BRITISH INTERNATIONAL SCHOOL HANOI

A NORD ANGLIA EDUCATION SCHOOL

Curriculum Statement

Year 3

Term Three - May 2019

This term our main topic is titled:

Chocolate

The topic of 'Chocolate' will cover work in the curriculum areas of **Topic, Art and Design Technology.**

Design Technology

We cannot have a topic on chocolate without eating it! In Year 3 be looking (and tasting) products already available. The children will trial and innovate new and exciting flavor combinations before surveying and evaluating the demand for these flavors. We will then be making our own chocolate brands inspired by our visit to Mauro villa.

History

The children will be looking at the life of the original chocolatiers, the Aztecs. We will be looking at their life, achievements and the part chocolate played. We will then look at modern day chocolate production and the impact that 'Fair Trade' products has on farmers today.

Art

We will be using the artwork of the Aztecs to inspire us, We will reproduce the fantastic designs through print, before incorporating the patterns into a designing a new chocolate wrapper.

Objectives

Technology 2.5 Be able to use simple tools and equipment with some accuracy

Technology 2.6 Be able to identify and implement improvements to their designs and products

Technology 2.8 Be able to suggest improvements to products in everyday

Art 2.4 Be able to choose materials and techniques which are appropriate for their task

Key Vocabulary

Advertisement	Cocoa	Consume	Edible
Farming	Ingredients	Packaging	Process
Rich	Roast	Shell	Trade

Related websites/resources:

- http://www.fairtrade.org.uk/
- http://www.thestoryofchocolate.com/
- https://www.youtube.com/watch?v=Ye78F3-CuXY

MATHEMATICS

The objectives that we will be looking at in this term are:

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Identify, represent and estimate numbers using different representations *including those related to measure*
- *Apply partitioning related to place value using varied and increasingly complex problems*
- Read and write numbers to at least 1000 in numerals and in words
- Compare and order numbers up to 1000
- Solve number problems and practical problems involving place value and rounding
- Add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
  Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- *Develop efficient mental methods, for example, using commutativity e.g. 4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240 and multiplication and division facts to derive related facts*
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- *Connect tenths to place value and decimal measures (*
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators *e.g. find ⁴/₅ of 30*
- *Understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find ¹/₃, you divide by 3; to find ¹/₅, you divide by 5*
- add and subtract amounts of money to give change, using both £ and p in practical contexts *e*tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour *digital clocks*
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them
- Recognise that angles are a property of shape or a description of turn
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- *Describe the properties of shapes using accurate language, including symmetrical/not symmetrical, lengths of lines, and acute and obtuse angle*

How you can support at home: Please look at the weekly blog, where we will be posting about what is going on in Maths lessons and you can ask your child to explain the key words. Please also make sure children do their Mathematics homework, and ask them to try to explain to you what they have learnt in the week.

Related websites/resources:

- http://www.topmarks.co.uk/maths-games/hit-the-button
- http://www.fun4thebrain.com/
- www.mathletics.com
- http://www.topmarks.co.uk/Flash.aspx?f=BingoMultiplicationv9
- http://www.xpmath.com/

LITERACY

As in previous terms, the children will continue with Guided Reading sessions, phonics and handwriting. This will help them when reading and writing about the different texts and topics they will be studying. These are as follows:

- *Instructions*
- *Biography*
- *Poetry*

Instructions

- Follow instructions
- Identify features of instructions
- Suggest ways of improving a set of instructions
- Write a set of instructions using all the features

Biography

- Identify the features of a biography
- Use research skills to research a famous person
- Write a biography using the features

Poetry

- Learn poems using Talk for Writing
- Explore the features of an acrostic poem, haiku poem and a poem that rhymes
- Write an acrostic poem
- Write a haiku poem
- Write a poem that rhymes

How you can support at home:

It is very important that your child reads English books at home, so please make sure they read for at least 5 minutes every night and have frequent opportunities to discuss these books with you as talking about the stories will help them express their ideas as well as checking understanding. As with Maths homework, please ensure the homework is completed independently, although if your child is stuck please feel free to help them and make a short note in the homework book indicating where they received support.

Related websites/resources:

http://www.bbc.co.uk/bitesize/ks2/english/

https://sites.google.com/site/easygrammar4kids/

http://www.roomrecess.com/pages/ReadingGames.html

http://www.roomrecess.com/pages/WordGames.html

https://www.activelearnprimary.co.uk

Vietnamese Literacy

During term 3, we will be looking at some topics: " Uncle Ho, Community, Job….".In each topic, we have many amazing stories, poems.

We will:

- Perform the stories, poems using the "Talk for Writing" model.
- To extend the vocabulary
- To further reading- understanding skills and answering the questions.
- Retell the stories in your own words or by the words of character.

Beside that, Year 3 will continue to focus on grammar, spellings, connective words and punctuation to widen sentence structures to improve their writing. How you can support at home:

· Encourage your child to complete the homework at home by her/himself.

· Reading books, magazine, news…..with the children at least 15 minutes every day.

Website:

https://gamechocon.com http://socnhi.com/Hang-truyen.html

Beginners' Vietnamese:

In the following term 3, year 3 non-Vietnamese students are going to learn about Colours, Transportation and 4 big cities representing houses in BIS (Hanoi, Dalat, Hue, Sai Gon). Furthermore, they have big opportunity to practice Vietnamese through creating their own presentation, typing Vietnamese on computers.

P.S.H.E.

The focus of each PSHE lesson will be linked to the school's Aide Memoire. In Term 3 we will be looking at Respect and Reflection. The children will learn about the importance of being respectful to others, the environment and themselves. They will explore the meaning of 'reflection' and will have opportunities to reflect on their learning.

Modern Foreign Languages:

Y3 students have now been learning Spanish/French for the last 8 weeks and the MFL department is happy to notice that the linguistic skills and confidence of students is growing after every lessons. By the end of the year, students will be able to use vocabulary for basic topics. As an example, students will be able to talk, write, listen and read about their family and immediate environment.

Physical Education:

Students will develop freestyle swimming stroke and make progress in their backstroke floating and swimming. In the striking unit students will built on their previous learned skills in playing small sided games with rackets and bats. Students will explore more various dance techniques with the Julliard dance programme.

Music:

Year 3 will be learning about the musical elements through the genre of film music this term. They will explore how film composers use and combine the musical elements to enhance the on-screen action. Each lesson they will then experience using these ideas to create music to accompany a short film before reflecting on the similarities and difference between their work and the original music.

SCIENCE—Light it Up, Forces and Magnets

During the first half of this term, we will be learning about **Light.** This will involve learning about the different light sources and their uses. The children will also learn about the relationship between light and objects, looking specifically at the difference between opaque, transparent and translucent objects. They will be planning and carrying out a number of different investigations and recording what they have found out through charts, tables and observational drawings. For example, they will investigate whether shadows stay the same size.

How you can support at home:

- Discuss any shadows you see, investigating with your child which light source may have made it and why it is the size it is.
- **Talk to your child about their Science homework and ask them if they can explain the key words (see their diary or the blog).**

In the second part of Term 3, we will be looking at **Forces and Magnets**. The children will investigate how forces are associated with magnets how these are used in objects they encounter in their lives and manufacturing. They will be investigating how magnets work and whether all magnets have the same strength.

Children will also be looking at how forces are made up of a push or a pull that can propel an object or change its direction. They will look at gravity and how it stops us from floating away. Year 3 will also be investigating friction and air resistance and how these factors can slow down moving objects.

They will apply the facts they have learned to create their own vehicle from recycled materials. They will then use their vehicles to test the effects of air resistance and friction before concluding their findings using the scientific vocabulary they have learnt.

How you can support at home:

As with previous topics, if possible, work with your child to recreate the experiments we do in class. The experiments and information on our lessons will be in the weekly newsletters. Other ideas to try at home are:

- Use a magnet at home to find out what materials are attracted to a magnet and discuss with your child how a magnet could be used around the home.
- Look at how we use forces to move objects around the house or when out and about. Encourage children to explain and demonstrate what they have found out in school.

Computing:

This term the students will be using the Tinkercad website to design objects to be 3D printed. They will use their knowledge of mathematical terms to design objects that are structurally sound, and that will serve a purpose. In the true spirit of STEAM we will be crossing paths with other subjects along the 3D printing path, we will also be using true engineering skills by trying and sometimes failing, all the time learning from our failures to create successful prints.

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.