



BRITISH INTERNATIONAL SCHOOL  
HANOI

A NORD ANGLIA EDUCATION SCHOOL

# Curriculum Statement Year 3



Term One  
August - December 2019

# English

This term, Year 3 will be looking at 'Stories with Familiar Settings'. We will:

- Use 'Talk for Writing' to learn and re-tell stories using actions and text maps;
- Imitate and use high-quality vocabulary
- Learn about different stages of a story - beginning, middle and end;
- Discover how to improve our descriptions of characters and settings; and
- Write our own stories based upon our own knowledge and understanding.



In addition, we shall be exploring 'Information texts'. By the end of the unit, they will be able to:

- Perform a non-chronological report using the 'Talk for Writing' model;
- Discover key features of non-chronological reports ;
- Research information on an animal of their choice;
- Plan their writing; and produce a high-quality report on 'Animals found in the rainforest.'

After half term, the children will look at Adventure stories and persuasive texts

- Use the 'Talk for Writing' model to understand the structure and layout of these specific genres
- Imitate and innovate our own stories and texts as a group
- Use features, such as subordinate clauses and adverbs, to add extra information to their stories; and
- Plan, draft write and edit own texts independently

As well as looking at different literacy topics, each week, the children will have specific lessons devoted to phonics, reading, spelling 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. Please take time not to just hear your child read but also to ask questions about the book they are reading. Below are some good questions to ask your child.

[http://www.sir-robert-gefferys.cornwall.sch.uk/client\\_docs/KS2%20Reading%20Questions%20Bookmark.pdf](http://www.sir-robert-gefferys.cornwall.sch.uk/client_docs/KS2%20Reading%20Questions%20Bookmark.pdf)

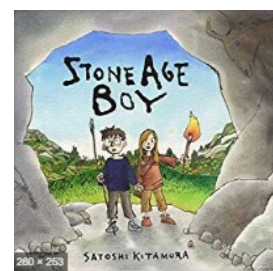
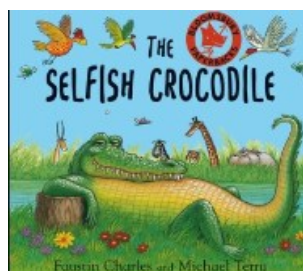
## Related websites/resources:

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

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

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

The Selfish Crocodile Stone Age Boy



## MATHEMATICS

In term 1, these are some of the key skills the children will learn in Mathematics;

### Counting, partitioning and calculating

- Count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given number *e.g. 10 more than 395*
- Compare and order numbers up to 1000
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 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 *e.g. 3 cakes shared between 10 children gives 3/10 each.*

### Addition and subtraction

- Add and subtract numbers mentally, including:
  - ⇒ a three-digit number and ones *e.g. 136 - 7*
  - ⇒ a three-digit number and tens *e.g. 278 + 20*
  - ⇒ a three-digit number and hundreds *e.g. 858 - 300*
  - ⇒ two-digit numbers where the answer could exceed 100 *e.g. 99+18*

### Multiplication and division

- Recall and use multiplication and division facts for the 3 and 4 multiplication tables
- *Develop efficient mental methods, for example, using commutativity e.g.  $2 \times 7 \times 5 = 2 \times 5 \times 7 = 10 \times 7 = 70$*
- *Develop efficient mental methods, for example, using commutativity e.g.  $2 \times 7 \times 5 = 2 \times 5 \times 7 = 10 \times 7 = 70$  and multiplication and division facts to derive related facts e.g. using  $3 \times 2 = 6$ ,  $6 \div 3 = 2$  and  $2 = 6 \div 3$  to derive  $30 \times 2 = 60$ ,  $60 \div 3 = 20$  and  $20 = 60 \div 3$*
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction *e.g. investigate the numbers which could go in the boxes.  $90 = 3 \times \underline{\quad}$*

### Fractions

- 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 *e.g. 3 cakes shared between 10 children gives 3/10 each.*
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators *e.g. find 1/3 of 9 beads, then 2/3 of 9 beads*
- 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*
- Recognise and show, using diagrams, equivalent fractions with small denominators *e.g.  $\frac{1}{2} = \frac{3}{6}$*

### **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:

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

<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/>

This term our first topic is titled:

# Rainforests– Term 1a

Throughout this IPC topic we will cover work in the curriculum areas of Geography, Art and Internationalism. Rainforests once covered 14% of our world's surface. Now they cover less than 5%. Every second, an area of the rainforest the size of a football field is being destroyed. Some scientists believe that, if we lose our rainforests, we might put our whole planet at risk. What will we do to help save the rainforest?

## In Geography, we'll be finding out:

- About where rainforests are in the world
- Which rainforest products we use in our everyday lives
- About the lives of people that live in the rainforest and how they compare with our own
- How and why the rainforest is being destroyed
- Discovering the ways that people are trying to save the rainforest



## In Art, we'll be finding out:

- About rainforest body art and painting our faces in a similar style
- How we can use art to create a rainforest scene

## In International, we'll be finding out:

- How different countries and organisations are helping to save our rainforests.

canopy layer  
climate  
deforestation

emergent layer  
environment  
indigenous people

damage  
forest floor  
habitat

pollution  
tropical  
understory layer

## Key Vocabulary

## 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

Dinosaurs lived millions of years ago – long before people lived on Earth. No one has ever seen a dinosaur so how do we know anything about them? Fossil evidence and dinosaur bones provide our only clues.

Like detectives, we will try to discover what dinosaurs looked like, what they ate and what might have happened to them in the end. Through this topic we will cover work in the curriculum areas of History, Geography, Art and Design Technology

## In History, we'll be finding out:

- About the different time periods when dinosaurs lived
- How to make a time line
- About fossil hunters from around the world
- About different ideas to explain why the dinosaurs died out

## In Geography, we'll be finding out:

- What the Earth looked like millions of years ago
- Where to look for dinosaur bones

## In Art, we'll be finding out:

- About how artists draw dinosaurs
- How to make a sculpture of a dinosaur
- How to make reptile-skin patterns

## In International, we'll be finding out:

- Where dinosaurs have been found
- About the rules of exploration



## Key Vocabulary

Dinosaur  
Plesiosaur  
Triceratops

Pterodactyl  
Stegosaurus  
Jurassic

Velociraptor  
Tyrannosaurus  
Triassic

Fossil  
Paleontologist  
Mesozoic

## Related websites/resources:

- <http://www.kids-dinosaurs.com/dinosaur-facts.html>
- <https://myvocabulary.com/word-list/dinosaurs-vocabulary/>
- 'Why were dinosaurs scary?' by Miles Kelly
- Dinosaurs: A Children's Encyclopaedia, by Dorling Kindersley Ltd.

## Year 3 – VIETNAMESE

### Vietnamese Literacy



During term 1, Year 3 will focus on practicing 4 main skills: Listening, speaking, reading and writing to use in class and daily communication. Children will be able to understand clearly community, nature, people, culture and literacy... through the topics: Friends, Family, School, Community.

In each topic, there are some reading comprehension texts which will be an effectively tool for enhancing students' reading skills.

Beside that, 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.

#### 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:

<https://gamechocon.com>

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

### MFL

The primary MFL lessons for Y3 will be thrilling as they concentrate on being able to recognise and begin to respond to the written form of familiar language. Pronunciation will be reinforced by songs, stories and role plays. By February, students will feel confident to express basic opinions in Spanish in both writing and speaking.

## **SCIENCE:** Let's Plant it! (Term 1a) Rocks: Footprints from the Past (Term 1b)

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)

[www.rocksforkids.com](http://www.rocksforkids.com)

## **COMPUTING**

This term students will be creating inventions using **littleBits** tools and activities. The activity kits will enable, with some guidance, the students to explore and play with electronic building blocks. The students will work in small teams to collaborate and invent fun gadgets.

## **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 students will have the opportunity to learn about a healthy and active lifestyle and coordination, developing basic racket skills, and learn various ways of movement through dance.

## **MUSIC**

Year 3 will continue their musical journey at BIS through the exploration of J.S. Bach's *Suite No.3 in C Major for Cello*, in which they will explore the sound world of a piece written for a solo instrument. Through this, students will focus on the unique timbres, technical capabilities, and expressive possibilities of a range of individual instruments and experiment writing music for some of these. Composition will be at the heart of the project to develop their understanding. They will further develop their keyboard skills playing both as an individual and within pairs and small groups.

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.