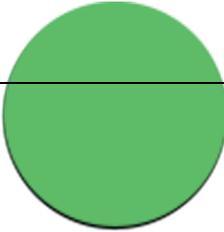
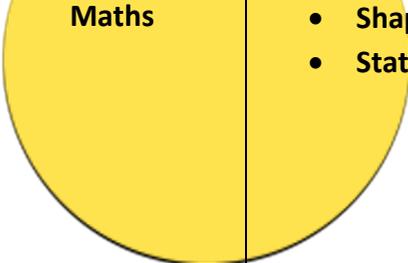
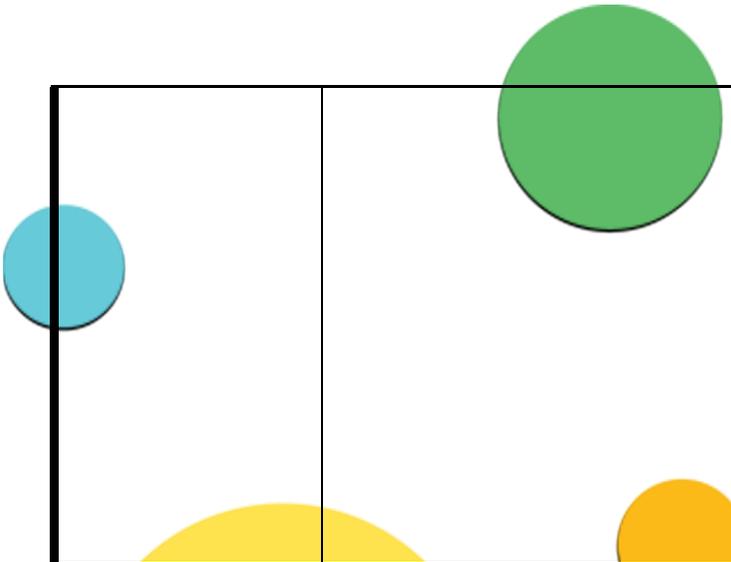


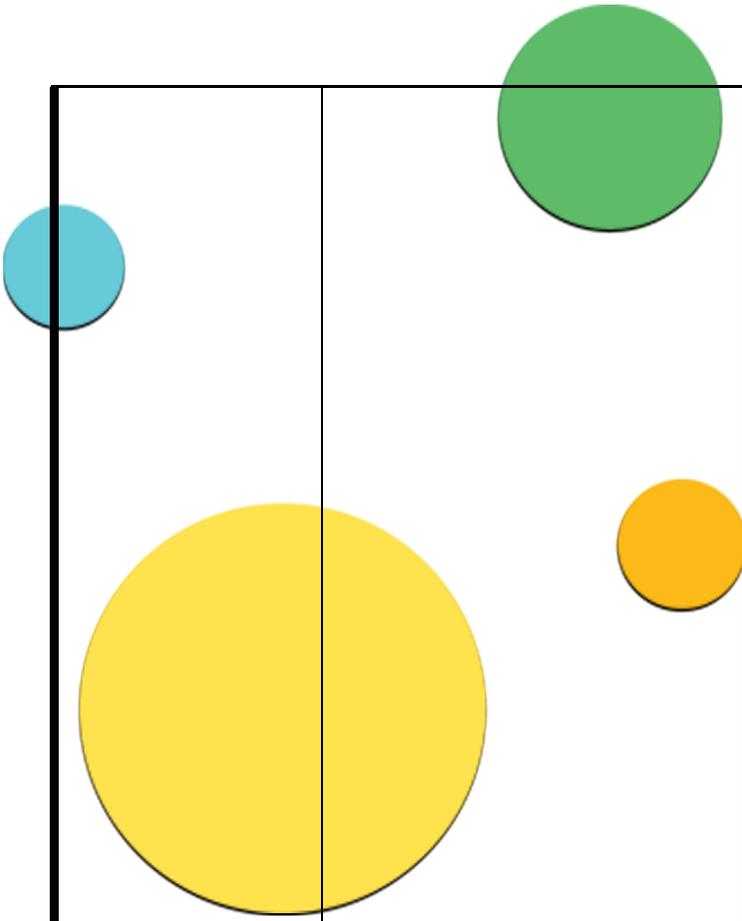
Straits International School Rawang
Curriculum Overview – Year 3
Year 3 Summer Term 3.2 2024/2025

Spring Term 2.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<ul style="list-style-type: none"> • Biographies • 'The Adventures of Captain Underpants' by Dav Pilkey • VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise) 	<ul style="list-style-type: none"> • Students will read a variety of non-fiction texts, including biographies • 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 simple organisational devices • Students will learn the difference between non-fiction texts • Students will use a dictionary to check the meaning of words and how to spell unknown words • 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 	<ul style="list-style-type: none"> • Students can write a biography, 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 confidently explain the meaning of new vocabulary • Students can justify their predictions, inferences and explanations about a text

		<ul style="list-style-type: none"> • Students will independently plan, write and their own biography • 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 biography • Rubrics will be used to evaluate writing 	
<p>Maths</p> 	<ul style="list-style-type: none"> • Shape • Statistics 	<ul style="list-style-type: none"> • Turns and angles • Right angles • Compare angles • Measure and draw accurately • Horizontal and vertical • Parallel and perpendicular • Recognise and describe 2D shapes • Draw polygons • Recognise and describe 3D shapes • Make 3D shapes • Interpret pictograms • Draw pictograms • Interpret bar charts • Draw bar charts • Collect and represent data 	<ul style="list-style-type: none"> • Students can solve multiplication, division, length and perimeter, mass and capacity, fraction, time, shape and statistics 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, time, fraction, shape, statistics and money concepts



		<ul style="list-style-type: none"> • Two-way tables 	<ul style="list-style-type: none"> • 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) • End of Block (EOB assessments) • TTRS Heatmaps 	
<p>IPC</p>		<p>In Health and Wellbeing, we'll be learning about:</p> <ul style="list-style-type: none"> • How we can make spend and save money • The different things we need and/or want to spend money on. <p>In Geography, we'll be learning about:</p> <ul style="list-style-type: none"> • The services and products available from businesses in our local community • Unique products that can be bought in different countries around the world 	<ul style="list-style-type: none"> • Students can explain how to make, spend and save money. • Students can tell the difference between things they need and things they want to buy. • Students can describe businesses and services found in the local community. • Students can name special products from different countries. • Students can identify different currencies and compare what they are worth. • Students can explain what raw materials and products the host country imports and exports.



- Different currencies from around the world and what they are worth
- Raw materials and products our host country imports and exports.

In History, we'll be learning about:

- How spending money in the past was similar or different to today
- The history of currency and money
- Trading in archaeological finds
- How the design of a currency celebrates heritage, people and places from that country.

In International, we'll be learning about:

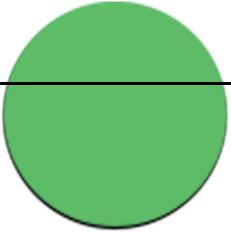
- The different roles and responsibilities in businesses
- Market research and how we can find out more about what people will spend money on
- How to create a business plan.

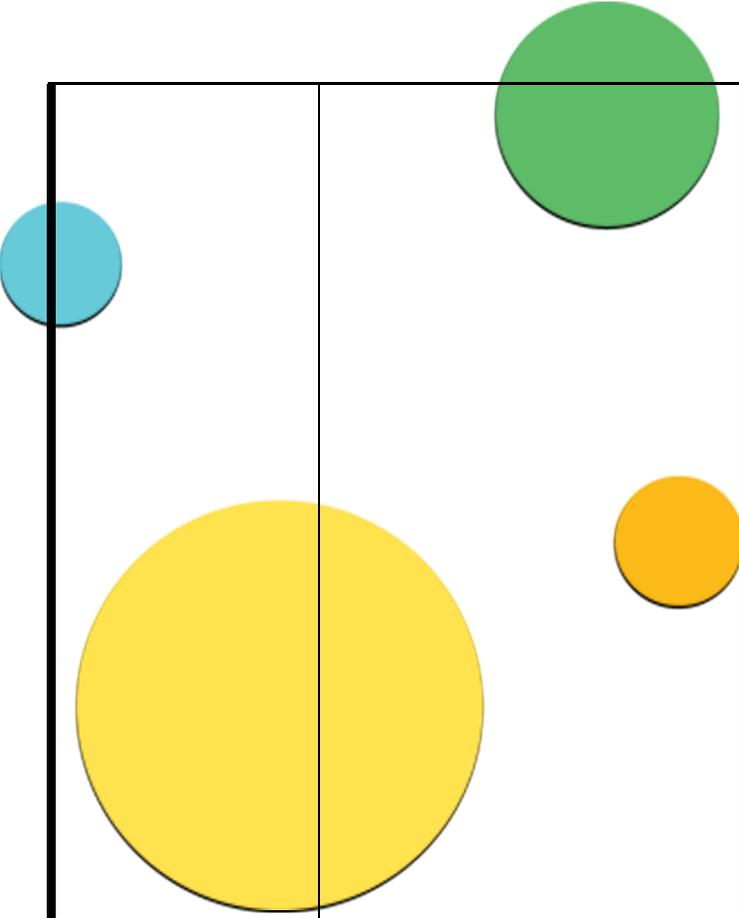
In Design, Technology & Innovation, we'll be learning about:

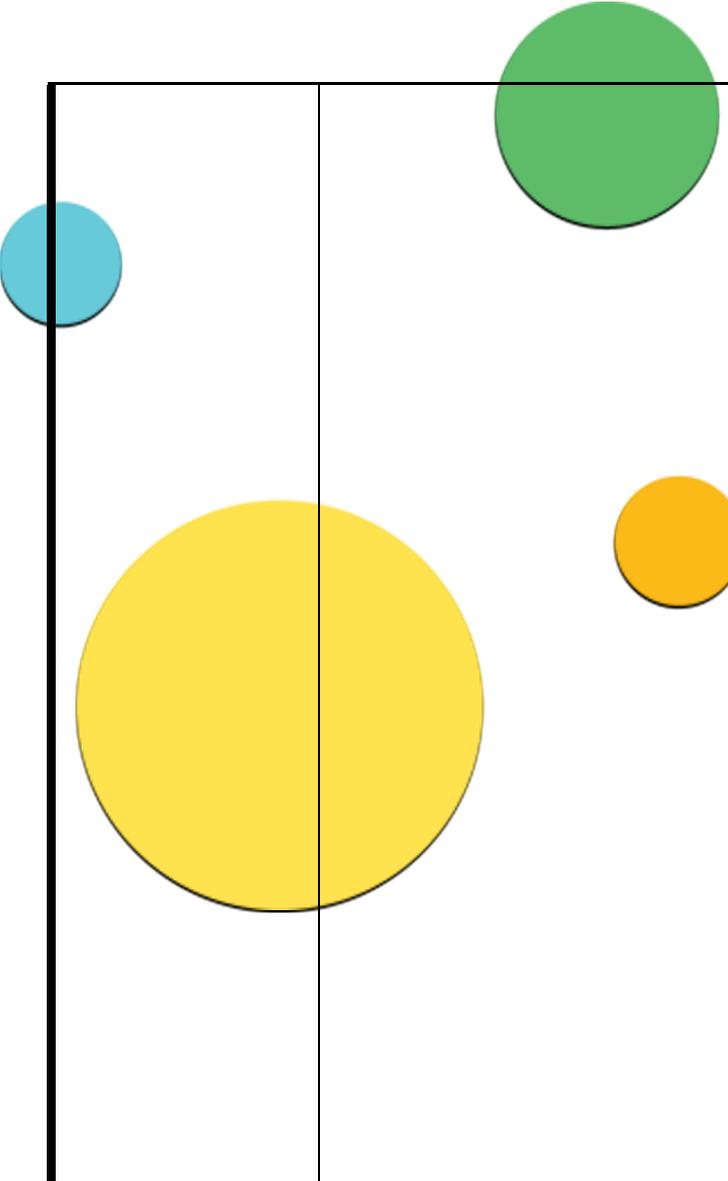
- How we can design, make and evaluate our product

- Students can compare how people spent money in the past and today.
- Students can describe how money and currency have changed over time.
- Students can explain how people traded goods in the past using archaeological evidence.
- Students can describe how money designs show a country's heritage and important people.
- Students can name different jobs people have in a business.
- Students can ask questions to find out what people want to buy.
- Students can describe what goes into a simple business plan.
- Students can design, make and review a product.
- Students can plan how to spend money and ask for a loan for their product.
- Students can create packaging that is useful and looks good.
- Students can design an advert to sell their product to the right people.

		<ul style="list-style-type: none"> • Budgeting and how to get a loan to make out product • Designing visually appealing and functional packaging • Marketing and advertising our product to our target audience. 	
<p>How will this be assessed?</p>		<ul style="list-style-type: none"> • Exit Point • Learning Journey • Rubric 	
<p>Bahasa Melayu</p>	<p>Kenderaan (Transports)</p>	<p>Knowledge:</p> <p>Students will know the names of various types of transportation vehicles in Bahasa Melayu, such as: kereta, bas, motosikal, kapal terbang, kereta api, lori, van, basikal, bot.</p> <p>Understanding:</p> <p>Students will understand that different vehicles have different uses based on distance, location (land, water, air), and purpose (personal, public, goods transport). They will be able to group vehicles accordingly and discuss how and when they are used.</p> <p>Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and name transportation vehicles in Malay. • Classify vehicles by type (darat, air, udara). 	<ul style="list-style-type: none"> • Confidently name and describe multiple vehicles with correct usage terms. • Use full sentences to explain functions clearly (e.g., “Kapal terbang terbang di udara dan membawa penumpang jauh.”). • Accurately sort and compare types of transportation with justification. • Demonstrate understanding through drawing-labeling, role-play, or simple reports on favourite vehicles.

		<ul style="list-style-type: none"> Describe the use of each vehicle using simple sentences (e.g., “Bas digunakan untuk membawa ramai orang.”). Compare vehicles based on speed, size, and usage. Participate in group sorting activities, oral descriptions, and mini presentations. 	
<p>How will this be assessed?</p>		<p>Workbook, worksheet, Assessment, Q&A</p>	
<p>Mandarin</p>	<p>Mandarin Beginner Colour 颜色</p> <p>Mandarin Advanced:</p> <ol style="list-style-type: none"> I am in Grade 2 我上二年级 My Classmates 我的同学 	<p>Mandarin Beginner:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Learn colour vocabulary in Mandarin and be able to recognise and use them in context. Understand sentence structures using 喜欢 / 不喜欢 + colour. <p>Understanding:</p> <ul style="list-style-type: none"> Understand how to express personal preferences using colours. Identify colours when spoken or written in context (e.g. describing clothes, objects). Recognise how adjectives like colours follow nouns in Mandarin. <p>Skills:</p> <ul style="list-style-type: none"> Listen for and identify colours in spoken Mandarin. Ask and answer questions about likes and dislikes using colours. Read simple texts or sentences involving colours and preferences. 	<p>Mandarin Beginner:</p> <p>Reading:</p> <ul style="list-style-type: none"> Secure: Can identify and understand colour words and 喜欢/不喜欢 in simple sentences. Excellent: Can read and interpret short paragraphs or dialogues about colour preferences and extract details confidently. <p>Speaking:</p> <ul style="list-style-type: none"> Secure: Can say several colour names and give basic opinions (e.g., 我喜欢蓝色). Excellent: Can confidently talk about colours they like/dislike and ask others using clear pronunciation and appropriate intonation (e.g., 你喜欢什么颜色? 我不喜欢灰色。). <p>Listening:</p> <ul style="list-style-type: none"> Secure: Can understand spoken colour names and basic phrases about preferences.

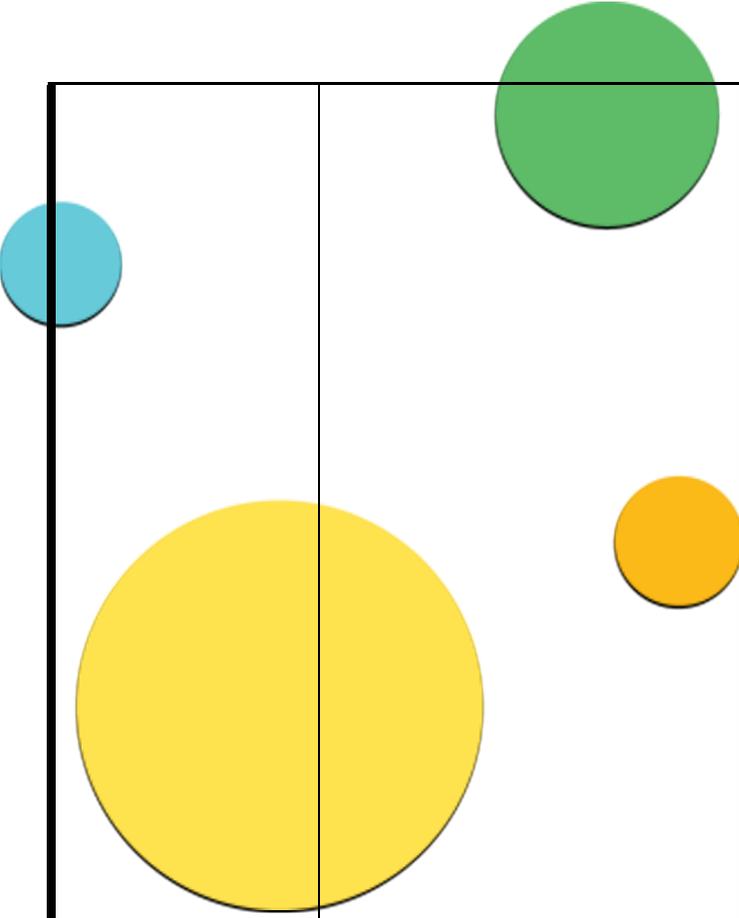
		<ul style="list-style-type: none"> • Write short sentences about colour preferences using correct word order and characters. <p>Mandarin Advanced : 学生将学习有关学校年级、同学和校园生活的相关词汇，并能用完整句子介绍自己和他人。他们将掌握描述人物外貌、性格和班级角色的形容词及连接词。通过对话、短文阅读和互动活动，全面提升听、说、读、写能力。同时，学生还将了解中文学校的课堂文化和礼仪。</p>	<ul style="list-style-type: none"> • Excellent: Can understand short audio clips or conversations involving multiple colours and preferences, responding appropriately. <p>Writing:</p> <ul style="list-style-type: none"> • Secure: Can write simple sentences using colour vocabulary and 喜欢/不喜欢 correctly. • Excellent: Can write a short paragraph expressing and explaining colour preferences, using connectives (e.g., 因为, 但是) and accurate character formation. <p>Mandarin Advanced : 优秀的学生能运用准确的语法和语音语调，用完整句子流利介绍自己和同学。他们能够书写简短段落，内容有条理，句型多样。在口语和书面表达中，能主动运用所学词汇并进行适当的拓展。在理解任务中表现出色，能清楚理解听力和阅读内容，表现出良好的语言综合运用能力。</p>
<p>How will this be assessed?</p>		<p>Assessment, Worksheet, Q&A, Quiz</p>	
<p>Physical Education</p>	<p>Swimming</p>	<p>1. Knowledge</p> <ul style="list-style-type: none"> • Water Safety Knowledge: Basic rules for staying safe in and around water (e.g., don't run near the pool, listen to the lifeguard/teacher, enter water safely). 	<ul style="list-style-type: none"> • Swim confidently and fluently over a distance of at least 25 metres. • Demonstrate strong technique in a range of strokes (e.g., front crawl, backstroke, breaststroke).

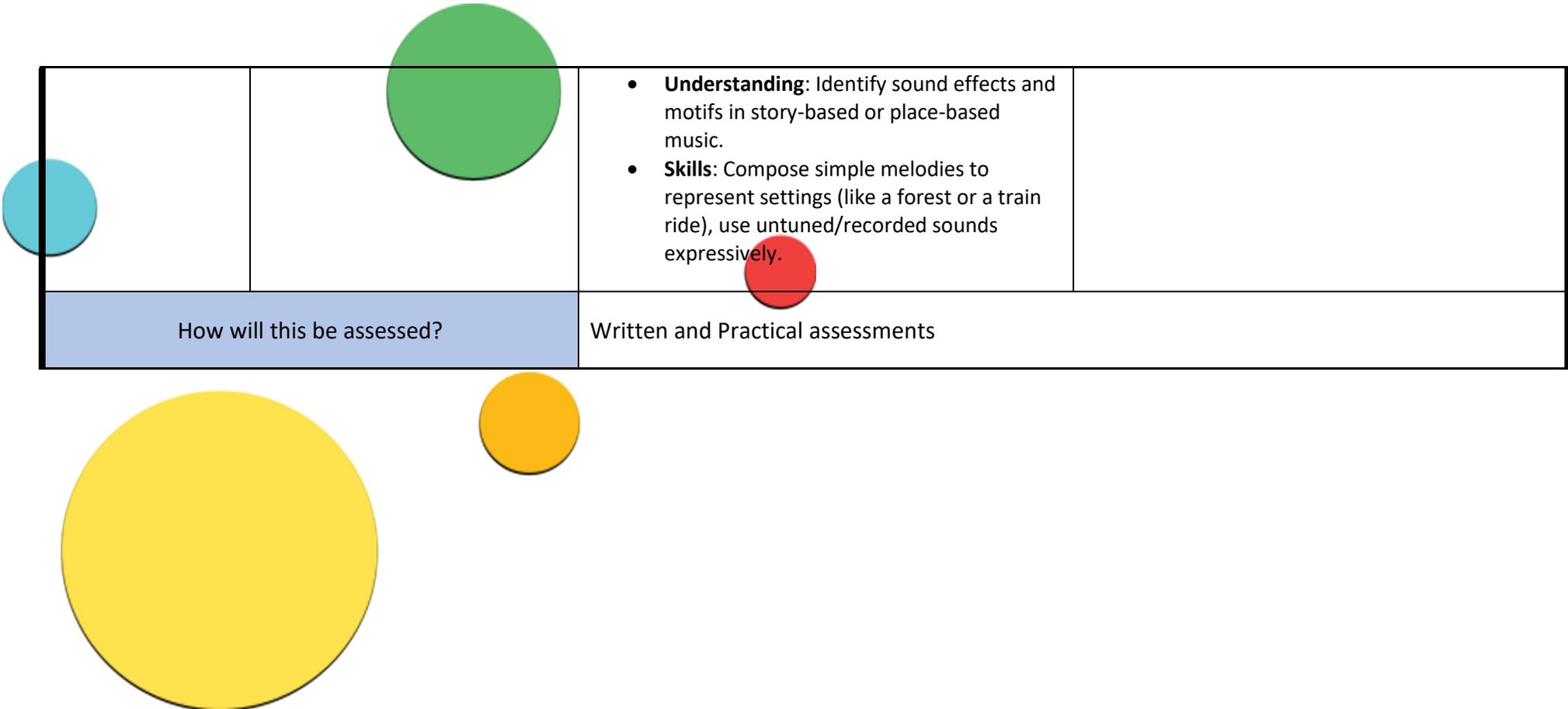
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- **Swim Strokes Basics:** Knowing the key features of different strokes (e.g., alternating arm and leg actions in front crawl).
 - **Survival Techniques:** Recognizing basic survival methods (e.g., floating, treading water, star float, help/huddle position).
 - **Stroke Components:** Awareness of body position, breathing techniques, arm/leg coordination.

2. Understanding

- **The Purpose of Swimming Skills:** Understand why swimming is a life skill, how it promotes fitness, and how it can save lives.
- **Technique Importance:** Understanding how good technique improves speed, efficiency, and safety in water.
- **Linking Movements:** How different body parts work together (e.g., how breathing ties into timing and arm movement).
- **Personal Progress:** Recognising their own strengths and areas for improvement, including how practice leads to progress.

- Show effective breathing, streamlined body position, and smooth coordination.
- Display a solid understanding of water safety rules and principles.
- Follow instructions responsibly and attentively.
- Show positive attitude, teamwork, and leadership by supporting and encouraging peers.

		<p>3. Skills</p> <ul style="list-style-type: none"> • Swimming Proficiency: <ul style="list-style-type: none"> ○ Swim competently, confidently, and proficiently over a distance of at least 25 metres. ○ Use a range of strokes effectively: e.g., front crawl, backstroke, and breaststroke. • Controlled Breathing: Rhythmic breathing during strokes, particularly with front crawl. • Floatation & Balance: Demonstrate various floating positions (front, back, star, tuck). • Water Entry and Exit: Safe jumping in, using steps/ladders, climbing out unassisted. • Stroke Development: Improve technique, stamina, and coordination through drills and repetition. 	
<p>How will this be assessed?</p>		<p>Practical assessments</p>	
<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. 	<p>Students perform and compose imaginative pieces that describe a place or journey using musical elements clearly, showing storytelling through sound.</p>



		<ul style="list-style-type: none">• 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.	
How will this be assessed?		Written and Practical assessments	