succeed and how they can use positive thinking in the future. • Students talk about how learning from other cultures helps them understand and appreciate the world better and see things from different perspectives. • Students talk about how these habits help their brain work better, improve their focus, and support their learning. They might share examples of how staying healthy has helped them feel more energetic or do better in school.

	<u>Material World</u> In Science, we'll be learning about: • Testing materials for different properties • Planning and carrying out fair tests • How and why materials are suitable for particular jobs or products • Testing materials to find out which are attracted to magnets • Which materials are electrical conductors, and which are insulators • Materials that conduct heat • Changing states of matter • Reversible and irreversible changes. In International, we'll be learning about:	countries and use this knowledge in their work. **Knowledge:** Students can name simple ways to keep their brain healthy, like eating nutritious foods, staying active, and getting enough sleep. **Skills:** Students practice these healthy habits daily, such as choosing healthy snacks, doing physical activities, and following a bedtime routine. • **Knowledge:** Students understand different material properties (e.g., hardness, flexibility). • **Skills:** Students test and record properties of materials through experiments. • **Knowledge:** Students know what makes a test fair (e.g., controlling variables). • **Skills:** Students design and conduct experiments ensuring fairness and accuracy. • **Knowledge:** Students can explain why specific materials are chosen for particular uses (e.g., why glass is used for windows). • **Skills:** Students evaluate and justify the suitability of materials for different tasks. • **Knowledge:** Students identify which materials are magnetic.	• Students can describe and test various materials (like wood, metal, and plastic) to find out their properties, such as strength or flexibility. • Students plan and conduct experiments, ensuring they follow fair test procedures, like using the same amount of material each time. • Students explain why certain materials are used for specific jobs or products, such as why rubber is used for car tyres. • Students test different materials to see which ones are attracted to magnets and explain their findings. • Students identify materials that conduct electricity (like copper) and those that insulate (like rubber). • Students test which materials conduct heat well and which do not, like comparing metal and plastic. • Students observe and describe how materials change from solids to liquids or gases, and vice versa. • Students identify examples of changes that can be reversed (like melting ice) and those that cannot (like baking a cake).

	• Which countries are main producers of certain materials • How materials are accessed or processed. In Design Technology and Innovation, we'll be learning about: • Designing a product for a bicycle • Making a prototype.	• **Skills:** Students test and observe materials to determine their magnetic properties. • **Knowledge:** Students know which materials conduct electricity and which do not. • **Skills:** Students perform tests to classify materials as conductors or insulators. • **Knowledge:** Students understand that some materials conduct heat better than others. • **Skills:** Students test materials to see how well they conduct heat. • **Knowledge:** Students describe the processes of melting, freezing, condensation, and evaporation. • **Skills:** Students observe and document changes in states of matter through experiments. • **Knowledge:** Students differentiate between reversible changes (e.g., melting ice) and irreversible changes (e.g., baking bread). • **Skills:** Students identify and demonstrate examples of both types of changes. • **Knowledge:** Students learn which countries are major producers of certain materials. • **Skills:** Students research and present information about material production around the world.	• Students learn about which countries produce certain materials (like diamonds from South Africa) and discuss why. • Students explore how materials are obtained and processed, such as mining for minerals or harvesting crops. • Students design a new accessory or improvement for a bicycle, considering how it will be used. • Students create a model of their design using materials like cardboard or clay to show how their product will work.

		• **Knowledge:** Students understand how materials are extracted and processed. • **Skills:** Students describe and explain the processes involved in obtaining and preparing materials. • **Knowledge:** Students know the features and functions needed for a bicycle accessory. • **Skills:** Students create detailed designs for a new bicycle product, considering its practicality and use. • **Knowledge:** Students understand the concept of prototyping and its purpose in design. • **Skills:** Students build a prototype of their design, using materials to create a working model of their idea.	
How will this be assessed?		Brainwave: Learning Journey Material World: Learning Journey, observation and project	
Bahasa Melayu	Pengenalan Diri, Rutin Harian	In the upcoming Bahasa Melayu lessons, students will learn about Pengenalan Diri (Self-Introduction) and Rutin Harian (Daily Routine). They will practice introducing themselves and describing their daily activities in simple sentences. These lessons will help students develop confidence in speaking about themselves and understanding the structure of daily routines, which are essential for effective communication in everyday life.	• Introduce themselves using simple sentences in Bahasa Melayu. • Describe their daily activities clearly, such as what they do in the morning, afternoon, and evening. • Use appropriate vocabulary related to self-introduction and daily routines. • Construct sentences that include their name, age, and daily routine activities. • Communicate confidently about themselves and their daily schedule in conversations.

How will this be assessed?		Vocabulary quizzes, writing assignments, class participation	
Mandarin	Beginner: 1 - 30 Advanced: 你住在哪儿？	Beginner: In this semester, students will learn how to read and write Chinese numbers from 1 to 30. They will also study radicals and strokes of Chinese characters. Through learning strokes, students will not only understand that Chinese characters are composed of various strokes but also recognize that mastering strokes can enhance their ability to write characters more neatly. Moreover, understanding the basic knowledge of Chinese characters will help students see how radicals relate characters to different objects. Advanced: **在三年**级的汉语课程中，**"数字**1-100"**主**题将通过以下方面进行评估： **知识:** • 熟练识别、说出和书写1到100的数字。 **理解:** • 能在各种情境中应用数字，如计数、报时和基础算术。	Beginner: • To be able to count and write number 1 to 30 • Able to count the strokes for certain basic Chinese characters. • Could write the Chinese characters more neatly and correctly. Advanced:学生完全掌握1到100的数字，能流利说出、听懂并准确书写，且在计数、报时等情境中自如应用。表现出在数字应用中的高水平理解和熟练度。
How will this be assessed?		Comprehension reading assessment and writing short essays/phrases/sentences. Q and A session during class discussion	
Physical Education	IPC Fitness: Students will be assessed on behaviour, reaction	**Knowledge:**	IPC Fitness unit:

	time, agility, balances and coordination. IPC Badminton: Students will be assessed on badminton grip, serving, return a serve and games situation.	Students will gain knowledge and understanding of the basic components of fitness. Students will learn the basic rules and regulations of badminton. **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. **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.	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: Student able to demonstrate a correct badminton grip in serving and return Student able to perform a serve over the net Student able to return a shot in a games Student able to maintain a rally in a games
How will this be assessed?	Class observations, and skills testing at the end of each term.		

Music	Xylophone (Foundations) Students will learn how to play simple melodies and rhythms on the xylophone.	Students will gain knowledge of the instrument's parts, understanding of pitch (high vs. low), and skills in mallet control, rhythm patterns, and playing in unison.	Students will confidently hold mallets correctly, play short melodies with steady rhythm, and perform simple group pieces with accuracy.
How will this be assessed?		Practical demonstrations	