



2024-2025

# YEAR 3 CURRICULUM HANDBOOK





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**Lanna Student Profile**

# WELCOME MESSAGE

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## Ms Sarah Reynolds

Deputy Head of School and Primary Principal



On behalf of the staff, children and parents, I would like to welcome you to Lanna International School. As a member of staff, you are joining a team committed to our school motto of 'Academic Excellence. Caring Community.'

Lanna International School has been educating the local community since 1993 and was founded by Paul DeMuth and Khun Surin. Sadly, Paul passed away before the opening of Lanna International School, yet Khun Surin and her family have worked tirelessly to build the school and its reputation over the years.

The school has grown quickly and in 2018 Primary moved into the Hang Dong campus. Currently we have 468 students from 17 different nationalities in Primary with 23 classes, 4 in Year 1,2 and 3 and 3 classes from Years 4 to 6. We also have a class of AEP students. Next year, we will have 25 classes as we plan on opening 3 new classes in August 24/25. We are growing our staff to nearly 70 members in the Primary department and over 180 across the three different departments (Early Years, Primary and Secondary) It is an exciting time to be joining the school as we are ONE SCHOOL, ONE CAMPUS! We welcome you wholeheartedly to the school. Integral to our success is our international, diverse, and talented community – a community which you have now strengthened.

I hope you will find in this community kindred spirits who share your desire to gain new knowledge and ideas, and who will support you to develop your skills and pursue work that interests you. Above all, I wish you every success and hope, like me, you will find Lanna International School an inspiring place to grow and learn.

With best wishes



Sarah Reynolds  
Deputy Head and EY/Primary Principal





# ABOUT PRIMARY



Lanna International Primary School (ages 5 -11) builds on the foundations of our Early Years programme, with an emphasis on the development of the whole child: supporting the social and intellectual development of each student. Encompassing a wide range of academic and extra-curricular opportunities, Lanna Primary brings out the best of each child with small class sizes, experienced and dedicated teachers, and virtually non-existent discipline problems. Lanna students truly enjoy going to school!

The curriculum in Lanna International Primary School is based on the National Curriculum of England and taught through both the Cambridge Primary Curriculum for English, and Mathematics and the theme-based, cross-curricular International Primary Curriculum.

Lanna International Primary School recognises that English and Mathematics are core subjects and form the foundation for lifelong learning. Our qualified international teachers, adapt the Cambridge Primary Curriculum which aligns with the learning objectives as set in the UK National Curriculum. In each of these curriculum areas, every child is valued and receives positive encouragement to develop their skills. Where appropriate we ensure that lessons are multi-sensory and interactive and therefore encourage the development of well-rounded learners.

We have also adopted the International Primary Curriculum (IPC) approach to augment the solid academic framework of the National Curriculum, recognising that our students come from a wide variety of international and cultural backgrounds and that the pace of change in the world in which they are growing up is fast.

To address the challenges that this entails the IPC curriculum was developed to prepare children to be independent 21st-century learners; experienced and equipped to work in cooperation with others, see connections between different subject matters, and be motivated to ask questions and seek answers using a variety of approaches. Linking subjects means that children can make different connections in their learning. The more connections the brain can make, the more effectively a child can learn.

# OUR MISSION AND VISION

## Our Vision Statement

We aim to provide academic excellence within a caring community.

## Our Vision Statement

We follow a broad British curriculum and seek to enable our students to achieve their full potential and become creative, responsible and successful citizens

## Why should you choose Lanna?



British education has rightly earned a reputation for academic excellence, traditional values and sportsmanship.

The British education system is more academically rigorous than most other systems. If enrolled at LANNA, your child will be educated to a high academic standard, which in turn will open up opportunities to study at some of the best universities in the world. In recent years LANNA students have gone on to study at universities all over the world. LANNA is not just about scholastic achievement and tradition. It is also about what is on offer outside the classroom. LANNA is a particularly busy and vibrant school with flourishing sports and co-curricular activities. You can read all about them in the co-curricular section of this website.



### The LANNA Advantage

- Graduates attending top universities worldwide.
- Widest range of A Levels and IGCSE in Chiang Mai.
- Proven track record of IGCSEs, A Level, SAT, IELTS, TOEFL success
- Primary high ISA success
- Class sizes are small with an average class size in Y12/13 of just 6 students.
- LANNA athletes participate in a wide range of inter-school sports events. LANNA sends teams every school year to over 30 local and international tournaments in Thailand, to compete against schools from across the country, as well as from Myanmar, Malaysia, China, Singapore and Australia.
- LANNA provides many stimulating opportunities for students to explore and enhance their individuality, creativity and teamwork through drama and music.
- Leadership and teamwork are continually developed through timetabled Leadership Programmes as well as a full range of extra curricular activities and experiential learning.
- Extra support to students including; teacher mentors, academic tutorials, student tutors, study groups and individual tuition.
- All teaching staff have ongoing programmes of professional development in order to stay at the forefront of their subject specialisation
- 30 years of experience
- A Cambridge, WASC, IEYC/IPC , FOBISIA and EARCOS school



# OUR SCHOOLWIDE LEARNER OUTCOMES



At Lanna, our students will be:

## EXPLORERS & LEARNERS

- Think critically and creatively in solving problems, evaluating information and making decisions.
- Work individually and cooperatively in exploring and sharing ideas, setting priorities and reaching goals.
- Use a variety of appropriate resources, including information technology, to obtain information for academic and personal use.
- Participate in educational and extra-curricular activities within Lanna's culturally diverse school community.



## COMMUNICATORS

- Communicate effectively and clearly, verbally and in writing, and be able to represent information and ideas visually.
- Become proficient users of spoken and written English for social and academic purposes and for self-expression.



## GLOBAL CITIZENS

- Demonstrate awareness and sensitivity with respect to their own and others' cultures and abilities.
- Become responsible global citizens, recognizing how the actions of individuals and society have consequences.



## CONFIDENT & HEALTHY INDIVIDUALS

- Demonstrate self-esteem, self-reliance and integrity grounded in knowledge and understanding of self and others.
- Value and appreciate the importance of nutrition, physical fitness, personal health and well-being.

# MEET THE YEAR 3 TEAM

## Ms Sascha

### Year Three Year Group Leader-Elephant Class

I am originally from the UK, and have spent much of my life travelling as much as I can. I've been living in Chiang Mai for the last two years, although I intended it to be only one, I have definitely fallen in love with Thailand and its people. I've been a teacher for five years, qualifying in the UK with my postgraduate. I love sharing my enthusiasm for learning with my classes and I am consistently surprised with how much I learn on a daily basis. Before teaching, I was an actor and writer for theatre. I still write often and have work published on three continents. In the rest of my free time, I love to dive and swim as much as I can.

## Ms Anoma

### Year Three Assistant Teacher-Elephant Class

I am born and raised in Northern Thailand but have lived in different parts of Thailand my entire life working in various jobs. I love working with kids even more since joining the Lanna International School in 2022 and I look forward to growing and understanding my role and helping each student achieve their potential. In my spare time, I like to hike, play badminton and help others.

## Ms Claire

### Year Three Class Teacher-Cobra Class

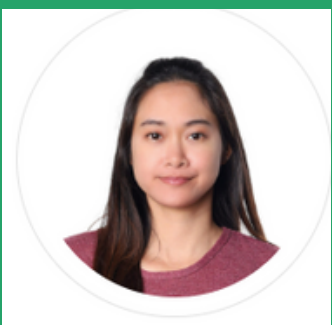
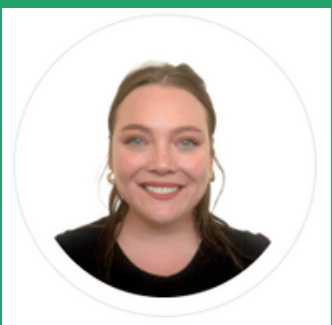
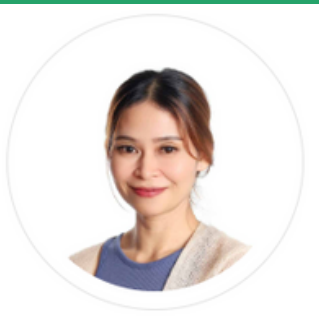
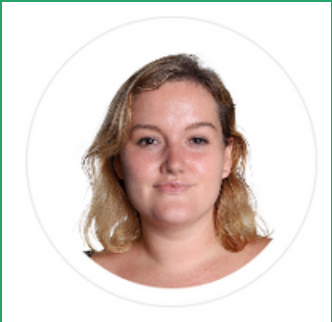
Hello! My name is Claire, and I am from Louisiana, USA. I have been a teacher for six years, and I am qualified to teach Primary in my home state. I have a Master's Degree from RELAY Graduate School of Education and a Bachelor's Degree from Southeastern Louisiana University.

Working at Lanna has been one of the proudest moments of my career. Teaching internationally is an experience I will forever be thankful for. I love to experience new places and learn about food from around the world. In my free time, I am often exploring the city and reading with a coffee in hand. Though I am a true southern girl, Thailand has my heart!

## Ms Amanda

### Year Three Assistant Teacher-Cobra Class

Originally from Lamphun, I have previously worked at international schools in Chiang Mai as teacher assistant for 7 years. In addition to classroom assistant, I shared my love of badminton with students by serving as a coach for primary team as well as by running an after school activity. Also, I had many good opportunities to develop my interpersonal skills, as well, learn different cultures by working in ski resort in USA for 1 year. In my freetime, I'm glad to be a part of Lanna International school and looking forward to have a great time working with my co-workers.



# MEET THE YEAR 3 TEAM

## Mr. Gavin

### Year Three Class Teacher-Gecko Class

Having worked as a professional photographer after university I became accustomed to travelling abroad for work. After working in London for a few years I completed CELTA course and travelled to Thailand. Chiang Mai was my first stop and a place where I felt at home.

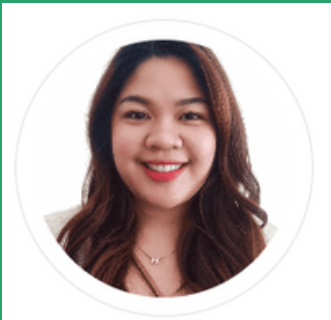
I have gathered a lot of experience teaching English a Variety of levels both within Thai schools and with international students. Lanna has been the school where I have felt most welcome and I'm very happy to have had many years with the school and I look forward to many more enjoyable years ahead.



## Ms. Air

### Year Three Assistant Teacher-Gecko Class

Hello, I'm Air. Graduated from the Faculty of Education Chiang Mai University Primary education branch with previous experience teaching in government schools and educational institutions. When I came to work here I saw a variety of learning activity formats and paid great care and attention to students. Systematic work in every sector as a result, students receive full knowledge. I hope to be a part of helping to promote students to meet the school's goals.



## Mr. Calvin

### Year Three Class Teacher-Turtle Class

Hi, my name is Calvin, and I am excited to be joining the Lanna team for the upcoming academic year. To some I will be a familiar face due to spending time at Lanna while completing my teacher placement program. And to those I do not know so well, I am looking forward to meeting you and working together. I am from Cape Town, South Africa, and have been living in Thailand for almost 10 years. I hold a Bachelors of Education, specialising in foundation level education and child development. Working with learners in an educational environment was something I only discovered later in my life, and I am happy I took the long road to get to where I am today.



## Ms. Yupin

### Year Three Assistant Teacher-Turtle Class

Before working at Lanna International School, I was working as a Social Worker. I have been teaching children from different age groups. This is my fifth year working at Lanna International School as an Assistant Teacher. I worked two years as a year 6 Assistant Teacher and three years in Year One. I really enjoy teaching and being able to support children gaining confidence in themselves and in their learning skills.





# CURRICULUM OVERVIEW

We feel that English and Mathematics together form the foundation for all further school work. Therefore, we give most emphasis to English and Mathematics in our Primary curriculum.

In the Early Years (Nursery and Reception), students develop the awareness of Language and Mathematics which we then build upon in our academic years (Year 1 through to Year 6). The Foundation Years follow the Curriculum guidance for the foundation stage, published by the Qualifications and Curriculum Authority of the United Kingdom. In our Primary division, we follow the framework set out by Cambridge International Primary Program (CIPP) for English, Mathematics and Science. CIPP closely follows the objectives set out for the British National Curriculum. The advantage of following CIPP offers the school a tried and tested framework in which to base all core subjects of education.

English as a Second Language is a very important aspect at Lanna. Standards and learning objectives have been taken from CIPP to create schemes of work for ESL classes. ESL uses the "Let's Go" series as basis to the ESL programme, however other publications and resources are also used to strengthen the support given to students, in the aim for students to be able to function in mainstream English classrooms.

For all other subjects, Lanna International Primary school uses the International Primary Curriculum (IPC) where students learn through thematic units. Students in the Primary school study five specialist lessons: Art, Drama, Music, Physical Education (P.E) and Thai. As of August 2020 Modern Foreign Languages in the form of Chinese and French will be offered to non-Thai nationals to enhance Modern Foreign Languages in the Primary School. With the exception of Thai, French and Chinese, all specialist subjects taught at Lanna use the learning objectives and in some cases schemes of work based on the British National Curriculum.



# YEAR THREE ENGLISH

In English, we adapt the National Curriculum for England to suit the international demographic of our students. From Years 1-6 we focus on teaching the four main areas of English: reading, writing, speaking, and listening.

As a school, we recognise that the skill of reading is required to access all areas of the curriculum, therefore a passion and love for reading is something we strive to instill in all our students here. One of the ways in which we encourage this is by embedding rich texts into our planning. This helps to expand our children's vocabulary and deepen their understanding of the mechanics of the English language. It is these high-quality models that provide a scaffold for all children to access, encouraging them to view themselves as aspiring authors. We also feel that children should learn within a context, therefore our units of work are directly linked to the overarching themes studied within a term. This approach creates many opportunities for our children to write for a purpose, delivered through an engaging and challenging stimulus.

Our overall aim is to support each child along their journey with language acquisition, through a nurturing and challenging environment.

## Reading

### Word structure (phonics)

- 3Rw.01 Identify less common ways in which graphemes can be pronounced, e.g. young, could; move, love.
- 3Rw.02 Read words with an apostrophe to mark omission of letters, e.g. can't, don't.
- 3Rw.03 Use effective strategies to read unfamiliar words, including using phonic knowledge, segmenting and contextual information.
- 3Rw.04 Extend the range of common words recognised on sight, including homophones and near-homophones.

### Vocabulary and language Vocabulary and language

- 3Rv.01 Deduce the meanings of unfamiliar words from their context.
- 3Rv.02 Identify and record interesting and significant words, and synonyms, from texts to inform own writing.
- 3Rv.03 Use the initial two letters to organise words in alphabetical order, and to locate words in dictionaries and glossaries.
- 3Rv.04 Explore and comment on words in texts that make an impact on the reader, including noun phrases and adjectives.
- 3Rv.05 Explore and comment on how a writer's choice of verbs to introduce and conclude dialogue enhances the meaning.
- 3Rv.06 Explore how different sentence openings are used for different purposes, including time, place and manner, e.g. Later that day, ...; In the distance, ...; Slowly and carefully, ...
- 3Rv.07 Identify simple figurative language in texts, including sound effects and simple onomatopoeia.

# YEAR THREE ENGLISH

## Grammar and punctuation Grammar and punctuation

- 3Rg.01 Use knowledge of punctuation and grammar to read familiar texts with understanding.
- 3Rg.02 Explore in texts, and understand, the use of exclamation marks.
- 3Rg.03 Explore in texts and understand, the use of apostrophes to mark the omission of letters in shortened forms, e.g. can't, don't.
- 3Rg.04 Explore in texts, and understand, the similarities and differences between the punctuation of narrative and direct speech.
- 3Rg.05 Explore in texts, and understand, the grammar and purpose of different types of sentences (statements, commands/instructions, questions, and exclamations).
- 3Rg.06 Explore in texts, and understand, the grammar of multi-clause sentences, including conditional sentences.
- 3Rg.07 Explore the purpose and grammar of nouns, verbs, and adjectives in sentences.
- 3Rg.08 Identify nouns, pronouns, verbs, and adjectives in texts.
- 3Rg.09 Explore the different purposes of prepositions.
- 3Rg.10 Explore and identify past and present verb forms in texts, including irregular verbs.
- 3Rg.11 Identify common irregular verb forms in the past tense and relate them to the present tense.

## Reading

### Structure of texts Structure of texts

- 3Rs.01 Explore and describe how events or ideas in a text relate to earlier or later events or ideas.
- 3Rs.02 Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and play scripts.
- 3Rs.03 Explore and recognise different ways that information is organised in texts, including paragraphs, sections and chapters, and bulleted and numbered lists.
- 3Rs.04 Explore and recognise how sentence openings in texts establish links between sentences, e.g. Later that day

### Interpretation of texts Creation of texts

- 3Ri.01 Understand the difference between fiction and non-fiction texts and locate books by classification.
- 3Ri.02 Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.
- 3Ri.03 Identify, discuss and compare different fiction genres and their typical characteristics.
- 3Ri.04 Read and explore a range of non-fiction text types.
- 3Ri.05 Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts engage the reader.

# YEAR THREE ENGLISH

- 3Ri.06 Explore explicit meanings in a range of texts.
- 3Ri.07 Identify the main points or gist from reading a text.
- 3Ri.08 Explain how settings and characters are developed in a story.
- 3Ri.09 Follow written instructions to carry out an activity.
- 3Ri.10 Explore implicit meanings in a range of texts.
- 3Ri.11 Predict story endings based on knowledge of other stories.
- 3Ri.12 Make inferences from texts, including about the feelings, thoughts and motives of story characters.
- 3Ri.13 Begin to distinguish between fact and opinion in texts.
- 3Ri.14 Scan a text to find and use specific information to answer a question.
- 3Ri.15 Locate relevant information in texts, including using an index.
- 3Ri.16 Answer questions with some reference to single points in a text.
- 3Ri.17 Recognise the theme of a text, and common themes in different texts.

## **Appreciation and reflection Presentation and reflection**

- 3Ra.01 Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.
- 3Ra.02 Read texts silently.
- 3Ra.03 Share a review of a text, summarising what it is about and expressing opinions about it.
- 3Ra.04 Make choices about books to read for pleasure, including based on blurbs and reviews.
- 3Ra.05 Compare different retellings of the same story, including the influence of when and where they were written (e.g. myths and legends).

## **Writing**

### **Writing Structure (Spelling)**

- 3Ww.01 Explore and use common ways in which consonant phonemes can be represented, e.g. jar, giraffe, age, bridge; cat, kitten, brick.
- 3Ww.02 Use recognition of long and short vowel sounds and spelling rules to add -s, -ed and -ing to verbs, including omitting -e before -ing, and doubling consonants where necessary.
- 3Ww.03 Spell words with a range of common prefixes and suffixes, including re-, in-, -ment, -ness and -less.
- 3Ww.04 Spell common homophones correctly to match their meaning, including to, two, too and right, write.
- 3Ww.05 Use effective strategies, including spelling patterns, visual memory, mnemonics and segmenting, to spell some unfamiliar regular and exception words correctly (including for compound words).
- 3Ww.06 Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.

# YEAR THREE ENGLISH

## Writing

### Vocabulary and Language

- 3Wv.01 Use specialised vocabulary accurately to match a familiar topic.
- 3Wv.02 Explore and use synonyms for high-frequency words, e.g. big, little, good.
- 3Wv.03 Explore and use different verbs for introducing and concluding dialogue, e.g. said, asked.
- 3Wv.04 Use a variety of sentence openings, including using the language of time, place, and manner, e.g. Later that day, ...; In the distance, ...; Slowly and carefully, ...
- 3Wv.05 Choose and use words and phrases (including noun phrases) to strengthen the impact of writing.
- 3Wv.06 Use simple figurative language, including sound effects and simple onomatopoeia.
- 3Wv.07 Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

### Grammar and Punctuation

- 3Wg.01 Use full stops, question marks and exclamation marks correctly in different types of sentences.
- 3Wg.02 Use apostrophes to mark omission of letters in shortened forms, e.g. can't, don't.
- 3Wg.03 Use speech marks to punctuate direct speech.
- 3Wg.04 Use different types of sentences and their grammar appropriately (statements, commands/instructions, questions and exclamations).
- 3Wg.05 Write multi-clause sentences using simple connectives of time, place and cause.
- 3Wg.06 Use regular present and past verb forms accurately and consistently across a text.
- 3Wg.07 Use common irregular verb forms accurately in the past tense.
- 3Wg.08 Use a range of prepositions accurately.

### Creation of Texts

- 3Wc.01 Develop creative writing in a range of different genres of fiction and types of poems.
- 3Wc.02 Plan and record main points and ideas before writing.
- 3Wc.03 Develop descriptions of settings and characters when writing stories.
- 3Wc.04 Write a simple playscript based on a given narrative.
- 3Wc.05 Develop writing for a purpose using language and features appropriate for a range of text types.
- 3Wc.06 Develop writing of a range of text types for a specified audience, using appropriate content and language.

### Presentation and Reflection

- 3Wp.01 Begin to write legibly and fluently.
- 3Wp.02 Complete a table or diagram to record information drawn from a text.
- 3Wp.03 Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).

# YEAR THREE ENGLISH

- 3Wp.04 Evaluate own and others' writing, suggesting improvements for sense, accuracy and content.
- \*3Wp.05 Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

## Structure of Texts

- 3Ws.01 Write a logical sequence of events or ideas, e.g. to develop the plot of a story.
- 3Ws.02 Begin to organise similar ideas in paragraphs and sections.
- 3Ws.03 Use sentence openings that establish links between ideas in different sentences, e.g. Later that day,
- 3Ws.04 Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

## Speaking and Listening

### Making yourself understood

- 3SLm.01 Speak fluently and confidently in a range of familiar contexts.
- 3SLm.02 Select appropriate information, with appropriate detail, as needed.
- 3SLm.03 Use vocabulary appropriate to the situation.
- 3SLm.04 Use non-verbal communication techniques for different purposes.
- 3SLm.05 Show awareness of an audience, e.g. by adapting language and tone to engage them.

### Showing understanding

- 3SLs.01 Listen and respond appropriately, including following a sequence of instructions to carry out an activity.
- 3SLs.02 Ask questions about what is heard or read that demonstrate understanding of the main points.

### Group work and discussion

- 3SLg.01 Begin to take an assigned role within a group.
- 3SLg.02 Respond politely to another point of view with a personal point of view.
- 3SLg.03 Extend a discussion by contributing relevant comments.
- 3SLg.04 Take turns in a discussion, acknowledging what others have said.

### Performance

- 3SLp.01 Read aloud with expression appropriate to the meaning and sound of the words.
- 3SLp.02 Show awareness of different voices when reading aloud.
- 3SLp.03 Use knowledge of punctuation and grammar to read familiar texts with accuracy.
- 3SLp.04 Use speech, gesture and movement to create a character in drama.
- 3SLp.05 Plan and deliver a presentation independently on a familiar subject in a familiar context.

# YEAR THREE MATHEMATICS

Our aim, is to provide a depth of learning that enables all children to develop a full conceptual understanding of Mathematics, rather than to merely memorise abstract solutions. We strive to create experts.

We follow the English National Curriculum, using the Cambridge Mathematics Scheme of work, supported by White Rose and have adapted this to suit the needs our children, providing greater opportunities for mastery.

All children within each Year Group are on the same journey together; a journey where no one races ahead and no one is left behind. We understand that children have different abilities, but instead of driving the more able forward, with a fleeting abstract knowledge, we encourage them to look deeper. Our teaching is not about 'ticking a box' to show that an element has been covered, but about cementing and applying a greater intensity of knowledge of a particular area of Mathematics . It is not about how quickly they get there, but the depth of understanding they experience along the way.

## Number

### Counting and sequences

- 3Nc.01 Estimate the number of objects or people (up to 1000).
- 3Nc.02 Count on and count back in steps of constant size: 1-digit numbers, tens or hundreds, starting from any number (from 0 to 1000).
- 3Nc.03 Use knowledge of even and odd numbers up to 10 to recognise and sort numbers.
- 3Nc.04 Recognise the use of an object to represent an unknown quantity in addition and subtraction calculations.
- 3Nc.05 Recognise and extend linear sequences, and describe the term-to-term rule.
- 3Nc.06 Extend spatial patterns formed from adding and subtracting a constant.

### Integers and Power

- 3Ni.01 Recite, read and write number names and whole numbers (from 0 to 1000).
- 3Ni.02 Understand the commutative and associative properties of addition, and use these to simplify calculations.
- 3Ni.03 Recognise complements of 100 and complements of multiples of 10 or 100 (up to 1000).
- 3Ni.04 Estimate, add and subtract whole numbers with up to three digits (regrouping of ones or tens).
- 3Ni.05 Understand and explain the relationship between multiplication and division.
- 3Ni.06 Understand and explain the commutative and distributive properties of multiplication, and use these to simplify calculations.
- 3Ni.07 Know 1, 2, 3, 4, 5, 6, 8, 9 and 10 times tables.
- 3Ni.08 Estimate and multiply whole numbers up to 100 by 2, 3, 4 and 5.
- 3Ni.09 Estimate and divide whole numbers up to 100 by 2, 3, 4 and 5.
- 3Ni.10 Recognise multiples of 2, 5 and 10 (up to 1000).

### Money

- 3Nm.01 Interpret money notation for currencies that use a decimal point.
- 3Nm.02 Add and subtract amounts of money to give change.

# YEAR THREE MATHEMATICS

## Number

### Place value, ordering and rounding

- 3Np.01 Understand and explain that the value of each digit is determined by its position in that number (upto 3-digit numbers).
- 3Np.02 Use knowledge of place value to multiply whole numbers by 10.
- 3Np.03 Compose, decompose and regroup 3-digit numbers, using hundreds, tens and ones.
- 3Np.04 Understand the relative size of quantities to compare and order 3-digit positive numbers, using the symbols =, > and <.
- 3Np.05 Round 3-digit numbers to the nearest 10 or 100.

### Fractions, decimals, percentages, ratio and proportion

- 3Nf.01 Understand and explain that fractions are several equal parts of an object or shape and all the parts, taken together, equal one whole.
- 3Nf.02 Understand that the relationship between the whole and the parts depends on the relative size of each, regardless of their shape or orientation.
- 3Nf.03 Understand and explain that fractions can describe equal parts of a quantity or set of objects.
- 3Nf.04 Understand that a fraction can be represented as a division of the numerator by the denominator (half, quarter and three-quarters).
- 3Nf.05 Understand that fractions (half, quarter, three-quarters, third and tenth) can act as operators.
- 3Nf.06 Recognise that two fractions can have an equivalent value (halves, quarters, fifths and tenths).
- 3Nf.07 Estimate, add and subtract fractions with the same denominator (within one whole).
- 3Nf.08 Use knowledge of equivalence to compare and order unit fractions and fractions with the same denominator, using the symbols =, > and <.

## Geometry and Measure

### Time

- 3Gt.01 Choose the appropriate unit of time for familiar activities.
- 3Gt.02 Read and record time accurately in digital notation (12-hour) and on analogue clocks.
- 3Gt.03 Interpret and use the information in timetables (12-hour clock).
- 3Gt.04 Understand the difference between a time and a time interval. Find time intervals between the same units in days, weeks, months and years.



# YEAR THREE MATHEMATICS

## Geometrical reasoning, shapes, and measurements

- 3Gg.01 Identify, describe, classify, name, and sketch 2D shapes by their properties. Differentiate between regular and irregular polygons.
- 3Gg.02 Estimate and measure lengths in centimetres (cm), metres (m) and kilometres (km).
- Understand the relationship between units.
- 3Gg.03 Understand that perimeter is the total distance around a 2D shape and can be calculated by adding lengths, and the area is how much space a 2D shape occupies within its boundary.
- 3Gg.04 Draw lines, rectangles, and squares. Estimate, measure, and calculate the perimeter of a shape, using appropriate metric units, and area on a square grid.
- 3Gg.05 Identify, describe, sort, name, and sketch 3D shapes by their properties.
- 3Gg.06 Estimate and measure the mass of objects in grams (g) and kilograms (kg). Understand the relationship between units.
- 3Gg.07 Estimate and measure capacity in millilitres (ml) and litres (l), and understand their relationships.
- 3Gg.08 Recognise pictures, drawings, and diagrams of 3D shapes.
- 3Gg.09 Identify both horizontal and vertical lines of symmetry on 2D shapes and patterns.
- 3Gg.10 Compare angles with a right angle. Recognise that a straight line is equivalent to two right angles or a half-turn.
- 3Gg.11 Use instruments that measure length, mass, capacity, and temperature.

## Position and transformation

- 3Gp.01 Interpret and create descriptions of position, direction, and movement, including reference to cardinal points.
- 3Gp.02 Sketch the reflection of a 2D shape in a horizontal or vertical mirror line, including where the mirror line is the edge of the shape.

## Statistics and Probability

- 3Ss.01 Investigate to answer non-statistical and statistical questions (categorical and discrete data).
- 3Ss.02 Record, organise and represent categorical and discrete data. Choose and explain which representation to use in a given situation:
  - Venn and Carroll diagrams
  - tally charts and frequency tables
  - pictograms and bar charts.
- 3Ss.03 Interpret data, identifying similarities and variations, within data sets, to answer non-statistical and statistical questions and discuss conclusions.
- 3Sp.01 Use familiar language associated with chance to describe events, including 'it will happen', 'it will not happen', 'it might happen'.
- 3Sp.02 Conduct chance experiments and present and describe the results.



# YEAR 3 IPC UNITS OF INQUIRY



Brainwave: The Brain



Feel The Force!



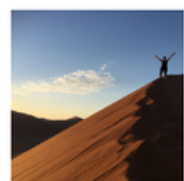
The Nature Of Life



Chocolate



Scavengers and Settlers



Explorers And Adventurers



Time And Place, Earth And Space

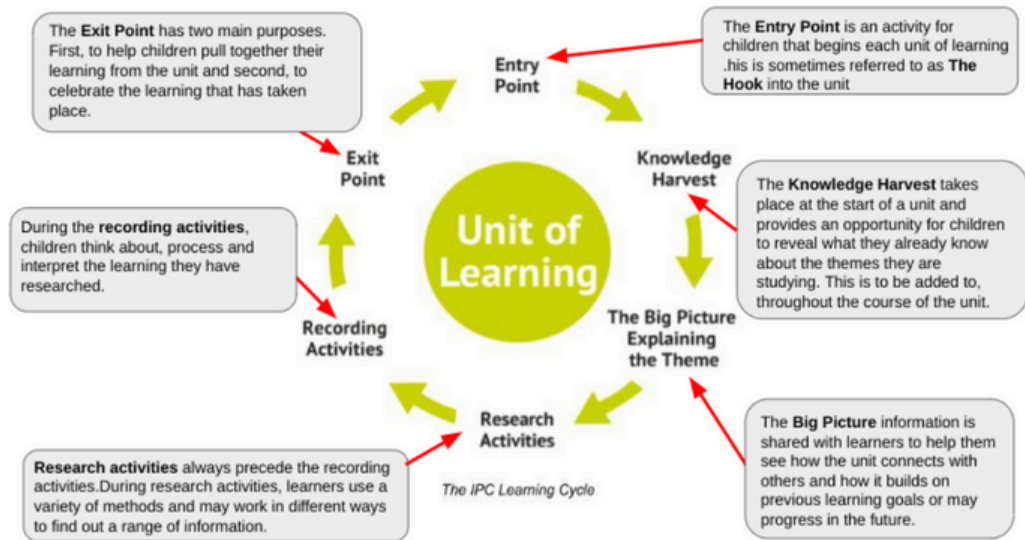


Material World

## The International Primary Curriculum

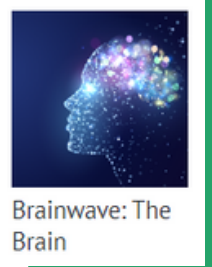
The IPC was introduced into the Primary curriculum in 2019. The IPC is used to support the Cambridge Curriculum from Years 1 to 6. The curriculum is brain and research based, using multiple intelligences and various learning theories. It not only covers curriculum, but also personal development and promotes international mindedness. The curriculum focuses on Geography, Art, Science, History, Music and Technology. It focuses on a skills-based approach, developing adaptable and resilient globally-minded learners, prepared for the fast-changing world that they'll be living and working in. The IPC has been designed for children of all abilities and all learning styles, and encourages learning in groups as well as individual learning

## The IPC learning Journey



# IPC UNITS OF INQUIRY

# BRAINWAVE-UNIT 1



## Unit Summary

We will be learning about our brain and how we can use it to learn lots of new and different things every day, enabling us to gain the knowledge, skills and understanding that we will need to become successful now and in the future. By finding out more about how we learn, and how we can improve the way that we learn, we will be better equipped for meeting the many challenges ahead of us. We will need to be metacognitive learners, scientists and internationally minded. How can we use our knowledge of the brain to help us on our learning journey?

## Health and Wellbeing Learning Goals

- 2.12 Understand that there are different ways to improve learning
- 2.13 Know that emotions can be managed to support learning
- 2.14 Know that neuroscience is helping us to understand more about the brain
- 2.15 Be able to apply metacognitive strategies and reflect on their effectiveness

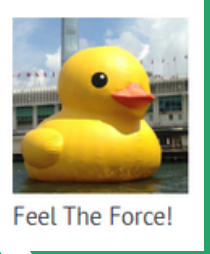
## Science Learning Goals

- 2.27 Know that there are physical similarities and differences between themselves and other people
- 2.28 Know the role of the different nutrients in the body

## International Learning Goals

- 2.01 Know that people in different countries have different traditions, values and ways of living
- 2.04 Be able to articulate the connection between nationality and identity

# IPC UNITS OF INQUIRY FEEL THE FORCE-UNIT 2



## Unit Summary

We will be learning about forces and how they push and pull us along. We will need to be scientists to investigate different kinds of forces and learn how to measure them. Without forces nothing on Earth or in the wider Universe would start moving or once started they wouldn't stop! How do we know forces are always in action? What can we see and feel that shows us forces are at work?

## Science Learning Goals

- 2.03 Understand the importance of collecting scientific evidence through observation and testing
- 2.05 Be able to connect scientific investigations to real-life
- 2.06 Be able to plan an investigation changing only one independent variable
- 2.07 Be able to make informed predictions
- 2.08 Be able to identify potential risks in a planned investigation
- 2.09 Be able to make and record observations and take formal measurements
- 2.10 Be able to describe observations and results identifying possible patterns
- 2.11 Be able to compare results to predictions and draw conclusions
- 2.12 Be able to record and describe the method and results in a variety of ways.
- 2.13 Be able to compare investigations and results identifying possible anomalies
- 2.73 Know how pushes and pulls can temporarily or permanently change the shape of an object
- 2.74 Be able to compare forces, stating which is stronger
- 2.75 Understand why we need friction
- 2.77 Know that forces have a direction.

## Design, Technology and Innovation Learning Goals

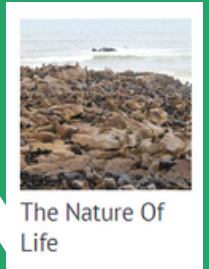
- 2.04 Be able to articulate how each design meets the identified needs
- 2.06 Be able to produce a final design proposal identifying appropriate materials
- 2.07 Be able to list materials, tools and techniques needed for production
- 2.08 Be able to use appropriate tools and techniques independently
- 2.09 Know how to avoid the risks associated with using tools and sharing spaces

## International Learning Goals

- 2.03 Understand why individuals may [choose to migrate](#)
- 2.08 Be able to associate cause and effect related to global events and/or issues
- 2.12 Know about organisations that help others

# IPC UNITS OF INQUIRY

## NATURE OF LIFE-UNIT 3



### Unit Summary

In Nature of Life: we will be learning about where all life begins and ends. We will need to be Scientists and Technologists to investigate how all living things grow, adapt, feed and reproduce. We will need to use our International awareness to decide if all life forms matter and whether there are some plants or animals that are more important than another?

### Science Learning Goals

- 2.01 Be able to suggest ways of collecting evidence in response to a scientific question
- 2.03 Understand the importance of collecting scientific evidence through observation and testing
- 2.04 Be able to ask scientific questions
- 2.05 Be able to connect scientific investigations to real life
- 2.07 Be able to make informed predictions
- 2.08 Be able to identify potential risks in a planned investigation
- 2.10 Be able to describe observations and results identifying possible patterns
- 2.11 Be able to compare results to predictions and draw conclusions
- 2.14 Know about the functions of skeletons and muscles in humans and some other animals
- 2.19 Know that a key difference between non-living and living things is that living things grow and reproduce
- 2.20 Be able to sort animals into vertebrates and invertebrates
- 2.23 Know how space and place impact on the health of living things
- 2.24 Understand the positive and negative impacts humans have on other living things
- 2.25 Understand how animals and plants are physically suited to particular environments
- 2.29 Understand the interdependence between all living things

### Health and Wellbeing Learning Goals

- 2.01 Know that there are commonly available substances that can influence our behaviour that can be classified in different ways
- 2.03 Know that my body is growing and changing in different ways and that some of these changes are part of growing up
- 2.04 Understand that growing and changing brings increasing responsibility
- 2.08 Know the correct terminology for private body parts and reproductive organs

### International Learning Goals

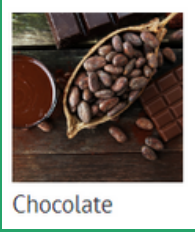
- 2.01 Know that people in different countries have different traditions, values and ways of living
- 2.06 Understand that people can have an impact on places even when they are not there
- 2.07 Be able to reflect on their personal contribution to collective action
- 2.11 Understand that valuing diversity is a foundation to equal opportunities
- 2.12 Know about organisations that help others

### Geography Learning Goals

- 2.13 Be able to describe human activities that can cause or reduce environmental issues

# IPC UNITS OF INQUIRY

## CHOCOLATE-UNIT 4



### Unit Summary

In Chocolate: we will be learning about something that most of us are familiar with - chocolate! We will be learning all about the impact that chocolate has had on many people's lives for hundreds of years. We will need to be geographers as we find out where and how chocolate is grown and processed, historians as we find out how chocolate made its way across the world, and scientists and designers as we create our own chocolate bars! Does chocolate have a positive or negative impact on the lives of many people today?

### Health and Wellbeing Learning Goals

- 2.01 Know that there are commonly available substances that can influence our behaviour that can be classified in different ways
- 2.04 Understand that growing and changing brings increasing responsibility
- 2.05 Understand the impact of changes that may improve health and wellbeing

### Science Learning Goals

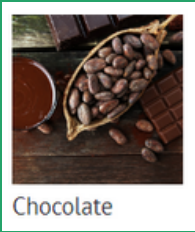
- 2.01 Be able to suggest ways of collecting evidence in response to a scientific question
- 2.04 Be able to ask scientific questions
- 2.05 Be able to connect scientific investigations to real life
- 2.06 Be able to plan an investigation changing only one independent variable
- 2.07 Be able to make informed predictions
- 2.10 Be able to describe observations and results identifying possible patterns
- 2.11 Be able to compare results to predictions and draw conclusions
- 2.12 Be able to record and describe the method and results in a variety of ways.
- 2.27 Know that there are physical similarities and differences between themselves and other people
- 2.28 Know the role of the different nutrients in the body
- 2.30 Know a range of testable properties
- 2.31 Be able to compare common materials and objects and their properties
- 2.32 Understand that different materials are suited to different purposes
- 2.39 Be able to compare solids, liquids and gases
- 2.43 Know that heating or cooling can bring about a change of state
- 2.55 Know that heat, light, sound and movement are evidence of energy transfer taking place

### International Learning Goals

- 2.01 Know that people in different countries have different traditions, values and ways of living
- 2.05 Understand that people have rights and responsibilities that differ depending on their role in society
- 2.06 Understand that people can have an impact on places even when they are not there
- 2.07 Be able to reflect on their personal contribution to collective action
- 2.08 Be able to associate cause and effect related to global events and/or issues
- 2.10 Understand that they can adopt behaviours to promote the responsible use of resources
- 2.11 Understand that valuing diversity is a foundation to equal opportunities
- 2.12 Know about organisations that help others

# IPC UNITS OF INQUIRY

## CHOCOLATE -UNIT 4



### Unit Summary

In Chocolate: we will be learning about something that most of us are familiar with - chocolate! We will be learning all about the impact that chocolate has had on many people's lives for hundreds of years. We will need to be geographers as we find out where and how chocolate is grown and processed, historians as we find out how chocolate made its way across the world, and scientists and designers as we create our own chocolate bars! Does chocolate have a positive or negative impact on the lives of many people today?

### Geography Learning Goals

- 2.01 Be able to create maps and plans using symbols
- 2.02 Be able to interpret maps of familiar and unfamiliar places, including digital maps
- 2.03 Be able to use a variety of sources to gather geographical information
- 2.04 Be able to identify relevant data to answer questions
- 2.06 Know about the weather and climatic conditions in two contrasting countries and how they affect the environment and the lives of people living there
- 2.07 Understand that a variety of geographical factors can influence weather and climatic conditions
- 2.10 Understand how humans prepare for and respond to natural disasters
- 2.11 Be able to describe geographical features of the host continent
- 2.12 Know about similarities and differences between different environments and industries within the host country
- 2.13 Be able to describe human activities that can cause or reduce environmental issues
- 2.14 Understand how people's quality of life is impacted by local geographical features

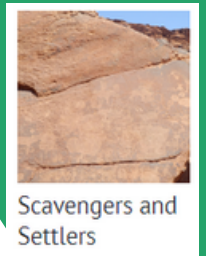
### History Learning Goals

- 2.01 Be able to formulate questions about events from the past
- 2.02 Understand that there are different accounts of the same event
- 2.03 Be able to select and record relevant information including multiple sources
- 2.05 Know about the significant events, dates and features of past societies
- 2.06 Know that there is a significant division in how we organise time called year zero
- 2.07 Be able to organise events and societies chronologically
- 2.09 Be able to describe results/consequences of historical events, situations
- 2.10 Know about similarities and differences between past and present lifestyles

### Design, Technology and Innovation Learning Goals

- 2.01 Know that designs should consider aesthetics and function
- 2.02 Be able to define the criteria that would meet the needs of a context/situation
- 2.04 Be able to articulate how each design meets the identified needs
- 2.08 Be able to use appropriate tools and techniques independently
- 2.09 Know how to avoid the risks associated with using tools and sharing spaces

# IPC UNITS OF INQUIRY SCAVENGERS AND SETTLERS -UNIT



## 5

### Unit Summary

In Scavengers and Settlers, we will be learning about how historians find out about the past civilisations and what clues we can uncover about the people that lived during different eras from the evidence that has been left behind. We will be historians and explore how early humans adapted and developed new skills in order to survive, as well as exploring the different settlements they created long ago. We will also be finding out about our ancestors, who they were and what they did during three key eras: the Stone Age, Bronze Age and Iron Age. Are our ancestors different to the people that live today? What is similar/different about our lives and the lives of the earliest humans?

### History Learning Goals

- 2.02 Understand that there are different accounts of the same event
- 2.03 Be able to select and record relevant information including multiple sources
- 2.04 Know that historians study an artefact within its historical context
- 2.05 Know about the significant events, dates and features of past societies
- 2.06 Know that there is a significant division in how we organise time called year zero
- 2.07 Be able to organise events and societies chronologically
- 2.08 Be able to suggest reasons for particular events and changes
- 2.09 Be able to describe results/consequences of historical events, situations
- 2.10 Know about similarities and differences between past and present lifestyles
- 2.14 Know the history of people and/or places they have a connection with

### Health and Wellbeing Learning Goals

- 2.05 Understand the impact of changes that may improve health and wellbeing
- 2.09 Know some of the factors that contribute to risk or endangering safety

### Geography Learning Goals

- 2.03 Be able to use a variety of sources to gather geographical information
- 2.13 Be able to describe human activities that can cause or reduce environmental issues
- 2.14 Understand how people's quality of life is impacted by local geographical features

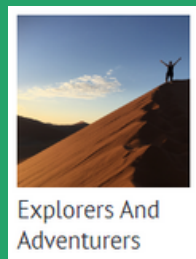
### International Learning Goals

- 2.03 Be able to use a variety of sources to gather geographical information
- 2.13 Be able to describe human activities that can cause or reduce environmental issues
- 2.14 Understand how people's quality of life is impacted by local geographical features



# IPC UNITS OF INQUIRY

## EXPLORERS AND ADVENTURERS - UNIT 1



### Unit Summary

Have you ever wanted to venture to undiscovered lands? Well, you might just be an explorer! In this unit, we will be learning about explorers and adventurers from the past, the challenges they faced and how they have opened our eyes to the world around us. As we embark on our learning journey, we will need to fasten our seatbelts and become historians, geographers, artists and scientists and along the way, we'll develop our international mindedness as we travel far and wide.

### Geography Learning Goals

- 2.01 Be able to create maps and plans using symbols
- 2.02 Be able to interpret maps of familiar and unfamiliar places, including digital maps
- 2.03 Be able to use a variety of sources to gather geographical information
- 2.04 Be able to identify relevant data to answer questions
- 2.06 Know about the weather and climatic conditions in two contrasting countries and how they affect the environment and the lives of people living there

### History Learning Goals

- 2.01 Be able to formulate questions about events from the past
- 2.02 Understand that there are different accounts of the same event
- 2.03 Be able to select and record relevant information including multiple sources
- 2.05 Know about the significant events, dates and features of past societies
- 2.06 Know that there is a significant division in how we organise time called year zero
- 2.07 Be able to organise events and societies chronologically
- 2.08 Be able to suggest reasons for particular events and changes
- 2.09 Be able to describe results/consequences of historical events, situations
- 2.10 Know about similarities and differences between past and present lifestyles
- 2.12 Understand that multiple causes contribute to change
- 2.14 Know the history of people and/or places they have a connection with

### Science Learning Goals

- 2.05 Be able to connect scientific investigations to real life
- 2.09 Be able to make and record observations and take formal measurements
- 2.12 Be able to record and describe the method and results in a variety of ways.
- 2.48 Understand that day and night are caused by the Earth spinning on its own axis
- 2.70 Be able to predict how the shape of a shadow would change based upon the distance of the light source

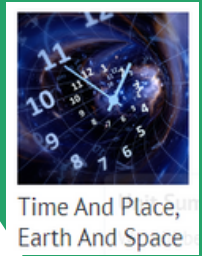
### International Learning Goals

- 2.01 Know that people in different countries have different traditions, values and ways of living
- 2.02 Be able to research commonalities between different places and cultures
- 2.08 Be able to associate cause and effect related to global events and/or issues
- 2.11 Understand that valuing diversity is a foundation to equal opportunities

# IPC UNITS OF INQUIRY

## TIME AND PLACE, EARTH AND

### SPACE-UNIT 7



#### Unit Summary

In Time and Place, Earth and Space, we will be learning about how the Sun that we see on a day in the sky is central not only to life on our planet, but also in determining how we count time. We will also be looking at how the moon and the stars, which have fascinated man since the beginning of time, contribute to our understanding of time and place. What is the connection between the Sun, moon and stars and how we keep time here on Earth?

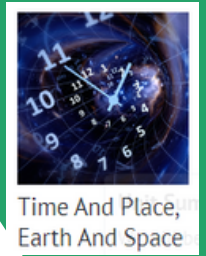
We will need to be scientists and geographers in order to find out how the movements of these heavenly bodies in Space determine the way we organise our time here on Earth and how they can help us define our location on the globe. Also, we will be historians, finding out about how man explained the apparent movement of the Sun and moon in the sky and kept track of time in the past.

#### Science Learning Goals

- 2.01 Be able to suggest ways of collecting evidence in response to a scientific question
- 2.03 Understand the importance of collecting scientific evidence through observation and testing
- 2.04 Be able to ask scientific questions
- 2.05 Be able to connect scientific investigations to real life
- 2.07 Be able to make informed predictions
- 2.08 Be able to identify potential risks in a planned investigation
- 2.09 Be able to make and record observations and take formal measurements
- 2.10 Be able to describe observations and results identifying possible patterns
- 2.11 Be able to compare results to predictions and draw conclusions
- 2.13 Be able to compare investigations and results identifying possible anomalies
- 2.30 Know a range of testable properties
- 2.31 Be able to compare common materials and objects and their properties
- 2.48 Understand that day and night are caused by the Earth spinning on its own axis
- 2.49 Know that the Moon appears to change shape over the course of a month and is repeated every month
- 2.50 Know that the Sun is a star at the centre of our solar system
- 2.51 Know that seasons are caused by the combination of Earth's orbit around the sun and the tilt of its axis
- 2.52 Understand that the Earth is part of a system of planets that orbit around the same star
- 2.70 Be able to predict how the shape of a shadow would change based upon the distance of the light source

# IPC UNITS OF INQUIRY

## TIME AND PLACE, EARTH AND SPACE-UNIT 7



### Geography Learning Goals

- 2.02 Be able to interpret maps of familiar and unfamiliar places, including digital maps
- 2.03 Be able to use a variety of sources to gather geographical information
- 2.04 Be able to identify relevant data to answer questions
- 2.05 Be able to evaluate the effectiveness of research tools and instruments and suggest improvements
- 2.06 Know about the weather and climatic conditions in two contrasting countries and how they affect the environment and the lives of people living there
- 2.07 Understand that a variety of geographical factors can influence weather and climatic conditions
- 2.11 Be able to describe geographical features of the host continent

### History Learning Goals

- 2.02 Understand that there are different accounts of the same event
- 2.05 Know about the significant events, dates and features of past societies
- 2.06 Know that there is a significant division in how we organise time called year zero
- 2.10 Know about similarities and differences between past and present lifestyles
- 2.11 Understanding that there are still mysteries around how ancient civilisations used technology
- 2.14 Know the history of people and/or places they have a connection with

### Design, Technology and Innovation Learning Goals

- 2.01 Know that designs should consider aesthetics and function
- 2.04 Be able to articulate how each design meets the identified needs
- 2.06 Be able to produce a final design proposal identifying appropriate materials
- 2.08 Be able to use appropriate tools and techniques independently
- 2.09 Know how to avoid the risks associated with using tools and sharing spaces
- 2.11 Understand that designers have a responsibility to consider issues of waste when designing products

### ICT and Computing Learning Goals

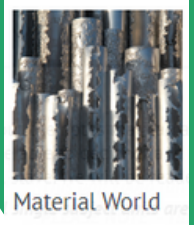
- 2.13 Be able to create graphs/charts using digital tools/software.
- 2.21 Be able to creatively use software for a particular purpose

### International Learning Goals

- 2.13 Be able to create graphs/charts using digital tools/software.
- 2.21 Be able to creatively use software for a particular purpose

# IPC UNITS OF INQUIRY

## MATERIAL WORLD -UNIT 8



### Unit Summary

We will be learning about the hundreds of different materials that are used to make everyday objects. We will need to be scientists to test the properties of different materials. Some materials absorb water; some are magnetic, and some allow electricity to pass through them. But with so many different materials to choose from, how do we decide which to use?

### Science Learning Goals

- 2.01 Be able to suggest ways of collecting evidence in response to a scientific question
- 2.03 Understand the importance of collecting scientific evidence through observation and testing
- 2.04 Be able to ask scientific questions
- 2.05 Be able to connect scientific investigations to real life
- 2.06 Be able to plan an investigation changing only one independent variable
- 2.07 Be able to make informed predictions
- 2.08 Be able to identify potential risks in a planned investigation
- 2.09 Be able to make and record observations and take formal measurements
- 2.10 Be able to describe observations and results identifying possible patterns
- 2.11 Be able to compare results to predictions and draw conclusions
- 2.12 Be able to record and describe the method and results in a variety of ways.
- 2.30 Know a range of testable properties
- 2.31 Be able to compare common materials and objects and their properties
- 2.32 Understand that different materials are suited to different purposes
- 2.33 Know that some materials conduct heat more effectively than others
- 2.39 Be able to compare solids, liquids and gases
- 2.40 Know that some changes are reversible and some are irreversible
- 2.43 Know that heating or cooling can bring about a change of state
- 2.55 Know that heat, light, sound and movement are evidence of energy transfer taking place
- 2.56 Know that materials conduct heat differently to each other depending on what they're made of
- 2.57 Be able to give reasons why we should save/conserve electricity
- 2.58 Know that electricity is something which is generated
- 2.59 Know the names of the components and the related symbols in a circuit
- 2.60 Be able to use electrical circuits to investigate the conductivity of various materials
- 2.65 Know about the principles of magnets and how to test materials for magnetic properties

### International Learning Goals

- 2.02 Be able to research commonalities between different places and cultures
- 2.05 Understand that people have rights and responsibilities that differ depending on their role in society

### Design, Technology and Innovation Learning Goals

- 2.05 Be able to use modelling and testing to explore parts of a design
- 2.06 Be able to produce a final design proposal identifying appropriate materials
- 2.07 Be able to list materials, tools and techniques needed for production
- 2.10 Be able to compare their design and product explaining any differences and suggesting improvements

# YEAR THREE

# PSHE LEARNING GOALS



## Y3 PSHE Progression of Skills

### Healthy Lifestyle, Physical and Mental Health

- Identify strategies to manage difficult emotions.
- Identify strategies that can help us to manage setbacks.
- Describe how we can 're-frame' unhelpful thinking.
- Explain why our emotions and feelings are important when we are trying to learn.
- Describe how physical exercise can help our mental wellbeing.
- Identify foods that should be eaten as a part of a healthy, balanced diet.
- Explain the risks of eating an unhealthy diet.
- Identify healthy and unhealthy lifestyle choices.
- Describe how healthy and unhealthy habits can affect our bodies in different ways.
- Identify reasons why physical exercise is good for our health.
- Identify risks associated with an inactive lifestyle.

### Identity and Growing Older

- Define identity in your own words.
- Identify qualities and characteristics that make up your identity.
- Describe what makes you special and unique.
- Identify achievements and personal strengths that you are proud of.
- Describe what it means to be an individual.
- Explain why embracing your individuality is important.
- Identify hazards in the home, at school, and in the local environment.
- Predict, assess and manage risky situations.
- Describe why it is important to follow safety rules.
- Recall fire safety rules, e.g. stop, drop and roll.
- Identify fire hazards around the home.
- Describe what you should do in a fire emergency.
- Identify ways that the internet can be used positively and negatively.
- Describe how we can make safe, reliable choices when browsing or communicating online.
- Explain why it is important to be careful when we search for things online.

### Friends and Family, Boundaries and Respectful Relationships

- Recognise and respect that all families are different.
- Identify different types of family structures.
- Describe what it means to be a family.
- Identify situations where you should ask others for permission.
- Describe how to ask for, give and withhold permission in different scenarios.
- Explain why we should be respectful when someone withholds their permission.
- Revisit and describe the unsafe touch 'swimwear rule'.
- Explain why personal boundaries are important.
- Explain what we should do if we ever feel unsafe.
- Identify examples of friendship boundaries.
- Describe how we can set friendship boundaries with others.
- Explain why friendship boundaries are important.

# YEAR THREE PSHEE LEARNING GOALS



- Explain what we should do if someone crosses our boundaries.
- Identify examples of respectful behaviour.
- Describe how we can model respectful behaviour in different scenarios.
- Explain why it is important to set a good example for others.
- Identify examples of respectful behaviour.
- Identify key qualities of a positive role model.
- Describe how we can positively influence our peers.
- Explain how positive role models can inspire us and help us all to make good choices.
- Identify strategies that we can all use to prevent bullying and hurtful behaviour.
- Describe what it means to be an upstander.
- Explain why it is everyone's responsibility to respond to bullying/hurtful behaviour.

## Y3 PSHE Progression of Skills

### Friends and Family, Boundaries and Respectful Relationships

- Recognise and respect that all families are different.
- Identify different types of family structures.
- Describe what it means to be a family.
- Identify situations where you should ask others for permission.
- Describe how to ask for, give and withhold permission in different scenarios.
- Explain why we should be respectful when someone withholds their permission.
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- Identify examples of friendship boundaries.
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- Explain why friendship boundaries are important.
- Explain what we should do if someone crosses our boundaries.
- Identify examples of respectful behaviour.
- Describe how we can model respectful behaviour in different scenarios.
- Explain why it is important to set a good example for others.
- Identify examples of respectful behaviour.
- Identify key qualities of a positive role model.
- Describe how we can positively influence our peers.
- Explain how positive role models can inspire us and help us all to make good choices.
- Identify strategies that we can all use to prevent bullying and hurtful behaviour.
- Describe what it means to be an upstander.
- Explain why it is everyone's responsibility to respond to bullying/hurtful behaviour.

# YEAR THREE PSHEE LEARNING GOALS



## Y3 PSHE Progression of Skills

### Friends and Family, Boundaries and Respectful Relationships

- Recognise and respect that all families are different.
- Identify different types of family structures.
- Describe what it means to be a family.
- Identify situations where you should ask others for permission.
- Describe how to ask for, give and withhold permission in different scenarios.
- Explain why we should be respectful when someone withholds their permission.
- Revisit and describe the unsafe touch 'swimwear rule'.
- Explain why personal boundaries are important.
- Explain what we should do if we ever feel unsafe.
- Identify examples of friendship boundaries.
- Describe how we can set friendship boundaries with others.
- Explain why friendship boundaries are important.
- Explain what we should do if someone crosses our boundaries.
- Identify examples of respectful behaviour.
- Describe how we can model respectful behaviour in different scenarios.
- Explain why it is important to set a good example for others.
- Identify examples of respectful behaviour.
- Identify key qualities of a positive role model.
- Describe how we can positively influence our peers.
- Explain how positive role models can inspire us and help us all to make good choices.
- Identify strategies that we can all use to prevent bullying and hurtful behaviour.
- Describe what it means to be an upstander.
- Explain why it is everyone's responsibility to respond to bullying/hurtful behaviour.

### Money and Careers, Digital Resilience, and Rules, Diversity and Community

- Identify skills or interests that you would like to develop.
- Describe how to set SMART targets to develop skills.
- Identify examples of jobs, careers and the sectors that people can work in.
- Identify examples of skills that employers often look for in the workplace.
- Describe the difference between 'soft skills' and 'hard skills'.
- Identify examples of gender stereotypes.
- Describe how gender stereotypes can harm a person's career choices and aspirations.
- Recognise whether games, websites and films are appropriate for your age group.
- Describe how we can tell if a game, website, magazine or film is age-appropriate.
- Identify strategies that can help us to recognise unreliable news stories and information online.
- Identify examples of rules and laws.
- Describe the potential consequences of failing to obey the law.
- Identify examples of rights including those that apply to children.
- Describe the reasons why we have human rights.

# YEAR THREE STEAM LEARNING GOALS



## Y3 STEAM Progression of Skills

- 2.04 Be able to articulate how each design meets the identified needs
- 2.06 Be able to produce a final design proposal identifying appropriate materials
- 2.07 Be able to list materials, tools and techniques needed for production
- 2.08 Be able to use appropriate tools and techniques independently
- 2.09 Know how to avoid the risks associated with using tools and sharing spaces
- 2.01 Know that designs should consider aesthetics and function
- 2.04 Be able to articulate how each design meets the identified needs
- 2.11 Understand that designers have a responsibility to consider issues of waste when designing products
- 2.05 Be able to use modelling and testing to explore parts of a design
- 2.06 Be able to produce a final design proposal identifying appropriate materials
- 2.07 Be able to list materials, tools and techniques needed for production
- 2.10 Be able to compare their design and product explaining any differences and suggesting improvements



# YEAR THREE DRAMA LEARNING GOALS



## Y3 Drama Progression of Skills

### Welcome to Year 3 Drama!

We are excited to continue our journey in the world of Drama with our Year 3 students. This curriculum is designed to deepen their understanding of dramatic arts, enhance their performance skills, and foster a love for creativity and storytelling. This will be done through the exploration of significant themes like "People Who Made a Difference," "Building Class Community," and "Exploring Outer Space,".

### Develop Acting Skills:

- Explore and portray a range of characters.
- Understand and express a variety of emotions.
- Practice body language and movement to convey meaning.

### Enhance Communication:

- Improve verbal and non-verbal communication skills.
- Engage in active listening and constructive feedback.
- Develop clear and expressive speech.

### Boost Confidence:

- Perform in front of peers and audiences.
- Build self-esteem through positive reinforcement.
- Encourage risk-taking in a supportive environment.

### Collaborative Work:

- Participate in group activities and ensemble work.
- Develop teamwork and cooperative skills.
- Learn to trust and support fellow performers.

### Warm-up Activities:

- Fun exercises to prepare the mind and body for drama activities.
- Games that encourage focus, relaxation, and creativity.

### Role Play:

- Exploring different scenarios and characters.
- Understanding different perspectives and empathy.

### Storytelling:

- Developing narrative skills.
- Using voice, body, and expression to tell stories.

### Performance:

- Preparing short skits and scenes for class presentations.
- End-of-term performances to showcase students' progress.

- **Reflection and Feedback:**

- Encouraging self-assessment and peer feedback.
- Reflecting on performances to identify strengths and areas for improvement.

# YEAR THREE PE LEARNING GOALS



## Unit 1: Adventure Games and Swimming

- Develop and assess collaboration and communication skills through a variety of team games
- Practice and reflect on teamwork, sportsmanship and individual roles within a team.
- Develop basic water safety skill and swimming technique.

## Unit 2: Invasion Sports and Athletics

- Learn and discuss specific rules related to invasion sports.
- Practice and develop a variety of individual skills and game strategies related to football, futsal and basketball.
- Practice and develop athletic skills related to running, jumping and throwing.
- Reflect on individual and team performance of invasion game skills and strategies.

## Unit 3: Net and Striking Games

- Learn and discuss specific rules related to net and striking games
- Practice and develop a variety of individual skills and game strategies required for participating in badminton, kickball, baseball, volleyball and rounders.
- Reflect on individual and team performance within net and striking games.

## Unit 4: Health and Fitness

- Create and reflect on individual S.M.A.R.T goals related to health and fitness.
- Participate in fitness testing, group exercises and other activities related to keeping body healthy
- Practice and develop variety of movements which can be related to dance, gymnastics and yoga.

## Unit 5: Team Games and Swimming

- Develop basic water safety skill and swimming technique.
- Develop and assess individual and team skills through a variety of sports and activities.
- Collaborate and create small team game activities using skills, strategies and rules.

## Progression of Skills:

**Team skills:** communication, collaboration, listening, reflection, leadership skills and time-management

**Physical skills:** attacking, defending, striking, fielding, shooting, passing, dribbling, and game strategies.

**Skill development and Training Technique:** related to fitness, kickball, rounders, baseball, gymnastics, athletics, running, swimming, football, futsal, volleyball, basketball, capture the ball, capture the flag and more.

# YEAR THREE

## MUSIC LEARNING GOALS



### Y3 Music Progression of Skills

#### Beat and Rhythm

- Tap, Play, and Move to a Steady Beat
- Distinguish between Beat and Rhythm
- Identify Accented Beats
- Group Beats into Groups of Two or Three
- Read and Rotate Rhythms from Flashcards and Charts

#### Ostinato

- Explore Different Ostinato Patterns at Varying Levels
- Experiment with Borduns in Patterns

#### Melody

- Develop Singing Voice
- Identify High, Low, and Middle Sounds in Music
- Sing Various Pitches Alone and in Groups
- Reproduce Melodies Solo and Ensemble
- Read and note different Melodic Patterns

#### Harmony

- Practice Rhythm Canons, Speech Canons, and Melodic Canons
- Experiment with Ostinato and Bordun Patterns

#### Instrumental Technique

- Identify and Play Unpitched Instruments
- Perform Simple Bordun Patterns on Bar Instruments
- Experiment with Complementary Colors or Unpitched Parts

#### Creating

- Create Effects and Accompaniments
- Improvise Rhythm Patterns and Melodies
- Generate New Verses

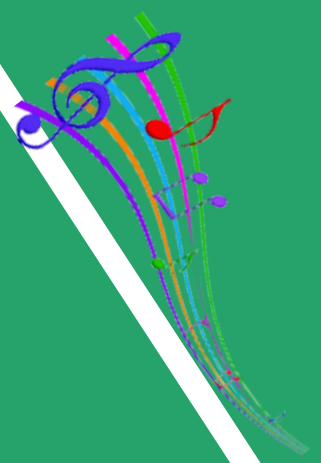
#### Form

- Recognise Musical Phrases
- Label Phrases as Same or Different
- Utilise Repeat Signs
- Understand AB, ABA, and Rondo Forms

#### Expression

- Identify Tempo as Fast or Slow
- Recognise Dynamics and Perform Accordingly
- Understand Accents and Utilize Connected and Detached Sounds
- Sing Expressively, Grasping the Text's Meaning

# YEAR THREE MUSIC LEARNING GOALS



## Y3 Music Progression of Skills

### Musical Activities: Playing Instruments

- Identify class instruments. / Understand the importance of instrument care. / Follow musical instructions from a leader.
- Handle instruments with care. / Rehearse and perform parts within songs. / Follow musical instructions.

### Musical Activities: Improvisation

- Understand the concept of improvisation. / Appreciate the value of confidence in using fewer notes.
- Improvise using all taught melodic and rhythmic elements on class instruments and in solfege.

### Musical Activities: Composition

- Define composition and its recording methods. / Understand different ways of recording compositions.
- Create simple melodies using taught rhythm and pitch elements. / Plan and create music sections for performance. / Reflect on and make musical decisions about compositions. / Record compositions appropriately.

# YEAR THREE ART LEARNING GOALS



## Y3 Art Progression of Skills

In Year Three the Art curriculum is an enriching programme designed to further develop the artistic skills and creative thinking of our students. This year, students will build upon the knowledge and abilities acquired in previous years, exploring more complex techniques and concepts while continuing to express their individuality through art.

The primary objectives of the Year Three Art curriculum are to deepen students' understanding of advanced artistic principles, enhance their technical skills, and foster an appreciation for a wide range of artistic traditions. Through a series of structured activities and projects, students will refine their ability to communicate visually, experiment with a diverse range of media, and gain a deeper understanding of the significance of art in various cultural and historical contexts.

Children will be taught to

- 2.01 Be able to plan and create an original work of art to express experiences, thoughts, ideas and/or emotions.
- 2.02 Be able to demonstrate improvement when using/practising a specific technique.
- 2.03 Be able to create an original artwork to serve a given purpose selecting from a range of given media.
- 2.05 Understand that inspiration for the creative process can come from changing and manipulating the work of someone else.
- 2.06 Be able to experiment with and combine a variety of materials, techniques and technologies
- 2.07 Be able to select materials and techniques to communicate an idea and be able to explain their selection.
- 2.08 Know about line, value, colour and the difference between shape and form.
- 2.09 Know that an artwork can have one or more purposes.
- 2.10 Know that some artistic methods are more typically associated with some places than others.
- 2.11 Understand that there is a difference between copying art and being inspired by artists' work
- 2.12 Understand how techniques in visual communication can be used to create different effects
- 2.13 Be able to make inferences about artists and their intention(s)

By the end of Year Three, our goal is for each student to have a more advanced understanding of art principles, enhanced technical skills, and a strengthened capacity for creative expression. We are excited to support our students as they continue their artistic journeys and look forward to a year filled with discovery, innovation, and artistic growth.

# YEAR THREE MFL LEARNING GOALS



## Y3 Thai language Progression of Skills

- The students' abilities of each year group according to the Lanna Thai language curriculum standard are designed as referenced from MOE Thai language Thai Culture and History curriculum
- Students will be divided into 3 levels ( Advanced/Intermediate/Beginner )

### Beginner

#### **Reading and Writing skills**

- Able to expand knowledge of letter-sound relationship.
- Able to write letters of one's name and write Thai numbers 1- 5 in order.
- Able to begin to decode simple words and copy sight words.

#### **Listening and Speaking skills**

- Able to show understanding of short spoken phrases or statements and questions by responding with single words.
- Respond briefly to simple questions.

### Intermediate

#### **Reading and Writing skills**

- Able to read and tell the meaning of Thai words.
- Able to tell likes or dislikes from the stories you read.
- Able to write words that already know neatly and correctly
- Able to write simple sentences.

#### **Listening and Speaking skills**

- Able to express opinions and feelings from the story.
- Able to make questions/answer and retell the story.

#### **Thai grammar skills**

- Able to tell and write Thai consonants, vowels, numbers
- Able to spell words and tell the meaning of words.
- Able to compose words into simple sentences.

### Advanced

#### **Reading and Writing skills**

- Able to read rhyme words, blend Thai consonants, and read easy poems.
- Able to read and comprehend short stories, reflect on them, predict what will happen next, and identify the elements of the stories.
- Able to write short imaginative pieces based on their experiences, arrange stories in the correct order, and write sentences using the correct Thai sentence structures.

#### **Listening and Speaking skills**

- Able to give simple speeches on given topics.
- Able to blend words with the proper tone and understand their meanings.
- Able to retell stories, provide reflections, and ask relevant questions.

## Advanced

### Thai Grammar Skills

- Able to blend and write words with different ending sounds.
- Able to identify the eight groups of final consonants(มาตราตัวสะกด).
- Able to blend leading consonant clusters(อักษรนำ คำควบกล้ำ).
- Able to remember sight words from the stories.



# YEAR THREE STUDENT SUPPORT



## Student Support Vision

Every student at Lanna International School Thailand will be supported in order to fulfil their own potential.

## Counselling

The Counselling Support Service aims to support students who are experiencing emotional difficulties or problems that fall outside normal day to day classroom pastoral care. This support is also extended to the student's family where provision allows and where appropriate.

The school counselling service helps students achieve their full potential and overcome difficulties which may interfere with academic achievement and socialisation within the school community. Possible counselling issues include; coping with changes, transitions, self-esteem, friendship and relationship issues, study skills, stress management, fears or worries, academic pressure, conflict resolution, social skills, adjustment to school or culture, anxiety, depression and problematic and challenging behaviour. These services are available as part of the school services without extra charge. However, these services are not intended as a substitute for medication, ongoing emotional and psychological counselling/ psychotherapy or psychiatric diagnosis. These are not the responsibility of the school.

Onward referrals are made where students cannot be adequately supported within our school system. These are made to appropriate agencies including external counselling services, social services and local hospitals. All referrals are made in conjunction with the student, Head of School/ Section, Counsellor and parents/guardians.

Referrals to the school counselling service can be made by teaching staff (inc the Head of School, Section Principals, School Nurse) and parents. All referrals from staff should come through the referral system within the Support Services Department.

The Lanna School Counselling Service follows the ethical framework set out by the British Association of Counsellors and Psychotherapists (BACP). Counselling Support Sessions are confidential between the counsellor and student and the Head of School/ School Director/ Sections Head/ Principals. The only exception to this, as laid out by the BACP, is where there is a serious threat of danger to the student or others. This policy is in keeping with counselling good practice. A copy of the ethical framework can be found on the BACP website or from the school counsellor.

Counselling sessions are offered on a four to six session basis which usually take place once per week for a duration of 30 to 40 minutes. After this time there is a review and an option to extend counselling support appropriate to the needs of the student.





## Learning Support

LANNA recognises that each student is unique. Students have different learning styles and abilities. LANNA offers learning support to students who require extra help and attention to be successful in the classroom. Learning Support teachers work collaboratively with teachers and the School Counsellor to identify students with extra learning needs and to plan appropriate programmes to meet their needs.

### Areas of Learning Needs

Learning Support covers a range of needs: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory/physical needs. The type of support a student receives depends on their specific difficulties. It can include help in the classroom, targeted intervention sessions for specific needs, small group lessons and progress monitoring. Parents are strongly encouraged to take an active role in the planning and implementation of learning support for their children.

### Referrals

Teachers act as the first line of support for students in the classroom. They achieve this by using a variety of teaching strategies – different approaches to presenting information and engaging students – and accommodations – adjustments to the learning environment or assessment methods to meet individual needs.

If these initial measures are not enough to help a student succeed, the teacher might recommend a referral to Learning Support to discuss more targeted strategies that address the student's specific challenges. Additionally, the team may suggest an in-school assessment to get a deeper understanding of the student's strengths and weaknesses.

In cases where progress continues to be elusive, an external assessment by a psychologist or educational specialist outside the school might be recommended. This more comprehensive evaluation can provide a clearer picture of any underlying learning difficulties and pave the way for a more personalised support plan.

Essentially, this process follows a levelled system of support, starting with adjustments in the classroom and potentially progressing to more specialised interventions outside the school setting.

Parents can also refer their children to Learning Support. There are signs that your child may need learning support:

- Difficulty keeping up in reading, writing or Mathematics
- Struggles with organisation, focus or following instructions
- Frequent frustration during home learning
- Loses interest in school activities they used to enjoy.

Please speak with your child's homeroom teacher and discuss your concerns and observations about your child's progress.

## English Support

### Intensive English Support (IES) and After School English Teaching (ASET)

Students entering the school with a low level of English are eligible to receive English Support.

English Support decisions are made as accurately as possible at the point of admissions. However, once a child has started at Lanna, we may feel the need to increase/decrease support as necessary in order to ensure support is correctly targeted. Support decisions therefore may be subject to change, and are under regular review.

Tests conducted at admissions, or once pupils have started at LANNA, may indicate the need for placement in one of the following small-group programmes:

- Intensive English Support (IES)
- After School English Teaching (ASET)

Pupils in need of extra support in English will be offered IES classes.

Pupils with a more pronounced need of support in their English language learning will be offered both IES *and* ASET classes.

Intensive English Support (IES) comprises 4 lessons per week. Lessons take place during the school day, during modern foreign language time. Intensive English Support therefore takes the place of either Thai, Chinese or French.

After School English Teaching (ASET) comprises 2 lessons per week. Lessons take place after school.

The aim of both programmes is to provide support in English language learning to enable pupils to be able to cope with the school's curriculum independently. Class numbers are kept small to enable targeted, intensive support. Placement is reviewed on a semester basis, and parents will receive reports on progress. Students will be part of the programmes until it is determined that the child is able to cope independently with the demands of the mainstream school curriculum.

The IES and ASET curriculum is aligned with the reading, writing, speaking and listening elements of the Cambridge Primary English curriculum and the grammar elements of the Cambridge Primary English as a Second Language curriculum.

If you have concerns about your child's English level, or English language acquisition, please contact your child's homeroom teacher.

### **Accelerated English Programme (AEP)**

This high quality Accelerated English Programme (AEP) is designed to provide a fast-track opportunity for students with a very low level of English to improve their language skills. The aim is to reach a level where they may be accepted into LANNA's mainstream classes, or another English speaking international school

Children of Year 3-6 age are eligible to join the Primary AEP. Students stay in the programme for a maximum of two years, after which it is hoped that they are ready to move into our mainstream international school classes with English Support (IES and ASET as detailed above). Students who make the required progress during their time in the AEP will be offered a place in our mainstream classes, subject to availability. However, it should be noted that the rate of language acquisition varies greatly between students and progression to mainstream classes is not guaranteed.

Students will be in an AEP homeroom class, with the AEP teacher acting as their homeroom teacher and programme teacher. English language learning will make up the majority of class time, but students will receive Maths and Specialist lessons in addition to this. Termly testing will ensure the school is able to track the progress of each child. Parents are kept informed of their child's progress throughout the year with reports and parent meetings.

# YEAR THREE SAFEGUARDING AND CHILD PROTECTION



## Creating The Right Atmosphere

Lanna School offers a safe and nurturing learning environment. It is now well documented beyond dispute that learning takes place best in an environment where children feel safe, supported and secure. We do not hit students or punish students with any form of physical or mental abuse and do not believe that any other adults should be doing so either and will intervene if we become aware of any cruelty or abuse of children.

All adults at Lanna School work hard to create this atmosphere by:

- Treating children with respect and dignity.
- Maintaining a stable, consistent, safe and predictable environment.
- Enforcing school rules, boundaries and regulations consistently and fairly.
- Intervening if we believe a child is being abused or in danger of abuse.

Thailand has signed an agreement with the United Nations about the rights of children, (Convention of Rights of the Child, 1989) this document makes clear a range of basic needs that every child has a right to. These include:

- A right to a family life
- A right to privacy
- A right to some form of help or support if something bad has happened to them
- A right to be involved in decisions about what happens to them
- A right to be protected from all forms of abuse.

It is a requirement for all Lanna School staff to report any child abuse concerns to the Safeguarding and Child Protection Group. All staff at Lanna School receive mandatory Child Protection and Safeguarding training on an annual basis. This is supported by an ongoing mandatory online training programme.

At Lanna School we do not:

- Hit children as a form of punishment or believe that anybody else should do so.
- Act in a way that is cruel or humiliating towards children.
- Ask children to do anything unsafe.
- Ridicule and demean children.
- Deliberately make children feel anguish or fear

## School Photography on the School Campus

Lanna School fully recognises the Convention of the Rights of the Child (1989) and Thailand's Child Protection Act (2003) and its responsibilities for child protection, as such photographs or video footage of children by any person not part of the school staff is not allowed other than at special school events where parents/ carers have been invited to attend, such as assemblies, fancy dress parades, theatre and music performances, sports events, Thai cultural events and PTO events.



# ACADEMIC EXCELLENCE CARING COMMUNITY

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