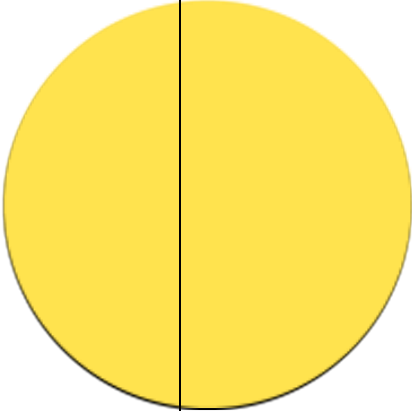
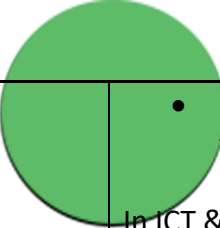


**Straits International School Rawang**  
**Curriculum Overview – Year 3**  
**Year 3 Spring Term 2.2 2025/2026**

Spring Term 2.2	What will we learn?	What KUS will we gain?	What will excellence look like?
<b>English</b>	<ul style="list-style-type: none"> <li>• <b>Persuasive Writing</b></li> <li>• <b>Tilly And The Time Machine by Adrian Edmondson</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 persuasive writing</li> <li>• Students will be able to distinguish between fact and opinion</li> <li>• Students will be able to use rhetorical questions</li> <li>• Students will learn to use strong and emotive language</li> <li>• Students will write in paragraphs</li> <li>• Students will proof-read for spelling and punctuation errors</li> <li>• Students will use conjunctions to show cause and effect</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> <li>• Students will learn how to publish and present their writing</li> <li>• Students will independently write their own persuasive leaflet</li> </ul>	<ul style="list-style-type: none"> <li>• Students can write a persuasive leaflet, 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 use cohesion to connect their paragraphs</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 summarise key information from chapters or longer passages of text</li> </ul>

		<ul style="list-style-type: none"> <li>• Students will use the diagonal and horizontal strokes that are needed to join letters</li> <li>• Students will use VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve, Summarise) to understand a text</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 persuasive leaflet</li> <li>• Rubrics will be used to evaluate writing</li> </ul>	
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• <b>Fractions A</b></li> <li>• <b>Mass and Capacity</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand denominators of unit fractions</li> <li>• Compare and order unit fractions</li> <li>• Understand the numerators of non-unit fractions</li> <li>• Understand the whole</li> <li>• Compare and order non-unit fractions</li> <li>• Fractions and scales</li> <li>• Fractions on a number line</li> <li>• Count in fractions on a number line</li> <li>• Equivalent fractions on a number line</li> <li>• Equivalent fractions as bar models</li> <li>• Use scales</li> <li>• Measure mass in grams</li> <li>• Measure mass in kilograms and grams</li> <li>• Equivalent masses</li> <li>• Compare masses</li> <li>• Add and subtract mass</li> <li>• Measure capacity and volume in milliliters</li> </ul>	<ul style="list-style-type: none"> <li>• Students can solve fraction and mass/capacity 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>• Multiplying and dividing mentally by 3, 4, 6 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> <li>• Students can represent answers in a variety of ways (e.g. using concrete materials, pictures and symbols)</li> </ul>

		<ul style="list-style-type: none"> <li>• Measure capacity and volume in litres and milliliters</li> <li>• Equivalent capacities and volume</li> <li>• Compare capacities and volume</li> <li>• Add and subtract capacities and volume</li> </ul>	<ul style="list-style-type: none"> <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>Travel &amp; Tourism</p>	<p>In Geography, we'll be learning about:</p> <ul style="list-style-type: none"> <li>• Places we can travel to from our local airport</li> <li>• Connections between countries in the host continent</li> <li>• The consequences of over tourism</li> <li>• How to be a responsible tourist</li> <li>• Environmental issues and flying</li> <li>• Man-made and natural attractions in the host continent</li> <li>• What attracts tourists to the host continent.</li> </ul> <p>In Art, we'll be learning about:</p> <ul style="list-style-type: none"> <li>• Creating a vintage travel poster</li> </ul>	<ul style="list-style-type: none"> <li>• Students can choose a holiday destination and research key facts about it, including how to get there, what to see, and what to do.</li> <li>• Students can use an atlas to label countries on a map and show different types of connections using symbols and a key.</li> <li>• Students can describe problems caused by too many tourists and suggest ways to travel responsibly.</li> <li>• Students can list advantages and disadvantages of travel and explain their reasoning.</li> </ul>

		<ul style="list-style-type: none"> <li>• How to create a balancing sculpture on the theme of 'flight or travel'.</li> </ul> <p>In ICT &amp; Computing, we'll be learning about:</p> <ul style="list-style-type: none"> <li>• Editing movies with text, images and audio</li> <li>• Creating a promotional video for our host continent</li> <li>• Using Scratch to make a game.</li> </ul> <p>In Design Technology and Innovation, we'll be learning about:</p> <ul style="list-style-type: none"> <li>• Designs for the future of travel Levers and linkages</li> <li>• Adding moving parts to models</li> <li>• Creating a model of our futuristic design.</li> </ul> <p>In International, we'll be learning about:</p> <ul style="list-style-type: none"> <li>• The design of passports and information they contain</li> <li>• The difference between tourism and migration.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can collaborate with peers to create a news report exploring the impact of tourism.</li> <li>• Students can create a storyboard and script for a tourism advertisement, including key geographical features, activities, and persuasive language.</li> <li>• Students can design a vintage travel poster that effectively promotes a tourist destination using key artistic and persuasive elements.</li> <li>• Students can code an airplane sprite to move, collect objects, and track a score using variables in Scratch.</li> <li>• Students can create a model using recycled materials and explain how their design meets the travel challenge.</li> <li>• Students can identify key passport information, compare different passports, and create a personalised passport while considering real-world challenges.</li> <li>• Students can identify reasons people migrate, categorise them as voluntary or forced, and compare migration with tourism.</li> </ul>
<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 5: Di Ladang</p>	<p>By the end of this unit, students will:</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> <ul style="list-style-type: none"> <li>○ Learn the names of farm animals, crops, and farming tools in Bahasa Melayu.</li> <li>○ Understand the roles of farmers and the importance of farms in daily life.</li> <li>○ Recognize the process of planting, harvesting, and taking care of farm animals.</li> </ul> </li> <li>• <b>Understanding</b> <ul style="list-style-type: none"> <li>○ Appreciate the hard work of farmers in providing food.</li> <li>○ Identify different farm animals, their sounds, and their uses.</li> <li>○ Understand the importance of sustainable farming and taking care of nature.</li> </ul> </li> <li>• <b>Skills</b> <ul style="list-style-type: none"> <li>○ Use appropriate vocabulary and sentence structures to describe farms and farm life.</li> <li>○ Express opinions about farming and its benefits in speaking and writing.</li> <li>○ Read and comprehend simple texts about farm animals and crops.</li> <li>○ Listen to and understand spoken information about farming.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students confidently name and describe farm animals, crops, and farming tools using complete sentences.</li> <li>• They actively participate in discussions about farm life and its importance.</li> <li>• They demonstrate good comprehension skills in listening and reading tasks.</li> <li>• Their writing about farm experiences is clear, structured, and creative.</li> </ul>
<p>How will this be assessed?</p>		<p>Quizzes, assessments, discussion</p>	
<p><b>Mandarin</b></p>	<p><b>Beginner:</b> Family Tree (Paternal and Maternal)</p> <p><b>Advanced:</b></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Learn vocabulary for paternal and maternal family members (e.g., 舅舅, 叔叔, 阿姨, etc.).</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Accurately recall and use a wide range of family vocabulary for both paternal and</li> </ul>

	<p>Shopping (买东西)</p>	<ul style="list-style-type: none"> <li>Recognize family hierarchy and cultural distinctions between maternal and paternal sides in Chinese families.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Understand the difference between maternal and paternal relatives in Chinese culture.</li> <li>Understand how family terms are used to show respect and relationships in Chinese society.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use correct terms to describe family members on both paternal and maternal sides.</li> <li>Create sentences to introduce their family members (e.g., "我有三個舅舅，沒有叔叔").</li> <li>Ask and answer questions about family relationships in Chinese.</li> </ul> <p><b>Advanced:</b>  <b>我們將獲得哪些知識、理解和技能？</b>          學生將學習與服裝相關的詞彙（如汗衫、裙子、長褲、鞋子），能夠描述自己喜歡的衣物，表達個人喜好，並正確書寫相關漢字。</p>	<p>maternal relatives (e.g., 舅舅, 叔叔, 姑姑, 阿姨, 外婆, 奶奶, etc.).</p> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>Clearly differentiate between maternal and paternal relatives in conversation and writing.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Write detailed sentences and short paragraphs introducing family members, including their names, roles, and relationships. (e.g., "我有兩個舅舅和一個姑姑，他們住在中國。")</li> <li>Confidently engage in conversations, asking and answering questions about family relationships.</li> <li>Demonstrate fluency and accuracy in constructing sentences with correct grammar, word order, and vocabulary.</li> </ul> <p><b>Advanced:</b>  <b>優秀表現是怎樣的？</b>          學生能流利地用完整句子描述服裝喜好，運用正確的語法和量詞，書寫工整，能自信地進行購物對話，並在角色扮演中表達流暢。</p>
<p>How will this be assessed?</p>		<p>Worksheet, Assessment, Homework, Q&amp;A</p>	
<p><b>Physical Education (Swimming)</b></p>	<ul style="list-style-type: none"> <li>Freestyle technique refinement</li> <li>Side breathing technique</li> <li>Streamline push-offs</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Proper body alignment in freestyle</li> <li>Timing of breathing</li> </ul> <p><b>Understanding</b></p>	<ul style="list-style-type: none"> <li>Smooth side breathing</li> <li>Maintaining body position</li> <li>Controlled, continuous swim</li> </ul>

	<ul style="list-style-type: none"> <li>• 15–25m continuous swim</li> <li>• Introduction to breaststroke leg action</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• How technique improves speed and efficiency</li> <li>• Swimming 25m freestyle</li> <li>• Side breathing with rhythm</li> <li>• Basic breaststroke kick on board</li> </ul>	
<p>How will this be assessed?</p>		<ul style="list-style-type: none"> <li>• 25m swim assessment</li> <li>• Technique correction checkpoints</li> <li>• Stroke efficiency observation</li> </ul>	
<p><b>Physical Education</b></p>	<p>IPC Athletics &amp; Basketball</p>	<p><b>K:</b> 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><b>U:</b> Focuses on grasping because specific techniques and strategies are effective, such as recognizing how proper form enhances performance and minimizes injury or how pacing differs between sprints and long-distance races.</p> <p><b>S:</b> 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>	<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 challenges, and explain the importance of technique, safety, and sportsmanship in athletics.</li> <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</li> </ul>

		<p>In the Basketball units for Year 3 to Year 6, students develop their <b>knowledge, skills, and understanding</b> of the game through progressive learning stages. In <b>Year 3 and Year 4</b>, the focus is on fundamental movement skills such as dribbling, passing, and shooting, along with basic game rules and teamwork concepts. As they progress to <b>Year 5 and Year 6</b>, students deepen their understanding of offensive and defensive strategies, game awareness, and decision-making in match play. Throughout the units, they enhance their <b>understanding</b> of fair play, communication, and sportsmanship, applying these principles in both practice and competitive settings. By the end of Year 6, students should have a solid grasp of basketball's core techniques and tactical principles, preparing them for more advanced gameplay in later years.</p>	<p>exemplary attitude towards learning and teamwork.</p>
<p>How will this be assessed?</p>		<p>Practical assessments</p>	
<p><b>Music</b></p>	<p>We are advancing our recorder playing skills while improving rhythm reading and performance confidence.</p>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Understanding the role of melody and harmony in music.</li> <li>• <b>Understanding:</b> Identifying rhythmic and melodic structures in written music.</li> <li>• <b>Skills:</b> Playing short melodic phrases with improved breath control and articulation.</li> </ul>	<p>Students will play recorder melodies fluently, read and interpret simple music notation, and collaborate in ensemble settings with rhythmic accuracy.</p>
<p>How will this be assessed?</p>		<p>Written and practical assessments</p>	