

OUR LEARNING JOURNEY

Welcome to Year 3!

We would like to give a brilliant welcome to all our learners and parents, new and existing. We are all very excited about the year ahead, especially the opportunities we have in Year 3 for lots of new and enriching learning.

In line with the value we place on good home and school communication, the curriculum letter is designed to keep you informed of curriculum content and development. This letter provides you with an overview of the curriculum to be covered in Term 1. We value your interest and support from home in all areas of study.

We will be meeting the Term 1 learning targets through these IPC topics: **Brainwave and Footprints from the Past - Jurassic Nexus.**

Over the next **8 weeks** those of us in **Year 3N and 3E** will be following two units of work on themes that focus on '**Before People**' - **Footprints from the Past**. Learners will have the first hand experience of being an **Paleontologist - Dinosaur Detectives!** As a whole school, during the first two weeks of the term, we will focus on '**Brainwave - The Art of Learning**'.

1. IPC learning goals - for each of these subjects are at least as challenging as anything taught in the curriculum in your child's own country. In many cases, the learning goals are more challenging.

2. Personal development - the characteristics which will help learners become more responsible, independent learners.

3. International understanding - which will help learners develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

During this unit, we will be focusing on **History, Geography, Science, Art and International.**

In **History**, we'll be learning about:

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

In **Geography**, we'll be learning about:

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

In **Science**, we'll be learning about:

- What a fossil is and how a fossil is formed
- Different types of rock
- How to make a dinosaur fossil
- How to find out what dinosaurs looked like
- What dinosaurs ate
- How to sort and classify dinosaurs
- The other animals and plants that lived at the same time as the dinosaurs

In **Art**, we'll be learning about:

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

In **International**, we'll be learning about:

- Where dinosaurs have been found
- The rules of exploration

In **Maths**, this term:

Place value:

- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- read and write numbers up to 1000 in numerals and in words
- identify, represent and estimate numbers using different representations
- solve number problems and practical problems involving these ideas

Addition and subtraction

- add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Also 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

Multiplication and division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- 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
- solve problems, including missing number problems, involving multiplication and division

Position of Shape

- identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Fractions

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- compare and order unit fractions, and fractions with the same denominators

In **Language Arts** this term:

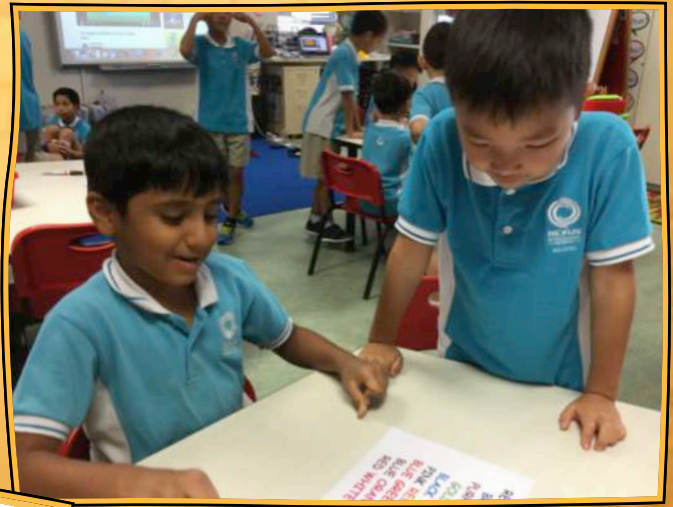
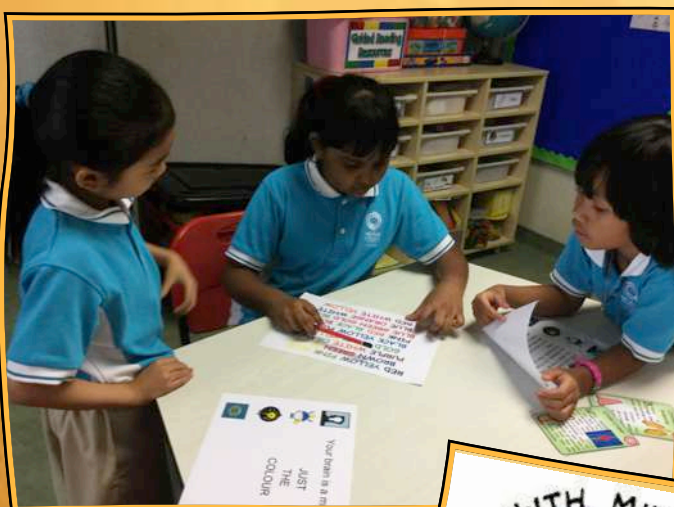
- Write an adventure story using notes made from texts read (Fiction). Will focus on the features of a narrative writing and use the story fountain to plan.
- Information Text (non-fiction) - Locate, read and note relevant information. Decide how to present information and make informed choices by using structures from different text types. Work collaboratively on an ICT-based presentation, which includes different text types.
- Instructions writing (non-fiction)- How to make and play a digital game (IPC Digital Gamers).

In **Language Awareness**, we will be investigating different parts of Language.

We will look at spelling, punctuation including speech marks, use of verbs, tenses, adjectives, adverbs and sentence construction.

Learners will develop their vocabulary through reading and writing.

Learners will also get the opportunity to develop their speaking and listening skills through Drama games, presentations and other speaking and listening activities.



Nexus Neuron - (Our Personal Goals)

Resilience: I keep trying even when things go wrong.

Respect: I know how behaviours can affect how other people feel.

A flexible thinker: I am able to identify my own strengths and weaknesses.

Communication: I am able to share ideas, points of view and learning.

Enquiry: I am able to ask and think about searching questions related to my learning.

Co-operation: I am able to work alongside and in cooperation with others to undertake activities and achieve goals.

Adaptability: I am happy to take on different roles and use different thinking hats.

Principled: I am able to make the right choices.

Rigorous Learner: I enjoy challenging myself.

Internationally minded: I know there are similarities between the people and countries of the world.

In Term 1 our key focus in Y3 will be on:

Respect, Resilience, Adaptability and Cooperation

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking to see how well your child has learned through particular activities and asking children to explain their work, perhaps to you.

We already know the interest you take in your child's work. If you can, please discuss with your child the work they have done as the term progresses and let them teach you.

Encourage your child's interest and curiosity in dinosaurs by looking at books and websites together and talking about them.

If your child has some work to research, please help them, but without actually doing the work. If you have the chance to further their interest in the ideas of this theme please take it, but your enthusiasm and interest is most important.

By the end of the unit, we hope your child has achieved all of the learning targets and have had an enjoyable time in the classroom. We hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch.



Bahasa Integration

Were there dinosaur fossils in Malaysia? That is the question learners will ask and answer in Bahasa Integration this term. No stones will be left unturned for our little paleontologists. Besides researching, they will also be learning keywords about the prehistoric timeline, types of fossils and dinosaur names in the Malay language. They will also be learning how to say comparative adjectives in the targeted language.

In **Bahasa Integration** this term, Learners will enquire: Were there dinosaur fossils in Malaysia? That is the question learners will ask and answer in Bahasa Integration this term. No stones will be left unturned for our little paleontologists. Besides researching, they will also be learning keywords about the prehistoric timeline, types of fossils and dinosaur names in the Malay language. They will also be learning how to say comparative adjectives in the targeted language.

Bahasa Malaysia

ANIMALS AND HABITATS
DRESSING FOR THE WEATHER

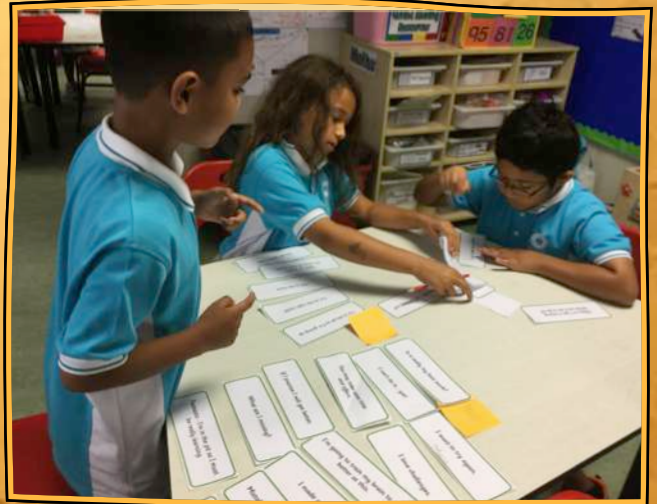
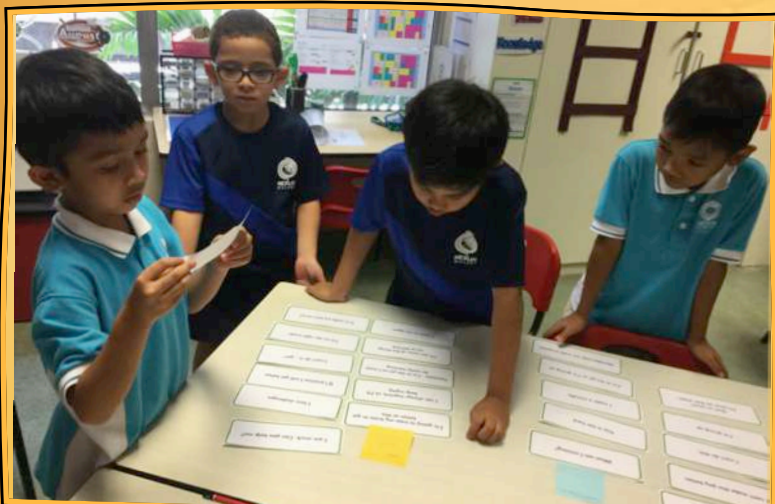
In **Bahasa Malaysia** this term, learners will be learning more about larger numbers, names of different animals found around the world and animal habitats.

They will be learning how to classify animals into different categories. After that, we will be talking about the weather and the types of clothes we put on.

Learners will have fun modelling the clothing they have learned in a fashion show. In grammar, we will be focussing on adjectives and adverbs.

In writing they will be rearranging words in sentences to further familiarise them to the sentence structures.

Comprehensions according to the learner's level will be given to improve reading and enhance understanding.



This term, **Mandarin Foreign Language** learners will focus on two topics:

Animals and Habitats

Dressing for Different Weather

Learners will be learning about names of different animals found around the world and animal habitats. They will be learning how to classify animals into different categories. They will also learn about the different climates and seasons, and name of the clothes. Learners will learn to construct short sentences describing the animals and describing different clothes they wear for different weather. They will learn the Hanyu Pinyin and Chinese characters of the words. They would be able to match sound to print by reading aloud the target words. They will learn to understand and respond to a range of familiar statements and questions of these topics. Learners will be engaged in many individual, pair or group activities such as Simon says, Chinese whisper, explore the Pictograph Chinese characters, show and tell, card games and online activities.

This term, learners of **Spanish** in year 3N and 3E will discover the names (in Spanish) of different animals found around the world as well as their habitats.

Learners will inspect the following topics:

1.1.

Animals

L.I. To be able to recognise, at least, 8 different animals, say and write their names.

S.C. They will be learning how to classify animals into different categories.

Sentence construction with short description of animals

1.2.

Habitats

L.I. To name different types of habitats and classify different animals into habitats.

S.C. Looking at the different types of weather (climates and seasons).

Name of clothes and short description of what they wear for different weather.

Learners will be given the opportunity to:

- Match sound to print by reading aloud the target words.
- Demonstrate understanding and response to a range of familiar statements and questions of these topics.
- Engage in individual, pair and group activities such as Simon says, Chinese whispers, Orchestra director, card games and online activities.

Learning goals covered

Reading

- 2.13 Be able to select suitable reading material.
- 2.14 Be able to read texts written in a range of forms
- 2.15 Be able to make inferences and draw conclusions about the qualities and actions of characters in what they have read.

Language Awareness:

- 2.27 Know the key elements of structures commonly used in writing.
- 2.28 Know the names of a range of parts of speech.
- 2.29 Know the names of a range of punctuation marks.
- 2.32 Be able to recognise and use a range of parts of speech.
- 2.33 Be able to use the conventions of spelling so that familiar words are spelt accurately.
- 2.34 Be able to use a range of punctuation marks.

IPC

Art

- 2.04 Be able to choose materials and techniques which are appropriate for their task (assessed)**
- 2.05 Be able to explain their own work in terms of what they have done and why
- 2.06 Be able to talk about works of art, giving reasons for their opinions

Geography

- 2.02 Know how particular localities have been affected by natural features and processes
- 2.05 Be able to use geographical terms
- 2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities
- 2.09 Be able to use secondary sources to obtain geographical information
- 2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features
- 2.12 Understand how places fit into a wider geographical context

History

- 2.01 Know about the main events, dates and characteristics of the past societies they have studied
- 2.02 Know about the lives of people in those periods
- 2.03 Know about the main similarities and differences between the past societies they have studied
- 2.04 Be able to give some reasons for particular events and changes
- 2.05 Be able to gather information from simple sources (assessed)**
- 2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes
- 2.07 Understand that the past can be considered in terms of different time periods
- 2.08 Understand that the past has been recorded in a variety of different ways

Learning goals covered

International

- 2.01 Know about some of the similarities and differences between the different home countries and between them and the host country
- 2.02 Know about ways in which these similarities and differences affect the lives of people
- 2.03 Be able to identify activities and cultures which are different from but equal to their own

Science

- 2.01a Be able to carry out simple investigations
- 2.01b Be able to prepare a simple investigation which is fair, with one changing factor
- 2.01c Be able to predict the outcome of investigations
- 2.01d Be able to use simple scientific equipment
- 2.01e Be able to test ideas using evidence from observation and measurement
- 2.01f Be able to link evidence to broader scientific knowledge and understanding
- 2.01g Be able to use evidence to draw conclusions
- 2.02 Be able to gather information from simple texts
- 2.03 Understand the importance of collecting scientific evidence
- 2.06 Know about processes and conditions that have an effect on living things
- 2.07 Know about the principles of nutrition, growth, movement and reproduction
- 2.08 Know about the living things that are supported by different environments
- 2.09 Know about ways in which animals and plants are suited to different environments
- 2.13 Know about the function and care of teeth in humans and other animals
- 2.15 Know about the functions of skeletons and muscles in humans and some other animals
- 2.20 Be able to classify animals according to their features

ICT

- 2.01 Know about some applications of ICT and computing in different jobs and work situations
- 2.04 Be able to search effectively, using and evaluating information from a variety of sources
- 2.05 Be able to select and use a range of programs or apps to support and present learning in other subjects



ASSESSMENT FOCUS IN IPC

SKILL:

History

2.04: Be able to give some reasons for particular events and changes

Art

2.04: Be able to choose materials and techniques which are appropriate for their task

KNOWLEDGE:

History

2.01 Know about the main events, dates and characteristics of the past societies they have studied

Science

2.13 Know about the functions of teeth in humans and other animals

UNDERSTAND

History

2.07 Understand that the past can be considered in terms of different time periods

2.08 Understand that the past has been recorded in a variety of different ways

Our website address is <https://sites.google.com/nexus.edu.my/year3/home>

Contact details:

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Inclusion Teacher: Miss Maha tavamany.m@nexus.edu.my,

Reminders

Reminder on birthday invites in school all class/all year group all girls or all the boys
Everyone invited as above or invites should not be given during school time.

Birthday cake - can be brought in if pre-arranged no balloons/gifts, goodie bags etc.

Hat and water bottle each day

Folders - Reading folders and learner dairy brought in every day

On PE days remember to bring in PE kit or swimming kit and school uniform