

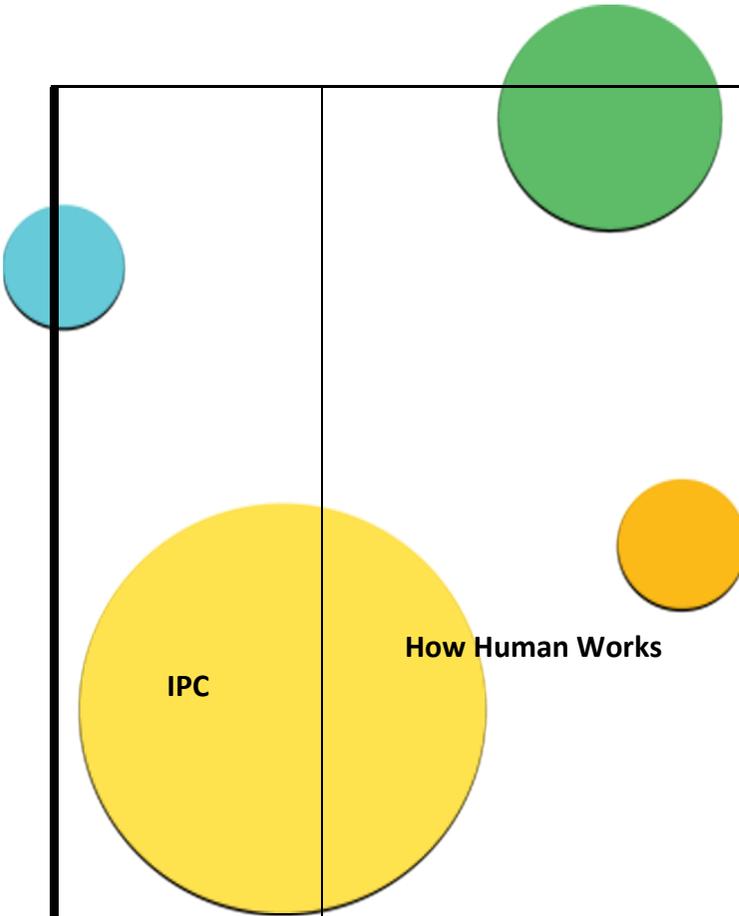
Straits International School Rawang
Curriculum Overview – Year 3
Year 3 Summer Term 3.1 2024/2025

Summer Term 3.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<ul style="list-style-type: none"> • Explanation Texts • ‘The Adventures of Captain Underpants’ by Dav Pilkey • VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise) 	<ul style="list-style-type: none"> • Students will read and explore different examples of explanation texts • Students will organise paragraphs around a theme • Students will proof-read for spelling and punctuation errors • Students will extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Students will use time connectives • Students will use appropriate technical vocabulary • Students will use simple organisational devices • Students will learn the difference between fiction and non-fiction • Students will use present tense • Students will use a dictionary to check the meaning of words and how to spell unknown words 	<ul style="list-style-type: none"> • Students can write an explanation text, using the given success criteria, independently • Students can proofread and edit their writing independently, using a dictionary when appropriate • Students can spell all/ most Year 3 words correctly • Students use correct punctuation in their sentences (capital letters, commas) without prompting • Students will experiment with new punctuation to add effect to their writing • Students can use appropriate technical vocabulary • Students can confidently explain the meaning of new vocabulary • Students can justify their predictions, inferences and explanations about a text

A decorative graphic consisting of a large green circle at the top center, a smaller cyan circle on the left, a yellow semi-circle at the bottom left, and a smaller orange circle on the right. A vertical line is positioned to the left of the text area.

		<ul style="list-style-type: none"> • Students will use a thesaurus to uplevel words • Students will learn how to edit and self-assess their writing • • Students will learn how to publish and present their writing • Students will independently write their own explanation text • Students will use the diagonal and horizontal strokes that are needed to join letters • Students can use VIPERS skills when reading and comprehending a text 	
<p>How will this be assessed?</p>		<p>Reading</p> <ul style="list-style-type: none"> • Reading Comprehension assessments • Weekly Spelling Tests <p>Writing</p> <ul style="list-style-type: none"> • Students will independently plan, write, edit and publish their own Myth or Legend • Rubrics will be used to evaluate writing 	

<p>Maths</p>	<ul style="list-style-type: none"> • Fractions B • Money & Time 	<ul style="list-style-type: none"> • Add fractions • Subtract fractions • Partition the whole • Unit fractions of a set of objects • Non-unit fractions of a set of objects • Reasoning with fractions of an amount • Pounds and pence • Convert pounds and pence • Add money • Subtract money • Find change • Roman numerals to 12 • Tell the time to 5 minutes • Tell the time to a minute • Read time on a digital clock • Use a/m and p/m • Years, months, days • Days and hours • Hours and minutes • Hours and minutes – use durations • Minutes and seconds • Units of time • Solve problems with time 	<ul style="list-style-type: none"> • Students can solve multiplication, division, length and perimeter, mass and capacity, fraction 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 multiplication, division, perimeter and length concepts • Multiplying and dividing mentally by the required times tables • 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 (mentally or written)
<p>How will this be assessed?</p>		<ul style="list-style-type: none"> • End of Unit (EOU assessments) • TTRS Heatmaps 	



IPC

How Human Works

In Science, we'll be learning about:

- How our eyes and ears work
- The different jobs our teeth do
- The digestive system
- The Circulatory System
- The Respiratory System
- The skeleton and muscles
- Why we should eat a range of different foods.

In Health and Well-being, we'll be learning about:

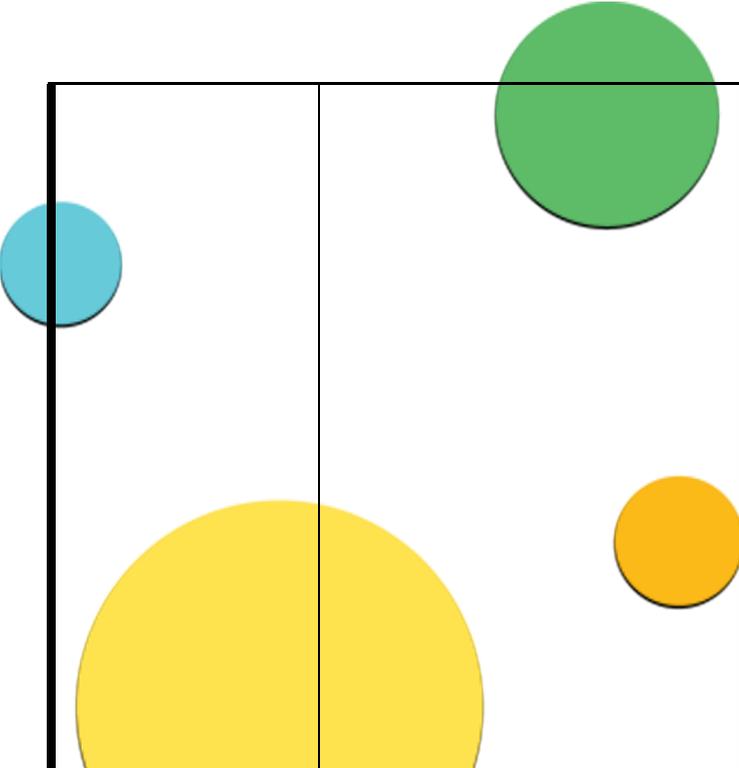
- The Human Life Cycle
- Exercise and healthy lifestyles
- Mental health
- Caring for our eyes and ears
- Oral Hygiene
- Protecting ourselves from germs.

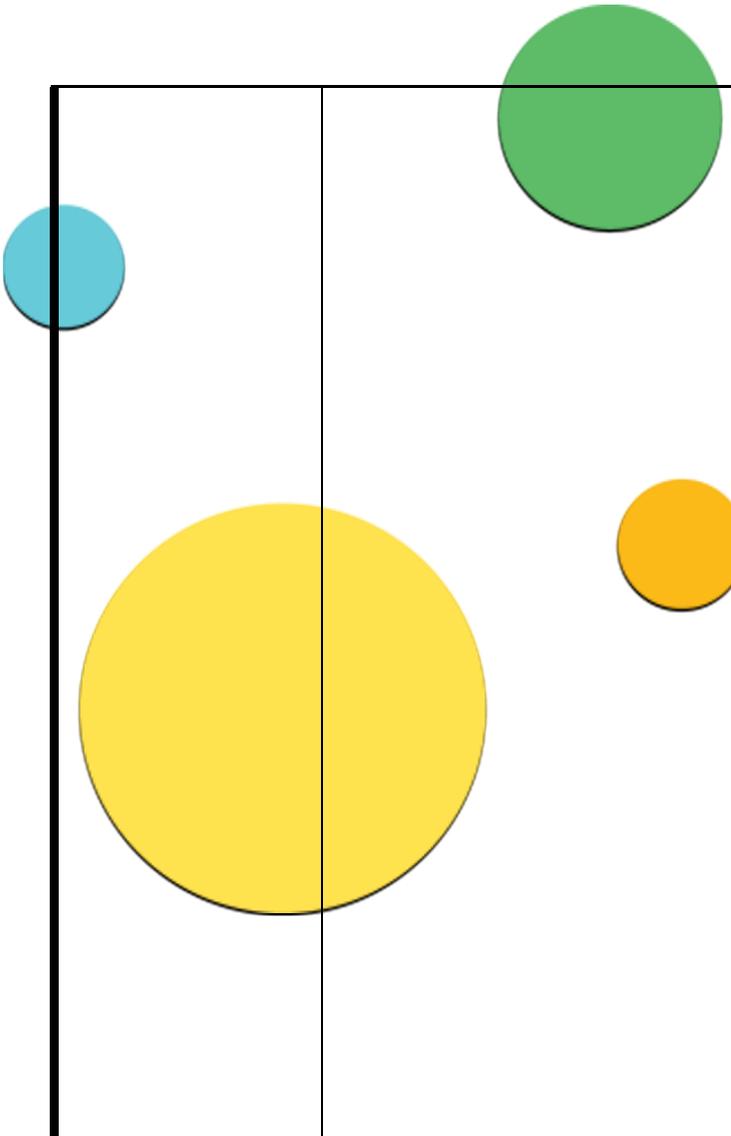
In International, we'll be learning about:

- Health challenges children face around the world
- Food safety
- Exercise in different countries.

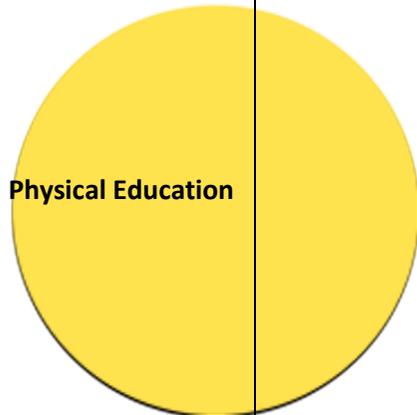
- Students can explain how our eyes and ears work.
- Students can describe the different jobs our teeth do.
- Students can identify the parts and function of the digestive system.
- Students can explain how the circulatory system works.
- Students can describe the function of the respiratory system.
- Students can name the bones in the skeleton and explain how muscles help us move.
- Students can explain why it's important to eat a range of different foods.
- Students can describe the human life cycle.
- Students can explain the importance of exercise and a healthy lifestyle.
- Students can identify ways to take care of their mental health.
- Students can explain how to care for their eyes and ears.
- Students can describe the importance of oral hygiene.
- Students can explain how to protect themselves from germs.
- Students can identify health challenges children face around the world.

			<ul style="list-style-type: none"> • Students can explain why food safety is important. • Students can describe how exercise is practiced in different countries.
<p>How will this be assessed?</p>		<p>Exit Point</p> <p>Knowledge Assessment</p> <p>Learning Journey</p>	
<p>Bahasa Melayu</p>	<p><u>Melawat ke Zoo</u></p> <p>Students will be able to identify and name various animals commonly found in a zoo (e.g., lions, elephants, monkeys) and describe their features.</p>	<ul style="list-style-type: none"> • Knowledge: <ul style="list-style-type: none"> ○ Recognize and name common zoo animals such as <i>harimau</i> (lion), <i>gajah</i> (elephant), <i>monyet</i> (monkey), <i>zebra</i>, <i>giraffe</i>, <i>beruang</i> (bear), and others. ○ Understand the basic characteristics of different animals (e.g., size, color, habitat). ○ Know the habitats where these animals are commonly found (e.g., <i>di hutan</i> for tigers, <i>di savana</i> for lions). • Understanding: <ul style="list-style-type: none"> ○ Understand the role of zoos in animal conservation and education. ○ Comprehend the physical features of animals, such as their size, shape, color, and special traits (e.g., <i>harimau</i> 	<ul style="list-style-type: none"> • Students accurately name and identify a range of animals commonly found in the zoo (e.g., <i>harimau</i>, <i>gajah</i>, <i>monyet</i>, <i>zebra</i>). • Students can describe each animal's features in detail using simple sentences in Bahasa Melayu (e.g., "Gajah mempunyai telinga besar dan belalai panjang" – The elephant has large ears and a long trunk). • Students confidently use animal-related vocabulary in context (e.g., "Zebra mempunyai jalur hitam dan putih" – The zebra has black and white stripes). • Students can match animals to their habitats and explain why certain features help animals survive in those environments.

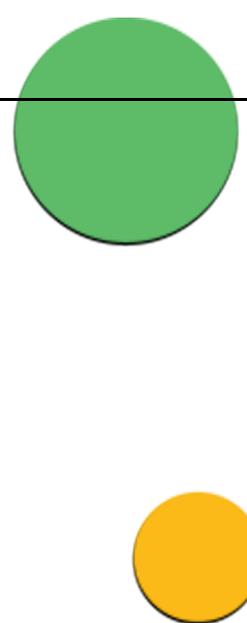
		<p><i>mempunyai belang</i> – The lion has stripes).</p> <ul style="list-style-type: none"> ○ Understand why certain animals have specific features suited to their habitat (e.g., long neck of giraffes for reaching tall trees). • Skills: <ul style="list-style-type: none"> ○ Be able to name and identify animals found in the zoo in Bahasa Melayu. ○ Describe the features of the animals (e.g., "Harimau berwarna jingga dengan belang hitam" – The tiger is orange with black stripes). ○ Participate in activities where they match animals to their names and discuss their characteristics. 	
<p>How will this be assessed?</p>		<p>Worksheet, Quiz, Assessment, Q&A</p>	
<p>Mandarin</p>	<p>Mandarin Advanced: Country and City (国家与城市) Mandarin Beginner: Age and colour (年龄与颜色)</p>	<p>Mandarin Advanced: 学生将学习与国家和城市相关的词汇，包括著名景点如“国油双峰塔”、“布特拉再也首相署”、“黑风洞”、“巨鹰广场”和“极乐寺”等。他们将理解如何描述不同城市的特点，并能够用中文表达“我最喜欢的城市”及其原因。技能方面，学生将练习说、读、写相关词汇，能够运用这些词汇进行简单描述，同时提高写汉字的准确性与书写美感，培养地理与语言的综合表达能力。</p>	<p>Mandarin Advanced: 学生能够准确地识别、朗读并书写与国家和城市相关的词汇，能够完整表达自己最喜欢的城市及其著名景点，并能用简单的句子表达理由（例如：“我最喜欢吉隆坡，因为有双峰塔。”）。在口语表达中表现出自信与流利，在书写练习中展示正确的笔画顺序和清晰的结构。优秀的学生还能够将城市与国家、文化特色联系起来，表现出较强的语言运用能力和文化理解力。</p>



		<p>Mandarin Beginner: Year 3 Beginner Mandarin students will learn how to introduce themselves in Mandarin. They will focus on using key vocabulary such as 几岁 (how old), 哥哥 (older brother), 弟弟 (younger brother), 妹妹 (younger sister), 外公 (maternal grandfather), 外婆 (maternal grandmother), 有 (have), 没有 (do not have), and colors like 红色 (red), 蓝色 (blue), 白色 (white), 黑色 (black). Additionally, students will practice expressing their preferences using the sentence pattern “我喜欢白色” (I like white). Through engaging activities such as role-playing conversations, listening exercises, and interactive games, students will build confidence in basic self-introductions and asking about others’ preferences. By the end of this lesson, students will learn in recognizing and using essential greeting phrases, forming simple sentences about family members and colors, and applying the sentence structure “我喜欢...” to express their likes.</p>	<p>Mandarin Beginner: Excellence in this lesson will be demonstrated when students can confidently introduce themselves, ask and answer questions about age and family members, and express color preferences with correct pronunciation and sentence structure. Additionally, top-performing students will be able to respond naturally in short conversations, showing fluency and comprehension.</p>
<p>How will this be assessed?</p>		<p>Worksheet, Quiz, Assessment, Q&A</p>	



Physical Education



Football

Knowledge

- **Rules of the game** – Basic rules such as kick-offs, throw-ins, goal kicks, corner kicks, and fouls.
- **Positions and roles**—Basic understanding of different positions (e.g., goalkeeper, defender, midfielder, striker) and their responsibilities.
- **Tactics and strategies**—Introduction to simple tactics like passing into space, creating width, and defending as a team.

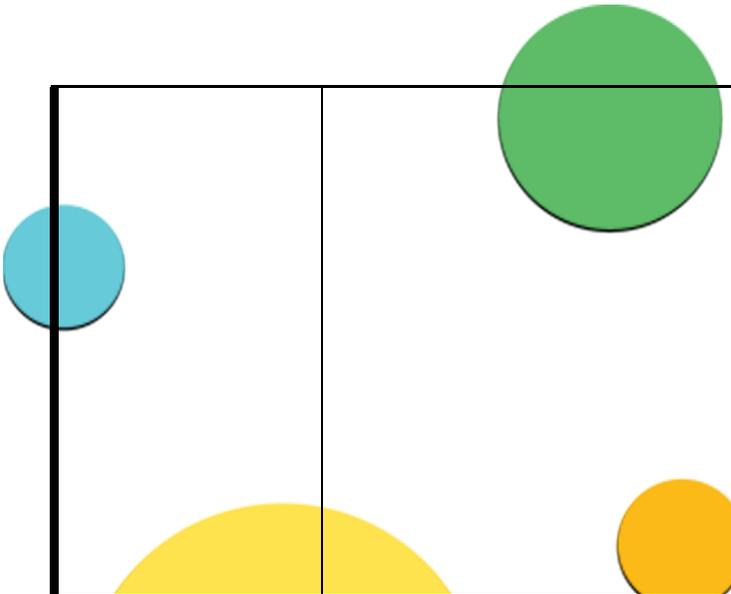
Understanding

- **Teamwork and cooperation**—Recognizing the importance of working together to achieve a common goal.
- **Making decisions**—Understanding when to pass, dribble, shoot, or defend, and why.
- **Fair play and respect**—grasping the values of sportsmanship, respecting officials and opponents.
- **Evaluation and improvement**—understanding how to reflect on their own and others' performance to improve.

Skills

Students will learn:

- **Teamwork and Communication:** Excellent students work well with others, pass the ball effectively, and talk to their teammates to organize play.
- **Good Ball Control:** They can dribble the ball smoothly and keep it close to their feet, even when moving quickly.
- **Accurate Passing:** They can pass the ball accurately to teammates using the correct technique, both short and long distances.
- **Spatial Awareness:** They understand where to move on the pitch, find space, and position themselves well during play.
- **Listening and Following Instructions:** They pay attention to the teacher, understand the rules, and follow them during activities and games.
- **Supporting Teammates:** They encourage others, help build team spirit and play fairly without arguing or blaming.
- **Enthusiasm and Effort:** They take part eagerly, stay focused and active, and show a strong desire to learn and improve.
- **Positive Attitude:** They stay cheerful, try their best even when it's hard, and show respect to everyone.



		<ul style="list-style-type: none"> • Ball control—Dribbling with control, using different parts of the foot. • Passing and receiving—Using both feet to pass and receive accurately over short distances. • Shooting—Developing shooting technique, aiming at the target with power and accuracy. • Attacking and defending—finding space, moving into good positions, and supporting teammates, marking opponents, tackling safely, and intercepting passes. 	
How will this be assessed?		Practical observations	
<p>Music</p>	<p>We are exploring musical journeys — learning how music can describe places, travels, and adventures.</p>	<ul style="list-style-type: none"> • Knowledge: Recognize how pitch, tempo, and dynamics can describe motion and scenery. • Understanding: Identify sound effects and motifs in story-based or place-based music. • Skills: Compose simple melodies to represent settings (like a forest or a train ride), use untuned/recorded sounds expressively. 	<p>Students perform and compose imaginative pieces that describe a place or journey using musical elements clearly, showing storytelling through sound.</p>
How will this be assessed?		Practical observations	