



**BRITISH  
INTERNATIONAL  
SCHOOL**

HANOI

A NORD ANGLIA EDUCATION SCHOOL

# Curriculum Statement Year 3



Term One  
August - December 2017

This term our first topic is titled:

# Rainforests- Term 1a

Through this topic we will cover work in the curriculum areas of History, Geography, Art, Science and Music.

## Location

We will begin by using computers and atlases to find different maps and locate the rainforests around the world. We will then research why rainforests can be found near the Equator.

## Plants and Animals

The children will also be looking at the different plants and animals that live in rainforests, understanding how they adapt to their habitat.



## People

In addition, the children will be learning about the people who live in rainforests (indigenous people), discussing their everyday life and how it compares to ours, by looking at similarities and differences. The

children will also be learning how these people express themselves through traditional art.



## Music

Year 3 will be learning about music inspired by the rainforest. They will be thinking of sounds that could represent the rainforest and then performing their music.

## Caring for the environment

Finally, the children will be investigating the impact humans have on rainforests, discussing climate change, logging and pollution. We will be researching what we can do to help and how we can take care of the environment.

## **Key Vocabulary**

canopy layer  
climate  
deforestation

emergent layer  
environment  
indigenous people

damage  
forest floor  
habitat

pollution  
tropical  
understory layer

## **Related websites/resources:**

<http://primaryhomeworkhelp.co.uk/rainforest.html>

<http://kids.mongabay.com/>

<http://www.rainforest-alliance.org/kids>

Explorers: Rainforests, book by Anita Ganeri

Lifecycles: Rainforest, book by Sean Callery

In the second part of Term 1 we will study:

## Footsteps from the Past: Dinosaurs - Term 1b

'Footsteps from the past' will lead Year 3 through the exciting world of the dinosaurs! Through this topic we will cover work in the curriculum areas of History, Geography, Art and Design Technology



### Dinosaurs

We will begin by discussing what we already know about dinosaurs and the prehistoric world. This will help the children come up with questions they would like to have answered by the end of the topic. We will be developing the research skills that have been learned so far this year to help find the answers to these questions. They will have the opportunity to research different types of dinosaurs so that they can become experts and share their knowledge with other children.

### Location

By using maps, atlases and computers, the children will be locating where dinosaurs used to live. We will also be looking at reasons why they may have lived in certain areas by investigating the climate and landscape of this prehistoric world. We will be looking at how the continents have changed over time and how the changing climate and shifting sea levels effected these magnificent creatures!

### Time Periods

Research has shown that dinosaurs date back to over 220 million years ago. This topic will involve looking at a range of dates and time periods, allowing the children to create timelines and learn about the events that changed the world we live in today. They will be ordering and sorting events into time periods so that they have a clearer picture of the past. The children will also be looking at specific parts of the prehistory (Triassic, Jurassic or Cretaceous periods) and learning how these eras differed and how ultimately the world of the dinosaurs came to an end!

### **Related websites/resources:**

- <http://www.kidsdinos.com/>
- <http://www.kids-dinosaurs.com/dinosaur-facts.html>
- 'Why were dinosaurs scaly?' by Miles Kelly
- Dinosaurs: A Children's Encyclopaedia, by Dorling Kindersley Ltd.

## ENGLISH LITERACY

In literacy this term, the children will be looking at 'Stories with Familiar Settings'. They will learn about different stages of a story - beginning, middle and end, together with how to describe characters and settings. We will be using 'Talk for Writing' to learn and re-tell stories using actions and text maps. This will help the children to remember key vocabulary which they will use in their own stories. They will then use their knowledge to create their own stories. We will focus on the story of 'The Selfish Crocodile,' and the children will be able to use their knowledge of the rainforest to help them describe the animals and settings around the themes in 'The Selfish Crocodile'.

The non fiction text that Year 3 will study is information texts. By the end of the unit the children will be able to write their own reports. This will be linked to our topic work on 'Dinosaurs.' The children will be finding out the different features of reports and other information texts. Over the term they will follow the structure of researching information, planning their reports and then finally producing them focusing on relevant features, such as language, grammar and handwriting. The children will also be presenting their information texts using 'Talk for Writing'.

During the term, the children will also have the opportunity to write and develop their poetry skills using shape poems to create interesting and visual poetry. The children will also be developing their instruction writing skills.

As well as looking at different literacy topics, each week, the children will have specific lessons devoted to phonics, reading and handwriting.

### How you can support at home:

It is very important that your child reads both their native language books and English books at home; please make sure your child reads for at least 10 minutes every night. As with Maths homework, please ensure all homework is completed as independently as possible. At the weekends please ask your child to explain to you what they have learnt during the week.

### Related websites/resources:

<http://www.phonicsplay.co.uk/freeIndex.htm>

<http://www.roadtogrammar.com/junior>

[http://www.bbc.co.uk/schools/websites/4\\_11/site/literacy.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml)

<http://learnenglishkids.britishcouncil.org/en/grammar-games>



### Vietnamese Literacy

In Vietnamese, the children will learn to use adjectives to create a descriptive setting, preparing them to write their own short story based on a setting that they are familiar with. The children will be given the opportunity to choose their own familiar setting then plan and write about it. In addition, they also learn more sounds (âm-vần) and develop their vocabulary.

In the latter part of the term the children will look at a range of different stories and poems by the author Pham Ho. They will be able to give opinions about the text and explain what the story is about. They will then write detailed book reviews, followed by writing letters to the authors of their favourite books.

### How you can support at home:

- Encourage your child to complete the homework at home by her/himself
- Research by reading together more books to get information about the topic

### Website:

<http://socnhi.com/Hang-truyen.html>

## MATHEMATICS –



Counting, partitioning and calculating — Year 3 will be learning about the four different operations, +, −, X and ÷ and the different techniques they can use to solve equations. This will include understanding the English mathematical vocabulary, as well as using number lines, place value and columns to solve various problems involving 1, 2 and 3-digit numbers. Year 3 will also be looking at techniques that can be used to check answers, such as using the inverse and using times tables. Towards the end of the term, children will begin to learn about fractions.

Shape — This term, children will be investigating a range of 2D and 3D shapes, understanding their properties and how to recognise them. This will include exploring properties such as corners and sides in 2D shapes as well as vertices, edges and faces in 3D shapes. Children will learn to solve word problems and how to create mathematical patterns. These activities will help children develop a stronger understanding of the key mathematical vocabulary.



Handling data and measures — This topic will include collecting our own data and presenting it in a variety of ways, including bar charts and tally charts. Year 3 will also learn the different measurements for capacity (litres, millilitres), mass (grams, kilograms) and length (millimetres, centimetres, metres, kilometres) and what instruments we can use to measure these (for example, measuring jugs for capacity; weighing scales for mass; trundle wheels and rulers for length).

### How you can support at home:

Please look at the weekly blog where we will explain what we are learning in the following week and ask your child to explain the key words that are in their diary. Please make sure children do their homework independently, explaining to you what they have learnt in the week. Here are some ideas you can try which will support the various areas of maths:



Counting, partitioning and calculating — Allow your child to help you add up totals when shopping; this will demonstrate to them how maths is used in the real world and give them practice applying their knowledge.

Shape — Discuss with your child what 2D and 3D shapes they can see around the house, helping them understand, name and describe different types of shapes.

Handling data and measures — When cooking, ask your child help to measure the different amounts.

### Related websites/resources:

<http://us.mathletics.com/>

<http://nrich.maths.org/primary-upper>

<http://www.coolmath-games.com/>

<http://www.math-exercises-for-kids.com/>

<http://www.topmarks.co.uk/maths-games/>

**SCIENCE** – Let’s Plant it! (first half term); Rocks: Footprints from the Past (second half term)

In the first half of this term, we will be looking at plants and learning about how they grow. Children will learn about the different plants in their local environment and will be able to identify and describe the functions of different parts of flowering plants (the roots, stem or trunk, leaves and flowers). The children will also be learning to be real-life scientists, planning and carrying out their own investigations into what plants need in order to survive by planting and growing their own plants.

In the second half of this term, we will be looking at rocks and understanding the different types there are in the world. We will be comparing the different types, looking at specific characteristics and finding out how they are formed. The children will also be finding out how rocks are used today and how they were used as tools by people in the past.

**Related websites/resources:** [www.saps.org.uk/primary](http://www.saps.org.uk/primary)

## **MFL**

At BIS we consider learning a modern foreign language to be a life skill which provides an opening to other cultures. We aim to stimulate curiosity and deepen understanding of the world as well as enabling our children to express their ideas and thoughts in a language other than their own. We believe that learning French will provide our pupils with the foundation for learning foreign languages in the future. Our approach to teaching French across the school is a balance of spoken and written language. Our pupils explore the patterns and sounds of French through songs, rhymes and stories and we aim to develop accurate pronunciation and intonation. They learn to ask and answer questions; express opinions and respond to others, both in speech and in writing, focused on familiar and routine situations.

**INFORMATION AND COMMUNICATION TECHNOLOGY** - In the first term, Year 3 will be using the Tynker website to work through a series of activities and challenges to help the students understand what algorithms are and how they are used on digital devices. They will also be learning about debugging programs, logical reasoning, and how all of these tools are used to create programs to achieve specific goals. Tynker, with the supervision of their teacher, will enable the students to work at different speeds allowing them to repeat activities for a better understanding or work faster towards more challenging activities. Each student will be able to learn independently whilst being carefully monitored to ensure no one is left behind.

**P.S.H.E.** – In P.S.H.E., we will start by looking at the BIS Aide Memoire, with a focus on Caring. Children will then learn about ‘New Beginnings’ focusing on developing their knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.

**PHYSICAL EDUCATION** - In Term 1 children in Year 3 will refine and develop a range of Fundamental Movement Skills such as running, jumping, throwing, catching and dribbling. Coordination and introduction to a healthy and active lifestyle; developing core strength and body control through balance and different movement patterns. In Swimming, children will focus on how to swim unaided, competently and safely over 15 meters. Children will develop their hitting skills when they are introduced to Badminton and Tennis coordinated skills.

**MUSIC** - Term 1 will get 2016-17 off to a very exciting start for our Year 3 Musicians. Continuing with the Juilliard Curriculum, students will engage with music through a variety of new and exciting ways, whilst receiving keyboard tuition as a method of learning. In this first term students will be discovering the world of the orchestra through Beethoven’s *Symphony No.5*, one of the most well-known pieces in the history of music. They will set off on a creative adventure, learning about a variety of compositional techniques to develop the famous four note motif, with particular focus on harmony and rhythm.

We do hope that the above information will be useful for you when supporting your child’s homework and discussing his/her learning. Should you have any further questions please contact your child’s class teacher.