

# GRADE 3 – CURRICULUM



Sir Manasseh Meyer  
International School  
A VISION FOR EXCELLENCE

## LITERACY

### Based on the UK National Curriculum

#### Spoken Language

- Listen and respond, ask relevant questions
- Articulate and justify answers, arguments and opinions
- Participate actively in conversations, staying on topic, initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, roleplay/improvisations and debates

#### Spelling, Handwriting and Presentation

- Use prefixes, suffixes and how to add them
- Spell homophones, mastery of 300 sight words
- Write from memory simple sentences
- Increase the legibility, consistency and quality of their cursive handwriting
- Write using appropriate structure, vocabulary and grammar
- Discuss and record ideas and information
- Organise paragraphs around a theme
- Proofread and edit for spelling and punctuation errors

#### Reading and Comprehension

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- Read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Read Latin and Greek derivatives with common suffixes
- Develop positive attitudes by
  - Listening to and discussing a wide genre of books
  - Recognising different forms of poetry
  - Discussing words and phrases that capture the reader's interest and imagination
- Understand what they read by
  - Checking the text for understanding
  - Drawing inference and predicting the outcome
  - Identifying main ideas and summarising them
  - Identifying how language, structure, and presentation contribute to meaning

#### Vocabulary, Grammar and Punctuation

- Extend the range of sentences with more than one clause
- Using conjunctions, adverbs, adjectives and prepositions to express time and cause
- Use concept of a topic sentence in a descriptive/narrative paragraph
- Combine sentences using compound subjects and predicates
- Use the present perfect form of verbs in contrast to past tense
- Choose nouns and pronouns appropriately
- Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.
- Use commas after fronted adverbials
- Indicate possession using the possessive apostrophe for plural nouns
- Using and punctuating direct speech

# GRADE 3 – CURRICULUM

## NUMERACY

### Based on Singapore Maths: My Pals Are Here

Whole Numbers	Measurement
<p><b>Numbers to 10,000</b></p> <ul style="list-style-type: none"><li>Count up to 10,000</li><li>Understand place value</li><li>Compare, order and pattern numbers</li></ul> <p><b>Addition and subtraction within 10,000</b></p> <ul style="list-style-type: none"><li>Understand the meaning of sum and difference</li><li>Practise simple addition and subtraction within 10000</li><li>Add and subtract in regrouping in ones, tens and hundreds</li><li>Practise subtraction with numbers that have zeros</li><li>Solve two-step word problems using models</li><li>Use mental addition and subtraction</li></ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"><li>Multiply without regrouping</li><li>Multiply without regrouping in ones, tens, hundreds and thousands</li><li>Memorise multiplication tables of 6,7,8 &amp; 9</li><li>Understand quotient and remainder</li><li>Divide without remainder and regrouping</li><li>Divide with regrouping in tens and ones and hundreds</li><li>Solve two-step word problems using the four operations</li></ul>	<p><b>Length, Mass and Volume</b></p> <ul style="list-style-type: none"><li>Measure in meters and centimetres</li><li>Measure in inches, feet, yard and miles</li><li>Measure in kilometres and meters</li><li>Measure in kilograms and grams</li><li>Measure in litres and millilitres</li><li>Measure in pounds, gallon and ounces</li><li>Solve one-step and two step word problems</li></ul> <p><b>Money</b></p> <ul style="list-style-type: none"><li>Add and subtract problems involving money</li><li>Count and change dollars and cents</li><li>Solve word problems</li></ul> <p><b>Time</b></p> <ul style="list-style-type: none"><li>Practise telling time</li><li>Convert hours and minutes</li><li>Practise adding and subtracting time</li><li>Understand duration in hours and minutes</li><li>Solve word problems</li></ul>
Geometry	Fractions
<p><b>Angles</b></p> <ul style="list-style-type: none"><li>Understand and identify angles</li><li>Understand and identify right angles</li><li>Measure angles</li></ul> <p><b>Perpendicular and parallel lines</b></p> <ul style="list-style-type: none"><li>Understand perpendicular lines</li><li>Draw perpendicular lines</li><li>Understand parallel lines</li><li>Draw parallel lines</li></ul> <p><b>Area and perimeter</b></p> <ul style="list-style-type: none"><li>Understand area</li><li>Use square centimetres (cm<sup>2</sup>)</li><li>Use square metres ( m<sup>2</sup>)</li><li>Understand the perimeter and area</li><li>Find the area of a rectangle</li></ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"><li>Find the numerator and denominator</li><li>Understand equivalent fractions</li><li>Understand equivalent fractions: short cuts</li><li>Compare fractions</li><li>Add and subtract like fractions</li><li>Solve problems involving fractions</li></ul>

# GRADE 3 – CURRICULUM

## INTERNATIONAL PRIMARY CURRICULUM

### Learning Goals

Learning Goals are the foundation on which the International Primary Curriculum is built. The Learning Goals define what children might be expected to know, what they might be able to do and the understandings they might develop as they move through grade levels.

The IPC contains Learning Goals for every subject of the curriculum, for personal development and for the development of international understanding.

The subject goals cover the knowledge (the facts and information children might learn), the skills (those practical abilities children need to be able to do) and the understandings (the deeper awareness of key concepts which develops over time).

### Grade 3 Units

Themed units help children to see how subjects are both independent and interdependent. This enables them to see the big picture of their learning, make connections across different subjects, and talk about a topic from multiple perspectives.

#### Brain Wave

Every day we are learning a lot of new and different things - gaining the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve our learning, we will be better equipped for meeting the many challenges ahead of us.

#### Chocolate

Wouldn't it be amazing if chocolate grew on trees? Well, it does! Wouldn't it be amazing if I said we were going to make some chocolate? Well, we are! And we're going to discover even more amazing things about chocolate...

#### Explorers and Adventurers

Do you love discovering new places? Yes? Well you might just be an explorer. Explorers are people who travel to new places in the world and discover new things that they didn't know existed. So much of what we know today about our world is because we have been explorers in the past. Being an explorer is exciting but scary at the same time. Could you be an explorer? Let's find out.

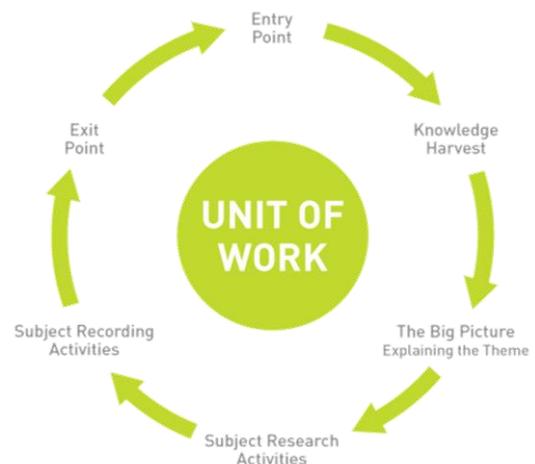
#### Island Life

Geographers and explorers estimate that there are over one million islands on earth. They range hugely in size, location, habitat and climate, but all are surrounded by water. As one in six people live on an island, let's explore what some islands are like across the globe!

### Unit of Work

#### The Process of the IPC

The units of work provide practical activities, plus a wealth of other supportive information. Each unit is structured to make sure that children's learning experiences are as stimulating as possible.



The **entry point** is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. Entry points can last from one hour to a week, depending on the age of the children and the task at hand.

The **knowledge harvest** takes place in the early stages of each unit and provides an opportunity for children to reveal what they already know about the themes they are studying. This bank of knowledge can then be added to, developed and even challenged by the teacher, throughout the course of the unit.

The **big picture** provides teachers with subject-based background information to the issues contained within the unit. **Explaining the theme** involves the teacher helping the children to see the 'big idea' of the unit of work before embarking on the subject learning.

Each IPC unit has **research activities and recording activities**. Research activities always precede the recording activities. During research activities, children use a variety of methods and work in different group sizes to find out a range of information. During the recording activities, children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways.

The **exit point** has two main purposes. First, to help children pull together their learning from the unit and second, to celebrate the learning that has taken place.

## GRADE 3 – CURRICULUM

### Science

In addition to the International Primary Curriculum, Grade 3 will have an investigation led science curriculum which will focus on the following topics:

#### **Life Science: Structures of Life**

Students will conduct investigations dealing with observable characteristics of organisms, investigate food chain dynamics, study skeletal systems using bones, images and models.

#### **Earth Science: Water**

Students will conduct investigations to explore the properties of water, changes in water and interaction between water and other earth materials.

### Physical Education

Students will enhance their gross motor skills acquired during in their lower school stages such as balancing, throwing, agility, running, jumping, and body coordination through a variety of games.

Students will be provided with an opportunity to acquire advance sport skills and strategies on effective performance such as attacking, dribbling, teamwork through a broad range of physical activities including ball games, striking games, athletic, dance, and outdoor activities.

By the end of grade 8, pupils are expected to perform a range of advance sport skills, including monitoring, evaluating their own performance and that of their peers.

### Swimming

The swimming curriculum ranges from learn to swim classes, to competitive programmes. It includes pool safety rules, water confidence and developing appropriate technique in four competitive swimming strokes.

### Robotics- Nullspace

Students learn the fundamentals of good robot construction and programming. The course is designed with several hands-on activities, pertaining to the Grade level to allow students to integrate and apply the different concepts and lessons learnt.

### Mandarin

The Mandarin curriculum aims to develop the four essential skills of listening, speaking, reading and writing. The students will:

- Acquire a core vocabulary of 120 words
- Identify high-occurrence sentence patterns relating to the daily routine
- Identify high-occurrence radicals in Mandarin characters to aid recognition
- Appreciate Chinese culture in selected topics.
- Understand and express simple words and have a foundation to pursue more advanced studies

### PSHE (Personal, Social, Health Education)

PSHE education offers both explicit and implicit learning opportunities and experiences which reflect the students' increasing independence, physical and social awareness as they move through the primary phase.

PSHE builds on the skills for students to develop effective relationships, assume greater responsibility and manage personal safety. It will introduce the students to a wider world and enable them to make an active contribution to their communities.

### World Religions

The purpose of World Religions at SMMIS is to provide students with opportunities to learn about and learn from, the world's major religions: Hinduism, Buddhism, Christianity, Islam and Sikhism. Various aspects of these religions are discussed, with knowledge and understanding being built up over the years. Grade 3 will focus on: Religion and the Individual; Sacred Texts; Pilgrimage and Sacred Places.

### Musical Theatre and Drama

This course is designed specifically for SMMIS by Centre Stage Singapore, and combines process driven musical, movement and drama activities which leads to presentations and performance. Students use drama games, learn singing technique and where appropriate harmonies and develop dance, movement, acting and stagecraft skills. The students can expect to develop; self-confidence, imagination, cooperation, concentration, empathy, communication, coordination, problem solving, physical fitness and to develop an appreciation of the arts.