



Straits International School. Year 3 Long Term Plan

Subject	Autumn		Spring		Summer	
	1 st half term	2 nd Half term	1 st half term	2 nd Half term	1 st half term	2 nd Half term
English	<p><u>Let's Have a Party (non-fiction)</u> Skills covered: Read and compare instructional texts; verbs; adverbs, time connectives; organising information Assessment Point: Write instructions for mummification- Week 3</p> <p><u>Poems from Around the World (poems)</u> Skills covered: Read different poems: explore weather and nature; imagery; vocabulary Assessment Point: Write a short poem about thunder- Week 1 Write a Haiku- Week 3</p>	<p><u>Writing to Each Other (non-fiction)</u> Skills covered: Formal and informal language; purpose; audience Assessment Point: Write a letter- Week 3</p> <p><u>Myth and Legend (fiction)</u> Skills covered: Read and identify similarities and differences, character profile, descriptive sentences; setting; plot Assessment Point: Write a new legend about Sinbad- Week 4</p>	<p><u>Bringing Stories Alive (fiction)</u> Skills covered: Read a story; use of punctuation; speech and dialogue Assessment Point: Rewrite a story as a playscript- Week 3</p>	<p><u>Story Writing with Roald Dahl (fiction)</u> Skills covered: Character profiling; storyboard; sentence structure; content; paragraph Assessment Point: Write a narrative based on a Roald Dahl character- Week 4</p> <p><u>Wonderful World (non-fiction)</u> Skills covered: Read different information texts; tense; research and note taking; organising information</p>	<p><u>Going on an adventure (fiction)</u> Skills covered: explore narratives, adventurous vocabulary; sentences structure; plot; setting Assessment Point: Write a book review- Week 2 Write an adventure story- Week 4</p> <p>(possible time for revision)</p>	<p><u>Laughter Allowed (poems)</u> Skills covered: Explore poems; structure; poetic devices Assessment Point: Write a poem Week 3</p> <p><u>Book Study: Green Ship- Fairy tales and Fables</u> Skills covered: vocabulary; punctuation; inference; reading; paragraphs; sentence structure. Assessment points: Retell a story- Week 3</p>



Straits International School. Year 3 Long Term Plan

				Assessment Point: Write an information text- Week 4		
Mathematics	<u>Unit 1: Number and problem solving</u> Skills covered: Numbers to 1000. Addition, subtraction and money. Multiplication and division. Assessment points: Wk 5 – unit test <u>Unit 2: Geometry and measure</u> Skills covered: Shapes (2D shapes, 3D shapes and nets of shapes). Symmetry and movement (Symmetry. Maze routes). Assessment points: Wk 10 – unit test	<u>Unit 3: Statistics and probability</u> Skills covered: Tally chart and frequency table. Assessment points: Wk 5 (after term break) – unit test Revision for Term 1 Unit 1 – 3.	<u>Unit 4: Number and problem solving</u> Skills covered: Fraction of shapes. More addition and subtraction. Assessment points: Wk 5 – unit test <u>Unit 5: Geometry and measure</u> Skills covered: Time (1) and measurement Assessment points : Wk 8 – unit test	<u>Unit 6: Statistics and probability</u> Skills covered: Pictograph. Bar chart. Venn diagram Assessment points: Wk 2 (after term break) – unit test	<u>Unit 7: Number and problem solving</u> Skills covered: More multiplication and division. Fraction (2). Assessment points: Wk 4 – unit test <u>Unit 8: Geometry and measure</u> Skills covered: Time (2). Angles and movement.	<u>Unit 9: Statistics and probability</u> Skills covered: Chance and probability. Assessment points: Wk 10 – unit test



Straits International School. Year 3 Long Term Plan

Science	<p><u>Plants are living things</u></p> <p>Skills covered: Describe differences between things that are living, that were once alive and that have never lived. Describe the function of the major parts of the flowering plant. Know that plants need appropriate conditions, including temperature, light and water, to be healthy. Know that life processes common to plants and animals include nutrition, growth and reproduction.</p> <p>Experiments: How does water move up the plant stem? (Using food colouring)</p> <p>Plant growth- what will happen if there is no light or no water?</p>	<p><u>Mixing materials</u></p> <p>Skills covered: Know that materials can be solids, liquids or gases. Describe how to separate solid/solid mixtures based on the physical properties of the solids. Know that when a solid dissolves in a liquid the solid is still present, and this is an example of mixing. Understand that a mixture contains two or more materials, where the materials can be physically separated. Know that planet Earth is the source of all the materials and that many useful materials, including oil, natural gas and metals, come from or are found in rocks.</p> <p>Experiments:</p>	<p><u>Light and shadows</u></p> <p>Skills covered: Investigate how light can pass through some materials and is blocked by others. Investigate how the size of the shadow is affected by the position of the object and the position of the light source. Collect and record observations and/or measurements in tables and diagrams.</p> <p>Experiments: Shadow experiment. Make shadow puppet. Investigate the size of a shadow.</p> <p>Assessment points: Week 2: Record observations from shadow experiment. Week 4: Record</p>	<p><u>Staying alive</u></p> <p>Skills covered: Identify some of the important organs in humans and describe their functions. Know that life processes common to plants and animals include nutrition, growth, reproduction and movement. Identify the distinguishing features of different groups of animals. Describe and compare how the offspring of different animals grow into adults. Identify and describe simple food chains.</p> <p>Experiments: Exercise and heart rate</p>	<p><u>Forces and magnets</u></p> <p>Skills covered: Know that forces can be measured with a forcemeter. Know that gravity on Earth is a force that pulls towards the centre of the Earth. Know that friction is a force created between surfaces when they move against each other and it makes this movement harder. Describe how magnets interact when near each other. Describe how some materials are magnetic.</p> <p>Experiments: Investigate friction using different surfaces.</p>	<p><u>The Earth and the Moon</u></p> <p>Skills covered: Describe the Earth, Sun and Moon. Describe the regular change in the position and appearance of the Moon. Use secondary information sources to research an answer to questions.</p> <p>Experiments: Model gravity using a piece of clay and pull and push forces. Modelling the Moon's orbit.</p> <p>Assessment points: Week 2/3: Make a Moon diary.</p>
----------------	--	--	---	---	--	--



Straits International School. Year 3 Long Term Plan

	<p>Assessment points: Week 2: Explanation of photosynthesis using key vocab.</p> <p>Week 5: Plant lifecycle poster. Week 6: End of unit Assessment and mastery model.</p>	<p>Separate a mixture of sand, rice and paperclips.</p> <p>Dissolving experiment (salt and water).</p> <p>Assessment points: Week 2: Make predictions and record observations of dissolving experiment. Week 4: Design a reusable object. Week 6: End of unit Assessment and mastery model. Week 5: plant lifecycle poster (incl. method of dispersal). Mastery Model</p>	<p>objects around the school that are transparent.</p> <p>Week 6: End of unit Assessment and mastery model.</p>	<p>experiment.</p> <p>Make a fossil dig.</p> <p>Assessment points: Week 2: Draw the life cycle of a frog and explain changes. Week 3: Draw a simple food chain. Week 5: End of unit Assessment with mastery model.</p>	<p>Test the strength of a magnet.</p> <p>Investigate poles.</p> <p>Assessment points: Week 2: Do heavier objects fall faster? (Make predictions about gravity). Week 4: Make predictions about magnetic materials. Week 6: End of unit Assessment with mastery model.</p>	<p>Week 4: Research an astronaut. Week 6: End of unit Assessment with mastery model.</p>
--	--	--	---	---	--	--



Straits International School. Year 3 Long Term Plan

Humanities	<p><u>History: How can we re-discover the wonder of Ancient Egypt? (3000BC)</u></p> <p>Skills covered: 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>Assessment points: 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>Skills covered: 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>Assessment points: 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>Skills covered: 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 artifacts in order to draw conclusions about what life was like in Ancient Greece</p> <p>Assessment points: 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>Skills covered: 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><u>History: What is the Shang Dynasty?</u></p> <p>Skills covered: 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><u>Geography: What are the different uses of land?</u></p> <p>Skills covered: 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>Assessment points: Persuasive letter – land to be used for livestock. W3 Mastery model w6</p>
-------------------	--	---	---	--	--	--



Straits International School. Year 3 Long Term Plan

				Assessment points: Instructions to build a dam wk3 Mastery Model wk6	Assessment points: Write a biography of Fu Hao Wk3 Mastery Model wk6	
Computer Science	<u>E-Safety, Google Classroom & The Internet</u> Skills covered: 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 Google Classroom and to know how and why online activity leaves a digital footprint. Assessment points: Join Google classroom groups Create secure password Create an e-safety leaflet/poster. Mastery Model	<u>PowerPoint</u> Skills covered: 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 Assessment points: Mastery Model Create a presentation on chosen topic	<u>i2e - i2e.com</u> Skills covered: 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. Use more than one sprite and combine algorithms. Assessment points: Mastery Model	<u>Leaflets and Documents using Publisher</u> Skills covered Add and manipulate images and text using a desktop publishing program. Create consistent presentation effects to achieve a particular style in a Desktop Publisher. Import text and images from different sources. Create different forms of informative text - leaflets / magazines Assessment points: Mastery Model Completed photo story	<u>Animation using www.abcya.com</u> Skills covered 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. Assessment points:	<u>Using Google Docs</u> Skills covered: Use different features of Google Docs to create a shared report. Explore search capabilities and maps. Create a document on Google Drive and share with members of the group for collaborative working. Create a shared presentation using Google Drive. Assessment points: Mastery Model Completed shared document



Straits International School. Year 3 Long Term Plan

					Mastery Model Short animated film	
PSHE/Moral	<u>Citizenship - Rules and Rights</u> Skills covered: To learn about the importance of rules and the consequences of not having rules in place. To understand fully the rights of the child. To talk and write about their opinions, and explain their views, on issues that affect themselves and society.	<u>Children's rights</u> Skills covered: To understand 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. Helping the community within the school. Being responsible, fair, hardworking, honest, respectful and polite within the school community.	<u>Helping the environment</u> Skills covered: To research, discuss and debate topical issues, problems and events. To understand some environmental issues affecting the world. To come up with ways to help preserve the environment.		<u>Living in a diverse world</u> Skills covered: To think about the lives of people living in other places, and people with different values and customs; including cultural, ethnic, racial and religious diversity, gender and disability. To recognise what makes us unique. To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.	
Islamic Studies	<u>Pillar Of Islam & Iman</u> Pillar of Islam : Zakat : paying an alms (or charity) tax to benefit the poor and the needy Pillar of Iman : Belief in Holy Books (Quran) Skills covered:	<u>Angel (Malaikat) in Islam</u> <ul style="list-style-type: none"> ▪ Maalik: Guardian of Jahannum (Hell-fire), an unwelcome sight, for the unfortunate and wretched dwellers of the eternal fire. ▪ Ridwan: Guardian of Paradise, who 	<u>Muhammad Becomes a Prophet</u> Contribution of Prophet Muhammad towards humanity Skills covered: Thinking, reading, writing, listening, speaking	<u>I love Solah</u> Niah for solah zuhur and how to perform Skills covered: Thinking, reading, writing, listening, speaking	<u>Eid Mubarak</u> <u>Sunnah during Eid Mubarak</u> 1- Eat an odd number of dates 2- Take the ritual bath (Ghusl)	<u>I obey my Parents</u> Returning the Love and Kindness of Parents Skills covered: Thinking, reading, writing, listening, speaking



Straits International School. Year 3 Long Term Plan

	<p>Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Listing the pillar of Islam and pillar of Iman)</p>	<p>welcomes the Prophets (alayhum salam) and the righteous who have been blessed by Allah (Subhanahu wa Ta'ala).</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Write and explain of the Angel/ Malaikat</p>	<p>Assessment points: Write short stories (30 words) the contribution of prophet Muhammad</p>	<p>Assessment points: Memoring niah for salah zuhur</p>	<p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Preparing Eid Mubarak greeting card</p>	<p>Assessment points: Write short stories of how the students obey their parents in everyday life (30 words)</p>
<p>Bahasa Malaysia</p>	<p><u>Personal and Family Relationships, Hobbies, Ambitions and Future Plans.</u></p> <p>Skills covered: Reading short texts Writing simple sentences based on pictures Speaking with coherence</p> <p>Assessment points: 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>Skills covered: Matching key concepts to the right pictures Creating accurate and coherent sentences Oral presentation</p> <p>Assessment points: 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>Skills covered: Brainstorming in groups. Group presentation Grammar - kata nama, kata kerja and kata adjektif</p> <p>Assessment points: End of unit test - oral presentation about any</p>	<p><u>Holidays and Special Occasions. Places and Customs. Food and Culture.</u></p> <p>Skills covered: Reading and writing simple sentences Grammar and vocabulary Group presentation.</p> <p>Assessment points: End of unit test, grammar test, comprehension and</p>	<p><u>Natural Disasters.</u></p> <p>Skills covered: Analysing newspaper articles Peer sharing Critical reading - short texts Grammar - kata hubung and kata majmuk</p> <p>Assessment points: End of unit test - grammar test, comprehension and oral presentation.</p>	<p><u>Weather and Natural Environment.</u></p> <p>Skills covered: Writing short paragraphs Proof reading work Grammar revision Oral presentation Mind mapping</p> <p>Assessment points: End of unit test - grammar (all). Writing sentences based on pictures/picture talking and mind mapping.</p>



Straits International School. Year 3 Long Term Plan

			festival/writing about festivals in Malaysia	sentence construction.		
Sejarah	<u>Food and Culture</u> Skills covered: Note taking Presentation Mind mapping Masking festive cards Assessment points: Quiz- multiple choice questions.	<u>Festivals</u> Skills covered: Group presentation Peer talking Note taking Mind mapping Analysing video presentation Assessment points: Group presentation (any two festivals).	<u>Endangered Species</u> Skills covered: Research Skills covered Creating endangered species portfolio Classroom discussion Assessment points: Individual portfolio (any two endangered species and how they can be saved).	<u>Endangered Species</u> Skills covered: Creating graphic organsier on environmentalism Note taking Mind mapping Assessment points: Creating leaflets on endangered species to create awareness in society.	<u>Pre-historical Age (Part 1)</u> Skills covered: Identifying the 3 eras of prehistoric age Compare and contrast the 3 eras lifestyle Note taking Oral presentation Assessment points: Oral presentation (survival during prehistoric age).	<u>Pre-historical Age (Part 1)</u> Skills covered: Role play Group presentation Creating poster Classroom discussion Note taking Research Skills covered Assessment points: quiz
Advanced Mandarin	<u>Vegetables</u> Skills covered: 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	<u>Public Facilities</u> Skills covered: Listening: Listen and point out the public facilities. Speaking: Answer the question according to the public facilities given. Reading: Read the content fluently	<u>Ambitions</u> Skills covered: Listening: Listen and spelling Speaking: Discuss with partner about ambitions. Reading: Read the content with expression. Writing: Make short phrases Assessment points:	<u>Nature Living</u> Skills covered: Listening: Listen and choose the answer Speaking: Storytelling using the conjunction word Reading: Using proper tone in the dialogue	<u>Caring</u> Skills covered: Listening: Listen and choose the answer Speaking: Role play Reading: Rearrange the story Writing: Making sentences	<u>Art</u> Skills covered: Listening: Listen and choose the answer Speaking: Storytelling Reading: Fill in the table Writing: Rearrange sentences Assessment points: Week 3: Storytelling



Straits International School. Year 3 Long Term Plan

	<p>Assessment points: Week 3: Spelling</p> <p><u>Night Market</u></p> <p>Skills covered: 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>Assessment points: Week 7: rearrange the sentence</p>	<p>Writing: Rearrange sentence</p> <p>Assessment points: Week 3: Recite a poem</p> <p><u>Water</u></p> <p>Skills covered: Listening: Listen and choose the answer Speaking: Discuss about the importance of water. Reading: Using proper tone to read a short essay Writing: Short sentences about water.</p> <p>Assessment points: Week 7: Create poster about water</p>	<p>Week 3: Spelling</p> <p><u>Shapes</u></p> <p>Skills covered: Listening: Listen and choose the answer Speaking: Introduce shapes. Reading: Using proper tone to read a short essay Writing: write calligraphy words</p> <p>Assessment points: Week 7: Spelling with shapes</p>	<p>Writing: Create a short poem</p> <p>Assessment points: Week 3: Write a five lines poem</p> <p><u>Birthday celebration</u></p> <p>Skills covered: Listening: Listen and choose the answer Speaking: Presentation about a dialogue Reading: Rearrange the informal note Writing: Create an informal note</p> <p>Assessment points: Week 7: Write a informal note</p>	<p>Assessment points: Week 3: Rearrange the story</p> <p><u>Courtesy</u></p> <p>Skills covered: Listening: Spelling Speaking: Express your impression Reading: Rearrange the sentence in a short essay Writing: Write a dialogue according to the picture</p> <p>Assessment points: Week 7: Rearrange the sentence become a short essay</p>	<p><u>Animals</u></p> <p>Skills covered: 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>Assessment points: Week 6: Write the ending</p>
--	--	--	--	--	--	---



Straits International School. Year 3 Long Term Plan

Intermediate Mandarin	<p><u>Languages</u> <u>Opposites</u></p> <p>Skills covered: 1. Read aloud the vocabulary on opposite 2. Read out the vocabulary on languages</p> <p>Assessment points: 1. Writing out the opposite 2. Tell the classmate about yourself</p>	<p><u>School facilities</u> <u>Classroom languages</u></p> <p>Skills covered: 1. Learn to differentiate the school facilities 2. Explain the use of school facilities</p> <p>Assessment points: 1. Writing assignment 2. Tell what you know about school facilities</p>	<p><u>Time</u> <u>Things in my room</u></p> <p>Skills covered: 1. Oral practice- learn to tell body part 2. Tell the time</p> <p>Assessment points: 1. Write out the subjects you learn 2. Questions an answer on things in my room</p>	<p><u>Action words</u> <u>Daily routine</u></p> <p>Skills covered: 1. Learn verbs and action words 2. Explain your daily routine</p> <p>Assessment points: 1. Oral speaking 2. Introduce your daily timetable</p>	<p><u>Food</u> <u>Meals</u></p> <p>Skills covered: 1. Learning food 2. Tell the time</p> <p>Assessment points: 1. Writing test 2. Presenting work in class</p>	<p><u>Transportation</u> <u>Hobbies</u></p> <p>Skills covered: 1. Learning types of transportation in air, land and sea 2. Oral practice – presentation on hobbies</p>
EAL	<p><u>The world around us</u> <u>Travelling, texting, phoning</u> <u>Which one is different?</u></p> <p>Skills covered: 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>Assessment points: Movers speaking – choose a different picture</p>	<p><u>Guess who lives here?</u> <u>Seeing differences</u> <u>Our busy holiday</u></p> <p>Skills covered: Students discuss their favourite holiday activities, describe a few different pictures, use 'this' and 'these' in writing.</p> <p>Assessment points: Write sentences by using 'this' and 'these'</p>	<p><u>About us</u> <u>About me</u> <u>Why is Sally crying?</u></p> <p>Skills covered: Identify whether the statements given are correct or wrong, describe their countries and fill in a form with their information.</p> <p>Assessment points: Write a paragraph about my country</p>	<p><u>Mary goes shopping</u> <u>Last weekend, last week</u> <u>What did you do then?</u></p> <p>Skills covered: Use only/ a lot of/ not much/some/any, do a roleplay of shopping for groceries. Share stories of the activities that they did last weekend, Use past</p>	<p><u>What did you do then?</u> <u>What a morning!</u> <u>Could you do it?</u></p> <p>Skills covered: 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 sentences, listen and identify the things that Sam did.</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>Skills covered: Classify the sentences given into I like/I have to, answer questions using past simple, Use 'do you' to know more about one another's daily routines.</p> <p>Assessment points:</p>



Straits International School. Year 3 Long Term Plan

	for each question and justify your answers.			tense verbs correctly. Assessment points: Change verbs forms. Use suitable vocabulary during the role-play	Assessment points: Write about the things that we do every day.	Speaking - Identify the odd pictures and give reasons for their answers
PE	<p><u>Invasion Games</u></p> <p>Football / Basketball</p> <p>Skills covered: An introduction to: Dribbling / running with the ball Controlling the ball Passing with accuracy</p> <p>Assessment points: 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 the ball</p>	<p><u>Fitness & Athletics</u></p> <p>Skills covered: An introduction to: Throw for distance Jumping for distance Running with speed</p> <p>Assessment points: 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>Netball / Dodgeball</p> <p>Skills covered: An introduction to: Controlling a ball with both hands Pass a basketball Aiming at a target</p> <p>Assessment points: 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>Skills covered: An introduction to: Freestyle with breathing technique Backstroke with arm techniques. Water Safety awareness</p> <p>Assessment points: Demonstrate correct technique for Freestyle.</p> <p>Begin to show correct technique for backstroke.</p> <p><u>Net / Wall Games</u></p>	<p><u>Dance & Gymnastics</u></p> <p>Dance</p> <p>Skills covered: An introduction to: develop flexibility, strength, technique, control and balance</p> <p>Perform dances using a range of movement patterns</p> <p>Assessment points: To perform basic actions with increased control, co-ordination, fluency and accuracy.</p> <p>To copy, refine, and repeat dance phrases and dances.</p>	<p><u>Striking and Fielding</u></p> <p>Cricket / Rounders</p> <p>Skills covered: An introduction to: Throw and catch Striking a ball using a bat Fielding and stopping techniques.</p> <p>Assessment points: 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>



Straits International School. Year 3 Long Term Plan

		<p>Demonstrate the basic jumps on their own and in combination, showing control at take-off and landing</p>	<p>Skills covered: Kicking on front and back Using arms to swim unaided</p> <p>Assessment points: Demonstrate ability to float</p> <p>Be able to swim different strokes aided / unaided.</p>	<p><u>Badminton / Volleyball</u></p> <p>Skills covered: An introduction to: Serving - Backhand or forearm Correct grip Receiving technique Speed around the court</p> <p>Assessment points: 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>	<p>To work collaboratively in small groups</p>	<p>accurately when fielding</p>
--	--	---	--	--	--	---------------------------------



Straits International School. Year 3 Long Term Plan

Music	<p><u>Production Preparation</u></p> <p>Skills covered: Be able to use voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of recorded music</p> <p>Assessment points: Sing with a sense of shape of the melody.</p>	<p><u>Production Preparation</u></p> <p>Skills covered: Be able to use voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of recorded music</p> <p>Assessment points: Performance for the production</p>	<p><u>Rhythm Cup Exploration</u></p> <p>Skills covered: As part of a group, create a piece of music using only percussion • Maintain their rhythm while others are playing a different one • Perform as part of a group (percussion instruments)</p> <p>Assessment points: Be able to keep to a steady rhythm, firstly with a body part and then with an instrument</p>	<p><u>Body Percussion</u></p> <p>Skills covered: Learn of the connection of body percussion to our musical history, ie.,Hambone, Juba, tap dance.</p> <p>Assessment points: Rehearse and perform these rhythms in groups and as solos.</p>	<p><u>Orchestration – Balinese Gamelan</u></p> <p>Skills covered: To be able to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus .</p> <p>Assessment points: play and perform in solo and ensemble contexts,</p>	<p><u>Ensemble performance</u></p> <p>Skills covered: play tuned and untuned instruments musically experiment with, create, select and combine sounds</p> <p>Assessment points: Perform a song with class demonstrating all the skills listed above.</p>
Drama	<p><u>Words and Actions: Situational Storymaking and Performance</u></p> <p>Skills Covered: Creating original stories following traditional story structure</p> <p>Role playing character types</p>	<p><u>Words and Actions: Storymaking with Pantomimes</u></p> <p>Skills Covered: Understanding how to read emotion and listening to instructions/cues</p> <p>The use of body and movements to convey emotion and meaning</p>	<p><u>Scripts: Develop storylines and plots by genre</u></p> <p>Skills Covered: Elements of scripts Directing Characterisation Body language Facial expressions Tone Proxemics Script learning</p>	<p><u>Intercultural drama: The Drums of Noto Hanto, the Chinese and Egyptian Cinderella, Warriors of Africa, Queens of India</u></p> <p>Skills Covered: Improvisation Movement/dance Mime Freeze frames Thought tracking</p>	<p><u>The Egyptians and Egyptian Myths</u></p> <p>Skills Covered: Improvisation Role-play Characterisation Thought tracking Levels: status Sustaining clear fictional settings. Prop and costume design</p>	<p><u>Fairy Tales and their Moral Messages: The Enormous Turnip, Hansel and Gretel, and Rapunzel</u></p> <p>Skills covered: Improvisation Characterisation Adopting the point-of-view of a fictional character: thought tracking and hot seating</p>



Straits International School. Year 3 Long Term Plan

	<p>Assessment Points: Responding creatively to stories and characters in class.</p> <p>Participating in a learning routine.</p>	<p>Assessment Points: Collaborating in rehearsals online/class groups</p> <p>Class performance</p>	<p>Assessment Points: Group performance of script extract, focusing on characterisation and delivery</p> <p>Responding to another group's performance by reflecting on the use of elements of drama</p>	<p>Ritual Questioning in role Working in role Problem solving Storytelling</p> <p>Assessment Points: Each group creates cultural depictions of mainstream dramatic literature and characters</p>	<p>Assessment Points: Prop and costume design</p> <p>Whole-class role-play</p>	<p>Varying pace for audience engagement Blocking: spatial awareness</p> <p>Assessment Points: Hot seating in-role</p> <p>Whole-class performance</p>
Art	<p><u>Portraits</u></p> <p>Skills covered: 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</p>	<p><u>Pop Art</u></p> <p>Skills covered: Learn about development of Pop Art and artists associated. Create an original pop-art repetitive portrait based on the work of Andy Warhol. Create portraits</p>	<p><u>Famous Artists - J. M. W. Turner</u></p> <p>Skills covered: 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.</p>	<p><u>Our environment</u></p> <p>Skills covered: To collect visual and other information to help them develop ideas. Choose materials and techniques which are</p>	<p><u>Portraying relationships</u></p> <p>Skills covered: The children will investigate how paintings and photographs that include figures communicate ideas about relationships.</p>	<p><u>Can buildings speak?</u></p> <p>Skills covered: Children explore shape and pattern in buildings. Learn vocabulary of an architect. Visit different buildings and discuss purpose and design choices. How is the</p>



Straits International School. Year 3 Long Term Plan

	<p>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>Assessment points: Mix and use complementary colours to complete a portrait of a classmate.</p>	<p>in the style of Andy Warhol. Edit and evaluate their work. Use specific vocabulary to describe each others' artwork.</p> <p>Assessment points: Create a comic book image in the style of Roy Lichtenstein. Evaluate each other's work and identify the features of Pop Art using associated vocabulary.</p>	<p>To be able to mix different tones of colours using watercolour paints. To extend part of a Turner's painting.</p> <p>Assessment points: 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>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>Assessment points: Create a collage representing our school environment. Collect materials and images and create a collage representing our school building and grounds.</p>	<p>Study Leonardo Devinci and his influences.</p> <p>Assessment points: 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>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>Assessment points: Design and build own building using clay. Explain use for the building and reasons for design. Use terminology linked to architecture</p>
--	---	---	--	---	---	--