



## Straits International School. Year 3 Long Term Plan 2018-2019

### Year 3

Subject	Autumn		Spring		Summer	
	1 <sup>st</sup> half term	2 <sup>nd</sup> Half term	1 <sup>st</sup> half term	2 <sup>nd</sup> Half term	1 <sup>st</sup> half term	2 <sup>nd</sup> Half term
<b>English</b>	<p><u>Fiery beginnings – myths, legends about fire</u>  <b>Skills covered:</b> myths; pronouns; legends; paragraphs; joining sentences; fables; making links; editing own fable</p> <p><b>Assessment points:</b> write a fable– wk 2</p> <p><u>Let's have a party – instructional texts</u>  <b>Skills covered:</b> fiction or non-fiction; instructions; write an invitation; party food; lists; games; edit instructions</p> <p><b>Assessment points:</b> write instructions – wk6</p>	<p><u>Green Ship – Fairy tales and Fables</u>  <b>Skills covered:</b> vocabulary; punctuation; inference; reading; paragraphs; sentence structure.</p> <p><b>Assessment points:</b> Produce a short fairy tale as a group - wk 3</p> <p><u>Laughing allowed – jokes and funny poems</u>  <b>Skills covered:</b> wordplay; limericks; calligrams; mnemonics</p> <p><b>Assessment points:</b> write and perform own poem– wk6</p>	<p><u>Letters</u>  <b>Skills covered:</b> letters and postcards; scanning or reading carefully; letter of complaint; apostrophes; all sorts of mail</p> <p><b>Assessment points:</b> write a letter– wk 2            Write and send letter to the UK– wk 4</p>	<p><u>Wonderful World – information texts about places</u>  <b>Skills covered:</b> holidays; in the library; inside a non-fiction book; skimming and scanning; using paragraphs; language features; e-texts;</p> <p><b>Assessment points:</b> write an information text– wk 2</p> <p><u>Dragons and pirates – adventure stories</u>  <b>Skills:</b> adventures; story beginnings; what happens next; character portraits;</p>	<p><u>Ordinary Days – stories about real life</u>  <b>Skills covered:</b> setting the scene; power of words; settings; characters; verbs; dialogue; sequencing events; making improvements to the plan</p> <p><b>Assessment points:</b> Write a story– wk 4</p> <p><u>Poems from around the world</u>  <b>Skills covered:</b> word pictures; hurricane; animal songs; moving like a cat</p> <p><b>Assessment points:</b> write and perform a poem– wk 6</p>	<p><u>See, hear, feel, enjoy – plays and poems about the senses</u>  <b>Skills covered:</b> poem to play script; write a play script; poems and the senses</p> <p><b>Assessment points:</b> publish a poem– wk 4</p> <p><u>Play scripts – link to previous stories</u>  <b>Skills covered:</b> comprehension, speaking and listening; bullet points, brackets, voice and tone.</p> <p><b>Assessment points:</b> Create a short play as a group - wk 6            Act out a short play to KS1 - wk 8</p>



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				chapter headings; setting and dialogue <b>Assessment</b> <b>points:</b> write an adventure story– wk 3		
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<b>Mathematics</b>	<p><u>Unit 1: Number and problem solving</u></p> <p><b>Skills covered:</b> Place value (1). Playing with 10 and 1000. Adding several numbers. Doubling and halving. Number pairs. Multiples.</p> <p><b>Assessment points:</b> Wk 5 – unit test</p> <p><u>Unit 2: Geometry and problem solving</u></p> <p><b>Skills covered:</b> Shapes (2D shapes, 3D shapes, nets of shapes) Symmetry and movement (Symmetry. Maze routes).</p> <p><b>Assessment points:</b> Wk 10 – unit test.</p>	<p><u>Unit 3: Measure and problem solving</u></p> <p><b>Skills covered:</b> Money (RM and sen). Time. Measures.</p> <p><b>Assessment points:</b> Wk 5 (after term break) – unit test</p> <p><b>Revision for Term 1 Unit 1 – 3.</b></p>	<p><u>Unit 4: Number and problem solving</u></p> <p><b>Skills covered:</b> Place value (2). Estimating and rounding. Doubles and halves. Addition and subtraction. More multiples.</p> <p><b>Assessment points:</b> Wk 5 – unit test</p> <p><u>Unit 5: Measure and problem solving</u></p> <p><b>Skills covered:</b> Time (2). Estimating and measuring. Zoo shop and café.</p> <p><b>Assessment points :</b> Wk 8 – unit test</p>	<p><u>Unit 8: Geometry and problem solving</u></p> <p><b>Skills covered:</b> Right angles. Symmetry. Movement.</p> <p><b>Assessment points:</b> Wk 2 (after term break) – unit test</p> <p><u>Unit 6: Handling data and problem solving</u></p> <p><b>Skills covered:</b> Venn diagrams. Tallyin. Pictograms and bar charts</p> <p><b>Assessment points</b> Wk 4 (after term break) – unit test</p>	<p><u>Unit 7: Number and problem solving</u></p> <p><b>Skills covered:</b> Number sense. Fractions. More addition and subtraction. Multiplying and division.</p> <p><b>Assessment points:</b> Wk 4 – unit test</p>	<p><u>Unit 9: Measure and problem solving</u></p> <p><b>Skills covered:</b> Time (3). Money (2). Capacity and length. Weight.</p> <p><b>Assessment points:</b> Wk 10 – unit test</p>
<b>Science</b>	<p><u>Living and growing</u></p> <p><b>Skills covered:</b> Know life processes common to humans and animals include nutrition (water and food), movement, growth and</p>	<p><u>Helping plants grow</u></p> <p><b>Skills covered:</b> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to</p>	<p><u>Characteristics of Materials</u></p> <p><b>Skills covered:</b> Know that every material has specific properties, e.g. hard, soft, shiny.</p>	<p><u>Healthy humans</u></p> <p><b>Skills covered:</b> Know the different food groups. Know what a balanced diet consists of. Know about the effects of</p>	<p><u>Forces and Friction</u></p> <p><b>Skills covered:</b> Explain that friction is a type of force. Know that 'newton' is the unit of measurement.</p>	<p><u>Our Senses</u></p> <p><b>Skills covered:</b> Explore human senses and the ways we use them to learn about our world and how they help us to detect</p>



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	<p>reproduction.</p> <p>Describe differences between living and non-living things using knowledge of life processes.</p> <p>Explore and research exercise and the adequate, varied diet needed to keep healthy.</p> <p>Group living things into properties and describe rationale for groupings.</p> <p><b>Assessment points:</b>            Week 3: exercise investigation            Week 5/6: healthy living project.            Mastery Model</p>	<p>grow) and how they vary from plant to plant            Identify the structure and functions of a flowering plant            Explain photosynthesis            Investigate the way in which water is transported within plants            Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Assessment points:</b>            Week 2: explanation of photosynthesis using key vocab.            Week 5: plant lifecycle poster (incl. method of dispersal).            Mastery Model</p>	<p>Sort materials according to their properties.</p> <p>Explore how some materials are magnetic but many are not.</p> <p>Discuss why materials are chosen for specific purposes on the basis of their properties.</p> <p><b>Assessment points:</b>            Week 2: Sorting materials            Week 4: materials investigation.            Mastery model</p>	<p>not eating a balanced diet. Know how to use teeth and how to care for them            Be able to plan a balanced meal            Be able to make predictions and record data.</p> <p><b>Assessment points:</b>            Week 4 – write instructions on how to make a healthy meal.</p> <p>Week 7 – end of unit Assessment and mastery model.</p>	<p>Use a newton meter accurately.            Design and test some ways of altering friction.</p> <p><b>Assessment points:</b>            Week 2: measuring friction accurately.            Week 5: friction investigation            Mastery Model</p>	<p>things happening outside of the body.</p> <p>Explain what the senses are and the body parts that are needed to utalise them. Sense food by smell and taste, sense light (revise Year 2 and how light travels to the eye), sense sound, sense force (pressure on skin etc).</p> <p><b>Assessment points:</b>            Week 2: identify the senses and the body parts connected with them            Week 5: end of unit assessment – identify senses, the body parts, how and why we use them.            Mastery Model</p>
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<b>Humanities</b>	<p><u>History: How can we re-discover the wonder of Ancient Egypt? (3000BC)</u></p> <p><b>Skills covered:</b>            Know where and when the Egyptians lived            Understand what was important to people during ancient Egyptian times.            Compare the powers of different Egyptian gods.            Explore Tutankhamun's tomb,            Learn about the daily lives of many ancient Egyptian people.            Learn about mummification and Egyptian gods.</p> <p><b>Assessment points:</b>            Narrative w3            Mastery model w6</p>	<p><u>Geography: Why do so many people choose to go to the Australasia for their holidays?</u></p> <p><b>Skills covered:</b>            Use an atlas to find the names of countries.            Identify physical and human features of the area.            Identify climate and explain how latitude can include the landscape and climate.            Explain the difference between weather and climate.            Find out about flights, accommodation and places of interest for tourists.</p> <p><b>Assessment points:</b>            Persuasive letter w3            Tourist Leaflet w5            Mastery Model w6</p>	<p><u>History: Why has Greece always been in the news? (Ancient Greece 3000-150BC)</u></p> <p><b>Skills covered:</b>            Identify when Ancient Greek people lived and order some events from the time.            Describe key facts about the Battle of Marathon and the Trojan War.            Identify Ancient Greek gods and read Greek myths.            Explain how and why the Greek Empire was so successful and explain how the political system worked.            Examine artefacts in order to draw conclusions about what life was like in Ancient Greece</p> <p><b>Assessment points:</b>            Trojan War Newspaper Report w3            Greek Myth W5</p>	<p><u>Geography: What are rivers and why are they important to their city?</u></p> <p><b>Skills covered:</b>            Explain that the water cycle keeps going.            Use a legend to find rivers on a map.            Identify the seas certain rivers flow into. Identify the place in which the source of a river is found.            Compare features of a river at different points along its course. Explain how meanders form.            Describe how waterfalls are formed.            Sort the ways rivers are used into categories.            Identify the advantages and disadvantages of building a dam.</p> <p><b>Assessment points:</b>            Instructions to build</p>	<p><u>History: What is the Shang Dynasty?</u></p> <p><b>Skills covered:</b>            Identify the location of Shang Dynasty on a map of China.            Describe and name some cities and physical features of the land.            Describe the roles of members of Shang society and identify social hierarchy            Explore artefacts.            Explain different ritual elements of the Shang religion and describe how ancestral worship worked.            Describe the processes involved in making bronze, jade and pottery items.            Learn who Fu Hao was and why the discovery of her tomb was significant.</p> <p><b>Assessment points:</b>            Write a biography of</p>	<p><u>Geography: What are the different uses of land?</u></p> <p><b>Skills covered:</b>            identify and explain features found on a sketch map.            compare a sketch map with a published map.            Explain the purpose of symbols on a map.            Use symbols and annotate a map.            Identify and name landmarks.            List ways that land is used in a range of countries.            Compare and contrast rural and urban areas.            Explain why an area is suitable to crop or for livestock farming            Identify and describe ways farming has changed since 1950</p> <p><b>Assessment points:</b>            Persuasive letter – land to be used for livestock. W3            Mastery model w6</p>
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				a dam wk3 Mastery Model wk6	Fu Hao Wk3 Mastery Model wk6	
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<p><b>Computer Science</b></p>	<p><u>E-Safety, Edmodo &amp; The Internet</u></p> <p><b>Skills covered:</b> Staying safe online, Keeping information private, who to ask for help, using the internet safely. know what to do if they feel uncomfortable when communicating online. Identify how they should behave online. Using Edmodo. know how and why online activity leaves a digital footprint.</p> <p><b>Assessment points:</b> Join Edmodo groups Create secure password Create e-safety leaflet/poster.</p> <p>Mastery Model</p>	<p><u>PowerPoint</u></p> <p><b>Skills covered:</b> Create a simple presentation. Create a hyperlink to another slide. Use slide transitions Insert audio and video files Record audio onto a slide Plan a branching story Create simple slide templates Use animations to introduce objects</p> <p><b>Assessment points:</b> Mastery Model Create a presentation on chosen topic</p>	<p><u>j2e - j2e.com</u></p> <p><b>Skills covered:</b> Write an algorithm for a shape. Move blocks into the Scripts Area. Snap blocks together to combine commands Use the repeat command. Combine a range of blocks to achieve a purpose.</p> <p>Use more than one sprite and combine algorithms.</p> <p><b>Assessment points:</b> Mastery Model</p>	<p><u>Leaflets and Documents using Publisher</u></p> <p><b>Skills covered</b> Add and manipulate images and text using a desktop publishing program. Create <b>consistent</b> presentation effects to achieve a particular style in a Desk Top Publisher. Import text and images from different sources.</p> <p>Create different forms of informative text - leaflets / magazines</p> <p><b>Assessment points:</b> Mastery Model Completed photo story</p>	<p><u>Animation using www.abcya.com</u></p> <p><b>Skills covered</b> Explain what is meant by animation. Create a series of linked frames that can be played as a short animation. Control and adjust a time slider to locate a different point in a film clip. Insert images to create a simple stop-motion animation short film clip. Edit and refine images in a stop-motion animation short film clip. Evaluate the good and bad points about some animation software.</p> <p><b>Assessment points:</b> Mastery Model Short animated film</p>	<p><u>Using Google Docs</u></p> <p><b>Skills covered:</b> Use different features of Google Docs to create a shared report. Explore search capabilities and maps.</p> <p>Create a document on Google Drive and share with members of group for collaborative working.</p> <p>Create a shared presentation using Google Drive.</p> <p><b>Assessment points:</b> Mastery Model Completed shared document</p>
<p><b>PSHE/Moral</b></p>	<p><u>Citizenship - Rules and Rights</u></p> <p><b>Skills covered:</b> To learn about the importance of rules and the consequences of not</p>	<p><u>Dealing with difficult situations</u></p> <p><b>Skills covered:</b> To understand that some situations are out of our control.</p>	<p><u>Living in a diverse world</u></p> <p><b>Skills covered:</b> To think about the lives of people living in other places, and people with different values and</p>	<p><u>Helping the environment</u></p> <p><b>Skills covered:</b> To research, discuss and debate topical issues, problems</p>	<p><u>Children's rights</u></p> <p><b>Skills covered:</b> To talk and write about their opinions, and explain their views, on issues that affect</p>	<p><u>Our school community</u></p> <p><b>Skills covered:</b> Helping the community within the school. Being responsible, fair, hardworking, honesty</p>



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	<p>having rules in place. To understand fully the right of the child.</p> <p>To explore the rights of animals and how to care for animals.</p>	<p>To develop strategies for dealing with difficult situations and to learn ways to show empathy and support for others who may be experiencing a difficult situation.</p>	<p>customs; including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p>	<p>and events. To understand some environmental issues affecting the world. To come up with ways to help preserve the environment.</p> <p>To explore how the media presents information.</p>	<p>themselves and society that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p>	<p>and polite within the school community. Show appreciation for the contribution of school staff. Show respect to the school community and visitors. To cooperate in activities within the school. To practice tolerance of differences in school.</p>
<b>Islamic Studies</b>	<p><u>Pillar Of Islam &amp; Iman</u> <b>Pillar of Islam :</b> Zakat : paying an alms (or charity) tax to benefit the poor and the needy</p> <p><b>Pillar of Iman :</b> Belief in Holy Books (Quran)</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Listing the pillar of Islam and pillar of Iman)</p>	<p><u>Angel (Malaikat) in Islam</u></p> <ul style="list-style-type: none"> <li>▪ <b>Maalik:</b> Guardian of Jahannum (Hell-fire), an unwelcome sight, for the unfortunate and wretched dwellers of the eternal fire.</li> <li>▪ <b>Ridwan:</b> Guardian of Paradise, who welcomes the Prophets (alayhum salam) and the righteous who have been blessed by Allah (Subhanahu wa Ta'ala).</li> </ul> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p>	<p><u>Muhammad Becomes a Prophet</u> Contribution of Prophet Muhammad towards humanity</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Write short stories (30 words) the contribution of prophet Muhammad</p>	<p><u>I love Solah</u> Niah for solah zuhur and how to perform</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Memoring niah for solah zuhur</p>	<p><u>Eid Mubarak</u> <u>Sunnah during Eid Mubarak</u> 1- Eat an odd number of dates 2- Take the ritual bath (Ghusl)</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Preparing Eid Mubarak greeting card</p>	<p><u>I obey my Parents</u> Returning the Love and Kindness of Parents</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Write short stories of how the students obey their parents in everyday life (30 words)</p>



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		<p><b>Assessment points:</b> Write and explain of the Angel/ Malaikat</p>				
<b>Bahasa Malaysia</b>	<p><u>Personal and Family Relationships, Hobbies, Ambitions and Future Plans.</u></p> <p><b>Skills covered:</b> Reading short texts Writing simple sentences based on pictures Speaking with coherence</p> <p><b>Assessment points:</b> End of unit test - filling in the blanks, constructing simple sentences based on keywords like love and family.</p>	<p><u>Leisure and Entertainment. Leisure Activities and Sports.</u></p> <p><b>Skills covered:</b> Matching key concepts to the right pictures Creating accurate and coherent sentences Oral presentation</p> <p><b>Assessment points:</b> End of unit test - grammar test and building sentences based on graphic organiser</p>	<p><u>Holidays and Special Occasions. Places and Customs, Food and Culture.</u></p> <p><b>Skills covered:</b> Brainstorming in groups. Group presentation Grammar - kata nama, kata kerja and kata adjektif</p> <p><b>Assessment points:</b> End of unit test - oral presentation about any festival/writing about festivals in Malaysia</p>	<p><u>Holidays and Special Occasions. Places and Customs, Food and Culture.</u></p> <p><b>Skills covered:</b> Reading and writing simple sentences Grammar and vocabulary Group presentation.</p> <p><b>Assessment points:</b> End of unit test, grammar test, comprehension and sentence construction.</p>	<p><u>Natural Disasters.</u></p> <p><b>Skills covered:</b> Analysing newspaper articles Peer sharing Critical reading - short texts Grammar - kata hubung and kata majmuk</p> <p><b>Assessment points:</b> End of unit test - grammar test, comprehension and oral presentation.</p>	<p><u>Weather and Natural Environment.</u></p> <p><b>Skills covered:</b> Writing short paragraphs Proof reading work Grammar revision Oral presentation Mind mapping</p> <p><b>Assessment points:</b> End of unit test - grammar (all). Writing sentences based on pictures/picture talking and mind mapping.</p>
<b>Sejarah</b>	<p><u>Food and Culture</u></p> <p><b>Skills covered:</b> Note taking Presentation Mind mapping Masking festive cards</p> <p><b>Assessment points:</b> Quiz- multiple choice questions.</p>	<p><u>Festivals</u></p> <p><b>Skills covered:</b> Group presentation Peer talking Note taking Mind mapping Analysing video presentation</p> <p><b>Assessment points:</b> Group presentation (any</p>	<p><u>Endangered Species</u></p> <p><b>Skills covered:</b> Research Skills covered Creating endangered species portfolio Classroom discussion</p> <p><b>Assessment points:</b> Individual portfolio (any</p>	<p><u>Endangered Species</u></p> <p><b>Skills covered:</b> Creating graphic organiser on environmentalism Note taking Mind mapping</p> <p><b>Assessment</b></p>	<p><u>Pre-historical Age (Part 1)</u></p> <p><b>Skills covered:</b> Identifying the 3 eras of prehistoric age Compare and contrast the 3 eras lifestyle Note taking Oral presentation</p> <p><b>Assessment points:</b></p>	<p><u>Pre-historical Age (Part 1)</u></p> <p><b>Skills covered:</b> Role play Group presentation Creating poster Classroom discussion Note taking Research Skills covered</p>



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		two festivals).	two endangered species and how they can be saved).	<b>points:</b> Creating leaflets on endangered species to create awareness in society.	Oral presentation (survival during prehistoric age).	<b>Assessment points:</b> quiz
<b>Advanced Mandarin</b>	<p><u>Vegetables</u></p> <p><b>Skills covered:</b> Listening: Distinguish between a full stop or question mark sentences Speaking: Answer the question following the picture Reading: Read the content fluently Writing: Expand sentences</p> <p><b>Assessment points:</b> Week 3: Spelling</p> <p><u>Night Market</u></p> <p><b>Skills covered:</b> Listening: Listen and choose the answer Speaking: Introduce your favourite food in the night market. Reading: Using proper tone to read a short essay Writing: Write colour words</p>	<p><u>Public Facilities</u></p> <p><b>Skills covered:</b> Listening: Listen and point out the public facilities. Speaking: Answer the question according to the public facilities given. Reading: Read the content fluently Writing: Rearrange sentence</p> <p><b>Assessment points:</b> Week 3: Recite a poem</p> <p><u>Water</u></p> <p><b>Skills covered:</b> Listening: Listen and choose the answer Speaking: Discuss about the importance of water. Reading: Using proper tone to read a short essay Writing: Short</p>	<p><u>Ambitions</u></p> <p><b>Skills covered:</b> Listening: Listen and spelling Speaking: Discuss with partner about ambitions. Reading: Read the content with expression. Writing: Make short phrases</p> <p><b>Assessment points:</b> Week 3: Spelling</p> <p><u>Shapes</u></p> <p><b>Skills covered:</b> Listening: Listen and choose the answer Speaking: Introduce shapes. Reading: Using proper tone to read a short essay Writing: write calligraphy words</p> <p><b>Assessment points:</b> Week 7: Spelling with</p>	<p><u>Nature Living</u></p> <p><b>Skills covered:</b> Listening: Listen and choose the answer Speaking: Storytelling using the conjunction word Reading: Using proper tone in the dialogue Writing: Create a short poem</p> <p><b>Assessment points:</b> Week 3: Write a five lines poem</p> <p><u>Birthday celebration</u></p> <p><b>Skills covered:</b> Listening: Listen and choose the answer Speaking: Presentation about a dialogue Reading: Rearrange the informal note</p>	<p><u>Caring</u></p> <p><b>Skills covered:</b> Listening: Listen and choose the answer Speaking: Role play Reading: Rearrange the story Writing: Making sentences</p> <p><b>Assessment points:</b> Week 3: Rearrange the story</p> <p><u>Courtesy</u></p> <p><b>Skills covered:</b> Listening: Spelling Speaking: Express your impression Reading: Rearrange the sentence in a short essay Writing: Write a dialogue according to the picture</p>	<p><u>Art</u></p> <p><b>Skills covered:</b> Listening: Listen and choose the answer Speaking: Storytelling Reading: Fill in the table Writing: Rearrange sentences</p> <p><b>Assessment points:</b> Week 3: Storytelling</p> <p><u>Animals</u></p> <p><b>Skills covered:</b> Listening: Listen and choose the answer Speaking: Praise your friend with three sentences. Reading: Type Chinese phonetic using computer Writing: Change the ending</p> <p><b>Assessment points:</b> Week 6: Write the</p>



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	<p><b>Assessment points:</b> Week 7: rearrange the sentence</p>	<p>sentences about water.</p> <p><b>Assessment points:</b> Week 7: Create poster about water</p>	<p>shapes</p>	<p>Writing: Create an informal note</p> <p><b>Assessment points:</b> Week 7: Write a informal note</p>	<p><b>Assessment points:</b> Week 7: Rearrange the sentence become a short essay</p>	<p>ending</p>
<p><b>Intermediate Mandarin</b></p>	<p><u>Family members</u></p> <p><b>Skills covered:</b> 1. Read aloud and learning new characters 2. Read tough twister</p> <p><b>Assessment points:</b> 1. Spelling test 2. Recite the twister</p>	<p><u>Today's weather</u></p> <p><b>Skills covered:</b> 1. Learn the stroke on character, practice writing it together in class 2. Learn to tell others about how is today's weather</p> <p><b>Assessment points:</b> 1. Writing assignment 2. Telling others the weather in Mandarin</p>	<p><u>My school</u></p> <p><b>Skills covered:</b> 1. Learn different facilities in school 2. Recognize the functions of different building</p> <p><b>Assessment points:</b> 1. Write out the words regarding schools 2. Present work in class.</p>	<p><u>Animals</u></p> <p><b>Skills covered:</b> 1. Learn different animal's name 2. Description of the animals</p> <p><b>Assessment points:</b> 1. Role play 2. Talk about your the pet in class.</p>	<p><u>Favorite meal</u></p> <p><b>Skills covered:</b> 1. Learning food eaten in daily life 2. Speaking practice</p> <p><b>Assessment points:</b> 1. Writing test 2. Presenting work in class</p>	<p><u>Fruits</u></p> <p><b>Skills covered:</b> 1. Learn different kind of fruits. 2. Oral practice</p> <p><b>Assessment points:</b> 1. Write down the food you like 2. Asking others what they like and record down.</p>
<p><b>EAL</b></p>	<p><u>The world around us</u> <u>Travelling, texting, phoning</u> <u>Which one is different?</u></p> <p><b>Skills covered:</b> Differentiate between 'g' and 'j', be familiar with different phrases when calling someone on the phone, Movers speaking practice, make groups of words.</p>	<p><u>Guess who lives here?</u> <u>Seeing differences</u> <u>Our busy holiday</u></p> <p><b>Skills covered:</b> Students discuss their favourite holiday activities, describe a few different pictures, use 'this' and 'these' in writing.</p>	<p><u>About us</u> <u>About me</u> <u>Why is Sally crying?</u></p> <p><b>Skills covered:</b> Identify whether the statements given are correct or wrong, describe their countries and fill in a form with their information.</p>	<p><u>Mary goes shopping</u> <u>Last weekend, last week</u> <u>What did you do then?</u></p> <p><b>Skills covered:</b> Use only/ a lot of/ not much/some/any, do a roleplay of shopping for groceries. Share stories of the</p>	<p><u>What did you do then?</u> <u>What a morning!</u> <u>Could you do it?</u></p> <p><b>Skills covered:</b> Change the verbs given into past tense forms, use suitable phrases and sentences to tell the story of Ben's terrible morning, use could and couldn't to write</p>	<p><u>Mr Must changes his job</u> <u>Playing and working</u> <u>We've got lots of things to do</u></p> <p><b>Skills covered:</b> Classify the sentences given into I like/I have to, answer questions using past simple, Use 'do you' to know more about one</p>



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	<p><b>Assessment points:</b> Movers speaking – choose a different picture for each question and justify your answers.</p>	<p><b>Assessment points:</b> Write sentences by using 'this' and 'these'</p>	<p><b>Assessment points:</b> Write a paragraph about my country</p>	<p>activities that they did last weekend, Use past tense verbs correctly.</p> <p><b>Assessment points:</b> Change verbs forms. Use suitable vocabulary during the role-play</p>	<p>sentences, listen and identify the things that Sam did.</p> <p><b>Assessment points:</b> Write about the things that we do every day.</p>	<p>another's daily routines.</p> <p><b>Assessment points:</b> Speaking - Identify the odd pictures and give reasons for their answers</p>
<b>PE</b>	<p><u>Invasion Games</u></p> <p><u>Football / Basketball</u></p> <p><b>Skills covered:</b> An introduction to: Dribbling / running with the ball Controlling the ball Passing with accuracy</p> <p><b>Assessment points:</b> Demonstrate dribbling and stopping techniques, showing levels of consistency and control</p> <p>Demonstrate passing and receiving techniques, showing levels of consistency and control when kicking and stopping</p>	<p><u>Fitness &amp; Athletics</u></p> <p><b>Skills covered:</b> An introduction to: Throw for distance Jumping for distance Running with speed</p> <p><b>Assessment points:</b> Throw with increasing accuracy and coordination into targets set at different distances</p> <p>Demonstrate a range of throwing actions.</p> <p>Use different techniques, speeds and effort to meet challenges set for running</p>	<p><u>Invasion Games</u></p> <p><u>Netball / Dodgeball</u></p> <p><b>Skills covered:</b> An introduction to: Controlling a ball with both hands Pass a basketball Aiming at a target</p> <p><b>Assessment points:</b> Demonstrate some ability to control the ball showing levels of consistency</p> <p>Be able to pass the ball showing different techniques with levels of consistency.</p> <p><u>Aquatics</u></p>	<p><u>Aquatics</u></p> <p><b>Skills covered:</b> An introduction to: Freestyle with breathing technique Backstroke with arm techniques. Water Safety awareness</p> <p><b>Assessment points:</b> Demonstrate correct technique for Freestyle.</p> <p>Begin to show correct technique for backstroke.</p>	<p><u>Dance &amp; Gymnastics</u></p> <p><u>Dance</u></p> <p><b>Skills covered:</b> An introduction to: develop flexibility, strength, technique, control and balance</p> <p>Perform dances using a range of movement patterns</p> <p><b>Assessment points:</b> To perform basic actions with increased control, co-ordination, fluency and accuracy.</p> <p>To copy, refine, and repeat dance phrases</p>	<p><u>Striking and Fielding</u></p> <p><u>Cricket / Rounders</u></p> <p><b>Skills covered:</b> An introduction to: Throw and catch Striking a ball using a bat Fielding and stopping techniques.</p> <p><b>Assessment points:</b> Demonstrate ability to hit a ball</p> <p>Use throwing and catching skills in fielding games and relays</p> <p>Strike a ball with intent and throw it more</p>



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	the ball	Demonstrate the basic jumps on their own and in combination, showing control at take-off and landing	<p><b>Skills covered:</b> Kicking on front and back Using arms to swim unaided</p> <p><b>Assessment points:</b> Demonstrate ability to float</p> <p>Be able to swim different strokes aided / unaided.</p>	<p><u>Net / Wall Games</u></p> <p><u>Badminton / Volleyball</u></p> <p><b>Skills covered:</b> An introduction to: Serving - Backhand or forearm Correct grip Receiving technique Speed around the court</p> <p><b>Assessment points:</b> Use correct technique to perform a serve</p> <p>Show some ability to receive and return a shuttlecock</p> <p>Demonstrate increased levels of speed and agility when moving around the court.</p>	and dances.  To work collaboratively in small groups	accurately when fielding
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<b>Music</b>	<p><u>Exploring descriptive sounds</u></p> <p><b>Skills covered:</b> Be able to create, perform and analyse short descriptive compositions that combine sounds, movement and words</p> <p><b>Assessment points:</b> Perform animal narrations and mimes.</p>	<p><u>Exploring rhythmic patterns</u></p> <p><b>Skills covered:</b> Develops children's ability to create simple rhythmic patterns</p> <p><b>Assessment points:</b> Perform rhythmically using notation as support.</p>	<p><u>Exploring Arrangements</u></p> <p><b>Skills covered:</b> Recognize and use pentatonic scales</p> <p><b>Assessment points:</b> Create short melodies and accompaniments.</p>	<p><u>Exploring pentatonic scales</u></p> <p><b>Skills covered:</b> Recognise and use pentatonic scales and create short melodies as part of a class performance of a song.</p> <p><b>Assessment points:</b> Perform a song using pentatonic scale.</p>	<p><u>Exploring sound Colors (Rehearsal)</u></p> <p><b>Skills covered:</b> Ability to create, perform and analyse expressive composition.</p> <p><b>Assessment points:</b> Compose layers of music to accompany the picture.</p>	<p><u>Performing</u></p> <p><b>Skills covered:</b> Consolidate the Skills covered learned in production</p> <p><b>Assessment points:</b> Performance for the production</p>
<b>Drama</b>	<p><u>Voice and Movement: Production Preparation</u></p> <p><b>Skills covered:</b> Movement and dance (big/small/use of facial expressions) Voice (varying loud/soft) Articulation Rhythm Spatial awareness Working with props Being a character.</p> <p><b>Assessment points:</b> Responding creatively to story and characters in class.</p>	<p><u>Voice and Movement: Production Rehearsals</u></p> <p><b>Skills covered:</b> Performance professionalism. Spatial awareness Working with props Memorising lines. Being a character. Projection</p> <p><b>Assessment points:</b> Collaborating in rehearsals.  Performance.</p>	<p><u>Scripts</u></p> <p><b>Skills covered:</b> Elements of scripts Directing Characterisation Body language Facial expressions Tone Proxemics Script learning</p> <p><b>Assessment points:</b> Group performance of script extract, focusing on characterisation and delivery.</p>	<p><u>The Drums of Noto Hanto</u></p> <p><b>Skills covered:</b> Improvisation Movement/dance Mime Freeze frames Thought tracking Ritual Questioning in role Working in role Problem solving Storytelling</p> <p><b>Assessment points:</b> Each group creates a plan to prevent</p>	<p><u>The Egyptians and Egyptian Myths</u></p> <p><b>Skills covered:</b> Improvisation Role-play Characterisation Thought tracking Levels: status Sustaining clear fictional settings. Prop and costume design</p> <p><b>Assessment points:</b> Prop and costume design. Whole-class role-play.</p>	<p><u>Fairy Tales and their Moral Messages</u></p> <p><b>Skills covered:</b> Improvisation. Characterisation. Adopting the POV of a fictional character: thought tracking and hot seating. Varying pace for audience engagement. Blocking: spatial awareness.</p> <p><b>Assessment points:</b> Hot seating in-role. Whole-class performance.</p>



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	Participating in learning routine.		Responding to another group's performance by reflecting on the use of elements of drama.	Kenshin from invading.  Performance carousel: Group movement/dance pieces to be performed in a whole-class festival procession.		
<b>Art</b>	<p><u>Portraits</u></p> <p><b>Skills covered:</b> Children make a self-portrait to communicate ideas about themselves. They talk about images of children in drawings, paintings and photographs and artists' self-portraits in order to develop ideas about how they will portray themselves.</p> <p>They investigate a range of drawing materials and techniques and learn how to mix and use colour in a painting. Explore complementary colours.</p> <p><b>Assessment points:</b> Mix and use complementary colours to complete a portrait of a</p>	<p><u>Pop Art</u></p> <p><b>Skills covered:</b> Learn about development of Pop Art and artists associated. Create an original pop-art repetitive portrait based on the work of Andy Warhol. Create portrait in the style of Andy Warhol. Edit and evaluate their work. Use specific vocabulary to describe each others' artwork.</p> <p><b>Assessment points:</b> Create a comic book image in the style of Roy Lichtenstein. Evaluate each other's work and identify the features of Pop Art</p>	<p><u>Famous Artists - J. M. W. Turner</u></p> <p><b>Skills covered:</b> The children will be take in the role of an art critic and critically assess the life and works of Turner. Make observations and sketch skies in his style. To be able to mix different tones of colours using watercolour paints. To extend part of a Turner's painting.</p> <p><b>Assessment points:</b> Create a sketch in the style of Turner. Use terminology learnt to describe each other's work. What does the picture have in common with the style of Turner?</p>	<p><u>Our environment</u></p> <p><b>Skills covered:</b> To collect visual and other information to help them develop ideas. Choose materials and techniques which are appropriate for their task To compare ideas in their own and others' work and say what they think and feel about each others' work.</p> <p><b>Assessment points:</b> Create a collage representing our school environment. Collect materials</p>	<p><u>Portraying relationships</u></p> <p><b>Skills covered:</b> The children will investigate how paintings and photographs that include figures communicate ideas about relationships. Study Leonardo Devinci and his influences.</p> <p><b>Assessment points:</b> Create a double portrait that conveys ideas about themselves and their relationship with another person in their lives. Explain own piece of work.</p>	<p><u>Can buildings speak?</u></p> <p><b>Skills covered:</b> Children explore shape and pattern in buildings. Learn vocabulary of an architect. Visit different buildings and discuss purpose and design choices. How is the building used? How do you behave inside the building and why? Explore shape and pattern on buildings, looking at examples from buildings around the world.</p> <p><b>Assessment points:</b> Design and build own building using clay. Explain use for the building and reasons</p>



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	classmate.	using associated vocabulary.		and images and create a collage representing our school building and grounds.		for design. Use terminology linked to architecture
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