
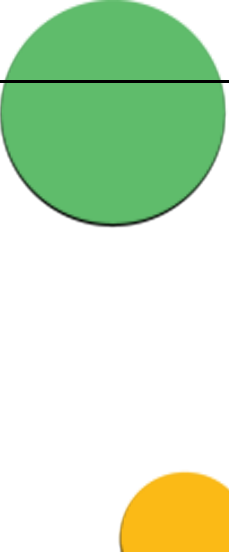

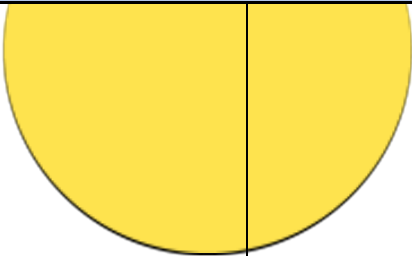
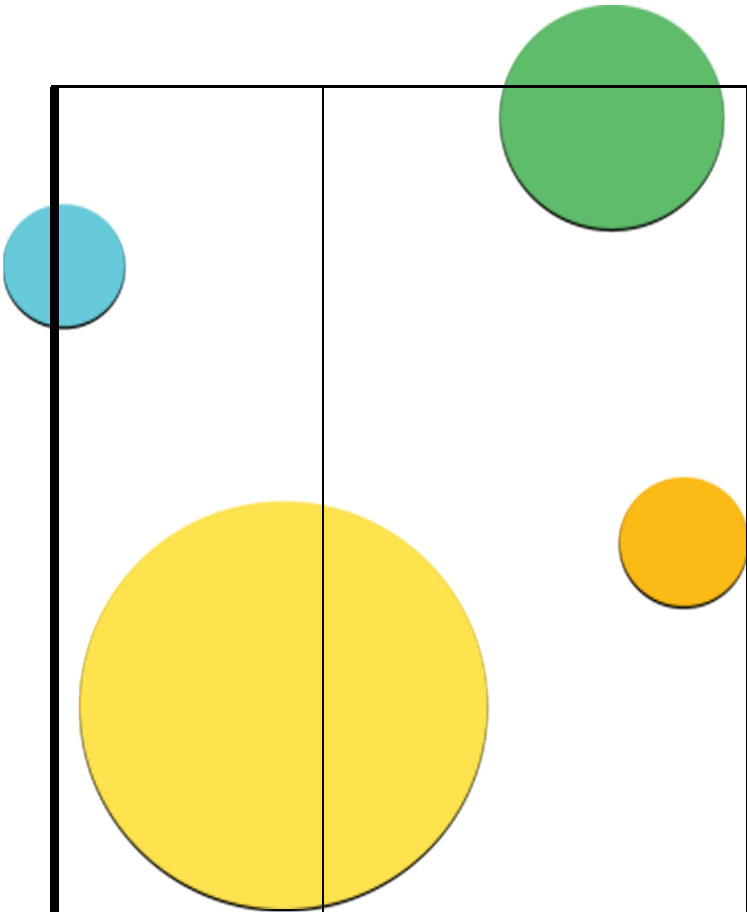


**Straits International School Rawang**  
**Curriculum Overview – Year 3**  
**Year 3 Spring Term 2.1 2025/2026**

Spring Term 2.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<ul style="list-style-type: none"> <li>• <b>Non-Chronological Reports</b></li> <li>• <b>Performance Poetry</b></li> <li>• <b>'Mr Majeika' by Humprey Carpet</b></li> <li>• <b>VIPERS</b> (Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read and explore different examples of non-chronological reports</li> <li>• Students will organise paragraphs around a theme</li> <li>• Students will use simple organisational devices</li> <li>• Students will proof-read for spelling and punctuation errors</li> <li>• Students will extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Students will use present tense</li> <li>• Students will use a dictionary to check the meaning of words and how to spell unknown words</li> <li>• Students will use a thesaurus to uplevel words</li> <li>• Students will learn how to edit and self-assess their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Students can write a non-chronological report, using the given success criteria, independently</li> <li>• Students can proofread and edit their writing independently, using a dictionary when appropriate</li> <li>• Students can spell all/ most Year 3 words correctly</li> <li>• Students use correct punctuation in their sentences (capital letters, commas) without prompting</li> <li>• Students will experiment with new punctuation to add effect to their writing</li> <li>• Students can confidently explain the meaning of new vocabulary</li> <li>• Students can justify their predictions, inferences and explanations about a text</li> <li>• Students can perform a poem using intonation, expression, volume and action</li> </ul>

		<ul style="list-style-type: none"> <li>• Students will learn how to publish and present their writing</li> <li>• Students will independently write their own non-chronological report</li> </ul>	
<p>How will this be assessed?</p>		<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading Comprehension assessments</li> <li>• Weekly Spelling Tests</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Students will independently plan, write, edit and publish their own non-chronological report.</li> <li>• Rubrics will be used to evaluate writing</li> </ul>	
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• <b>Multiplication and Division (B)</b></li> <li>• <b>Length and Perimeter</b></li> </ul>	<ul style="list-style-type: none"> <li>• Multiples of 10</li> <li>• Related calculations</li> <li>• Reasoning about multiplication</li> <li>• Multiply 2-digit numbers by a 1-digit number (no exchange)</li> <li>• Multiplying 2-digit numbers by a 1-digit number (with exchange)</li> <li>• Link multiplication</li> <li>• Divide 2-digit numbers by a 1-digit number (no exchange)</li> <li>• Divide 2-digit numbers by a 1-digit number (flexible partitioning)</li> <li>• Divide 2-digit numbers by a 1-digit number (with remainders)</li> <li>• Scaling</li> <li>• How many ways?</li> <li>• Measure length</li> <li>• Equivalent lengths – m &amp; cm</li> <li>• Equivalent lengths – mm &amp; cm</li> </ul>	<ul style="list-style-type: none"> <li>• Students can solve multiplication, division, length and perimeter problem solving and reasoning questions</li> <li>• Students can use concepts, facts and procedures appropriately, flexibly and fluently</li> <li>• Students can recall key number facts with speed and accuracy and use them to calculate and work out unknown facts</li> <li>• Students can reason and explain multiplication, division, perimeter and length concepts</li> <li>• Multiplying and dividing mentally by 3, 4 and 8</li> <li>• Students can explain how they solved a problem in their own words or explain their working out to someone else</li> </ul>

		<ul style="list-style-type: none"> <li>• Compare lengths</li> <li>• Add and subtract lengths</li> <li>• Measure perimeter</li> <li>• Calculate perimeter</li> </ul> 	<ul style="list-style-type: none"> <li>• Students can represent answers in a variety of ways (e.g. using concrete materials, pictures and symbols)</li> <li>• Students can choose the most efficient method to solve a problem (mentally or written)</li> </ul>
<p>How will this be assessed?</p>		<ul style="list-style-type: none"> <li>• End of Unit (EOU assessments)</li> <li>• TTRS Heatmaps</li> </ul>	
 <p>IPC</p>	<p>Let's Plant It</p>	<p>In Science, we'll be learning about:</p> <ul style="list-style-type: none"> <li>• Plants that grow near where we live</li> <li>• Growing healthy plants</li> <li>• The plant life cycle and seed dispersal</li> <li>• Different types of soil</li> <li>• The different parts of plants and their functions</li> <li>• Interdependence between plants and other living things.</li> </ul> <p>In Design, Technology and Innovation, we'll be learning about:</p>	<ul style="list-style-type: none"> <li>• Students can describe the stages of a plant's growth and identify key changes at each stage.</li> <li>• Students can explain the conditions needed for seedlings to grow, such as water, sunlight, and soil.</li> <li>• Students can compare compost and fertiliser and correctly label the main parts of a plant.</li> <li>• Students can explain the role of each part of a plant, such as the roots, stem, leaves, and flowers.</li> <li>• Students can set up an experiment and observe how water moves through the stem and into the leaves.</li> </ul>



- Making containers for plants to grow in
- Decorating plant pots to be useful and attractive.

In Geography, we'll be learning about:

- Where our plant-based food grows
- How plants become the food we eat.

In Health and Wellbeing, we'll be learning about:

- What a 'superfood' is
- How including 'superfoods' in our diet can help to make us healthier.

In International, we'll be learning about:

- Local and imported crops
- Fair Trade and how this supports farmers around the world.

- Students can draw and label the life cycle of a plant, including germination, growth, reproduction, and pollination.
- Students can identify and describe different types of soil and rocks and explain their properties.
- Students can create a simple food chain showing producers, consumers, and decomposers.
- Students can design and construct a plant pot and holder that is sturdy and fits its purpose.
- Students can explain the benefits of a plant-based diet for health and the environment.
- Students can name at least three superfoods and explain why they are good for health.
- Students can explain what Fair Trade is and how it helps farmers and workers around the world.

<p>How will this be assessed?</p>	<ul style="list-style-type: none"> <li>• Exit Point</li> <li>• Knowledge Assessment</li> <li>• Learning Journey</li> </ul>	
<p><b>Bahasa Melayu</b></p>	<p>Unit 4: Haiwan Kesayangan Students will be able to name and describe their favourite pets or animals, including basic characteristics and behaviours.</p>	<ul style="list-style-type: none"> <li>• <b>Knowledge and Vocabulary Development:</b> Students will learn the names of common pets and animals in Bahasa Melayu, such as kucing (cat), anjing (dog), arnab (rabbit), burung (bird), ikan (fish), and kura-kura (turtle). They will describe basic characteristics (e.g., color, size) and behaviors (e.g., makan – eat, bermain – play) of these animals.</li> <li>• <b>Language and Sentence Construction Skills:</b> Students will practice constructing sentences to describe their chosen animal, such as "Kucing saya berwarna putih" ("My cat is white") or "Arnab suka makan lobak" ("Rabbits like to eat carrots").</li> <li>• <b>Emotional Connection and Awareness:</b> Students will develop a sense of empathy and appreciation for animals by discussing why they love their pets or favourite animals.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Language Mastery:</b> Students can name and describe their chosen animal in 2-3 sentences, using accurate vocabulary and sentence structure. Students able to use 'kata adjektif' to describe their pets.</li> <li>• <b>Engagement and Confidence:</b> Students confidently share information about their chosen animal during discussions or presentations.</li> </ul>
<p>How will this be assessed?</p>	<p>Quiz, end of term assessment, in class work, presentation</p>	

<p><b>Mandarin</b></p>	<p><b>Beginner:</b> Family members and I</p> <p><b>Advanced:</b>  <b>Colors (颜色):</b> Learn color vocabulary (e.g., 红色, 蓝色), talk about “My favorite color,” and practice writing characters.  <b>School Facilities (学校设施):</b> Learn vocabulary for school facilities (e.g., 教室, 食堂), talk about “My favorite school facilities,” and practice writing characters.</p>	<p><b>Beginner:</b> In this unit, students will learn to introduce their own name, age, and the number of people in their family (paternal and maternal). They will also be able to introduce their family members’ names, birthdays, ages, and nationalities.</p> <p><b>Advanced:</b>  <b>Knowledge:</b> Recognize and write words for colors and school facilities.  <b>Understanding:</b> Use vocabulary to describe preferences and opinions.  <b>Skills:</b> Speak confidently, write neatly, and form meaningful sentences.</p>	<p><b>Beginner:</b></p> <ul style="list-style-type: none"> <li>• Accurately use vocabulary related to family members, names, ages, birthdays, and nationalities.</li> <li>• Use appropriate sentence structures and grammar (e.g., "This is my father; his name is..." or "My brother’s birthday is on...").</li> <li>• Provide detailed information about their family members, including names, birthdays, and nationalities, with correct cultural context.</li> <li>• Respond appropriately and accurately when asked about their family members.</li> </ul> <p><b>Advanced:</b></p> <ul style="list-style-type: none"> <li>• Fluently express preferences about colors and school facilities.</li> <li>• Write characters with accurate stroke order and good presentation.</li> <li>• Create short paragraphs describing personal preferences and reasons.</li> </ul>
<p>How will this be assessed?</p>		<p>Classwork, homework, group discussion and end of term assessment</p>	
<p><b>Physical Education</b></p>	<p>IPC Athletics</p>	<p>K: Involves learning the rules, techniques, and essential facts about athletic events such as sprinting, long jump, or shot put. This includes understanding proper techniques, event-specific rules, and safety protocols.</p> <p>U: Focuses on grasping because specific techniques and strategies are effective, such as</p>	<ul style="list-style-type: none"> <li>• Students demonstrate a blend of skill, understanding, and positive attitude.</li> <li>• Students showcase strong technical proficiency, such as executing proper running forms, accurate throws, or well-timed jumps, reflecting their dedication to mastering techniques.</li> <li>• Students' understanding is evident in their ability to apply strategies, adapt to</li> </ul>

		<p>recognizing how proper form enhances performance and minimizes injury or how pacing differs between sprints and long-distance races.</p> <p>S: Encompasses the practice and reflection necessary for improvement. Students refine their skills through repeated drills, analyze demonstrations to better understand techniques, and evaluate their own or peers' performances to identify strengths and areas for growth. By integrating these three aspects, students not only build their physical abilities but also develop a deeper appreciation and competence in athletics.</p>	<p>challenges, and explain the importance of technique, safety, and sportsmanship in athletics.</p> <ul style="list-style-type: none"> <li>• Students are focused and disciplined during practice, consistently striving for personal improvement while encouraging and supporting their peers.</li> <li>• These students also exhibit resilience, learning from mistakes and embracing feedback to refine their performance.</li> <li>• Students stand out through their skillful execution, insightful understanding, and exemplary attitude towards learning and teamwork.</li> </ul>
How will this be assessed?		Practical assessment	
<p><b>Music</b></p>	<p>We are expanding our understanding of rhythm, melody, dynamics, and structure through singing, recorder playing, and musical games.</p>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Explore rhythmic patterns, melodic structures, and recorder basics.</li> <li>• <b>Understanding:</b> Develop the ability to read, play, and create music using notations and recorder techniques.</li> <li>• <b>Skills:</b> Demonstrate proficiency in recorder playing, rhythm reading, and musical composition.</li> </ul>	<p>Students will confidently perform recorder melodies, showcase understanding of rhythm and dynamics, and collaborate effectively during group compositions. They will apply their knowledge creatively and expressively in musical performances.</p>
How will this be assessed?		Practical and written assessment	