



**SIR  
MANASSEH  
MEYER**

International School

# **Curriculum Booklet: Milepost Two; Grade 2 / Grade 3**

**August 2025**



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**International School**

# **Grade 2 Curriculum**

**August 2025**



## **GRADE 2 CURRICULUM**

# **Literacy**

**Based on the UK National Curriculum**

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### **Spoken**

- Speak audibly and fluently with an increasing command of Standard English
- Articulate and justify answers, arguments and opinions
- Work productively individually and in groups
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, roleplay/improvisations and debates

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### **Reading and Comprehension**

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- Read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Develop positive attitudes by
  - Listening to and discussing a wide genre of books
  - Using dictionaries to check for meaning of words
  - Identifying themes and conventions in a wide range of books
  - Preparing texts to read aloud
  - Discussing words and phrases that capture the reader's interest
- Understand what they read by
  - Checking the text for sense and discuss understanding
  - Drawing inference and predicting the outcome
  - Identifying main ideas and summarising them
  - Identifying how language, structure, and presentation contribute to meaning

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### **Spelling, Handwriting and Presentation**

- Use prefixes, suffixes and homophones
- Write common words with regular and irregular plurals
- Write from memory simple sentences
- Increase the legibility, consistency and quality of their joined handwriting



## **Vocabulary, Grammar and Punctuation**

- Use a wider range of conjunctions including when, if, and because and although
- Use punctuation such as commas, full stop, question mark and exclamation mark correctly
- Use apostrophes to show ownership and contractions
- Write sentences with an adverbial clause, conjunction and a number adjective
- Use the present perfect form of verbs in contrast to the past tense
- Choose nouns or pronouns appropriately
- Use conjunctions, adverbs and prepositions to express time and cause
- Identify adjectives in sentences (behaviour/ personality, physical appearance)
- Use and understand the grammatical terminology accurately and appropriately in writing and reading

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## **Writing Composition**

- Read and discuss writing similar to that which they are planning to write to understand and learn from its features, organisation and vocabulary
- Plan for writing by composing ideas orally before recording ideas in a structured written form
- Plan for writing by discussing ideas for the common elements found in writing for a particular purpose (for example, characters, setting and plot in narratives)
- Progressively build a varied and rich vocabulary and use an increasing range of sentence structures and organising paragraphs around a theme
- In narratives, include information about characters, setting and plot
- In non-narrative material, use simple organisational devices, such as headings and sub-headings
- Proofread for spelling, grammar and punctuation errors
- Propose changes to grammar and vocabulary to improve consistency, including accurately using pronouns
- Read aloud their own writing, to a group or to the class, using appropriate intonation and expression and controlling the tone and volume
- Assess the effectiveness of their own and others writing and suggest improvements



## **GRADE 2 CURRICULUM**

# Numeracy

**Based on Singapore Maths: My Pals Are Here**

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### **Numbers**

#### **Numbers to 1000**

- Understand counting & Place value
- Compare numbers within 1000
- Round numbers within 1000 to the nearest 10 or 100.
- Order and pattern numbers to 1000

#### **Addition and subtraction within 1000**

- Practice simple addition and subtraction within 1000
- Practice addition with regrouping in ones and tens
- Practise subtraction with regrouping in tens and ones, hundreds
- Subtract with numbers that have zeros
- Solve simple word problems using models
- Solve two-step word problems using models
- Practise mental addition and subtraction

#### **Multiplication and division**

- Practise how to multiply and divide 2, 3, 4, 5, & 10
- Multiply skip-count: 2, 3, 4, 5 & 10
- Multiply with arrays
- Multiplication with repeated addition
- Understand division
- Memorise multiplication tables of 4, 5 and 10; skip-count and use dot paper
- Solve multiplication and division using pictures and models



## Geometry

### Volume

- Understand volume
- Measure, comparing, and order with base unit of litres
- Add and subtract volumes

### Lines and surfaces

- Understand straight lines and curves
- Understand flat surfaces

### Shapes and patterns

- Understand shapes of 2D and 3D figures
- Make Patterns

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## Fractions & Data Analysis

### Fractions

- Understand fractions & solve problems
- Compare and order fractions
- Add and subtract like fractions

### Graphs

- Read picture graphs with scales
- Make picture graphs and bar graphs with scales
- Read and create data by tally
- Read, and interpret bar graphs



## **GRADE 2 CURRICULUM**

# **International Primary Curriculum (IPC)**

**By International Curriculum Association**

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### **Learning Goals**

The IPC is an internationally researched curriculum for learners aged 5-11 years old. The IPC consists of thematic units of learning which are specifically designed for each 'milepost' on appealing themes that provide age-appropriate learning and universally relevant to young learners. A 'milepost' is 2-3 years of learning driven by a selection of Learning Goals; there are 3 mileposts across 6 years of primary schooling. A range of subjects are included in each thematic unit. Each unit of learning has been carefully developed to support teachers of the IPC to implement the internationally researched curriculum maintaining the focus on improving learning.

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### **Unit of Work**

#### **The Process of the IPC**

The units of work provide practical activities, plus a wealth of other supportive information. Each unit is structured to make sure that children's learning experiences are as stimulating as possible.





The **entry point** is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. Entry points can last from one hour to a week, depending on the age of the children and the task at hand.

The **knowledge harvest** takes place in the early stages of each unit and provides an opportunity for children to reveal what they already know about the themes they are studying. This bank of knowledge can then be added to, developed and even challenged by the teacher, throughout the course of the unit.

The **big picture** provides teachers with subject-based background information to the issues contained within the unit. **Explaining the theme** involves the teacher helping the children to see the 'big idea' of the unit of work before embarking on the subject learning.

Each IPC unit has research **activities and recording activities**. Research activities always precede the recording activities. During research activities, children use a variety of methods and work in different group sizes to find out a range of information. During the recording activities, children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways.

The **exit point** has two main purposes. First, to help children pull together their learning from the unit and second, to celebrate the learning that has taken place.





	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Milepost Two					
<b>Grade 2</b>	<b>Brainwave: The Brain</b>  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 rain to help us on our learning journey?	<b>Different Places, Similar Lives</b>  In Different Places, Similar lives we will be learning about the similarities and differences between how people lead their lives in different countries throughout the world. We will need to be global ambassadors as we compare our school life with another school internationally, geographers as we explore how the climate affects the way people live and historians as we learn about how important people in the countries, we are studying have changed lives. Can people have similar interests and lifestyles even if they live in different countries of the world?	<b>How Humans Work</b>  We will be learning about the different functions of the human body, including how we see, hear, digest, breathe and move. We will also investigate how to maintain a healthy lifestyle, and the effects of diet and exercise on the body. We will need to be scientists, nutritionists and sports instructors in order to gain a deep understanding of how humans work. Have you ever considered how your body works? And what does it really mean to be healthy?	<b>Feel the Force!</b>  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?	<b>Vanishing Rainforests</b>  We will be learning about how diverse, wonderful and unique our rainforests are as well as what we need to do to ensure their survival. Did you know that rainforests once covered 14% of our world's surface? Now sadly they cover between 3-4% of the world. Why are they vanishing? During the unit, you will need to be geographers, scientists including being botanists who explore the plant world to find out the answers to critical real-life problems. If we don't act soon, it could be too late!	<b>Inventions that Changed the World</b>  We will be learning about inventions and how they can transform our lives. We will need to be historians and scientists in order to study inventions from the past that have changed our world. Can you think of ways we could use our knowledge to think about current problems and what inventions may be necessary in the future?



## **GRADE 2 CURRICULUM**

# **Specialist Subjects**

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### **Physical Education**

The physical education curriculum for Grade 2 focuses on the following skills:

- **Strength, Agility and Resilience** – The students continue to learn more about safety first and basic techniques of quick body agility drills.
- **Touch Rugby** – The students continue to build their skills on Touch Rugby, which is derived from Rugby in which the players do not tackle but instead touch their opponents.
- **Kickball** – Students will practise and play the game of Kickball and the rules, using only the feet to kick and a ball. No bats are used for this sport.
- **Floorball** – Students are introduced to Floorball kits and safety rules. They will learn how to hold the stick and pass and receive.

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### **Swimming**

The swimming curriculum ranges from learn to swim classes, to competitive programmes. It includes pool safety rules, water confidence and developing appropriate techniques in four competitive swimming strokes.

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### **Art**

The curriculum for art ensures that all students will be able to:

- Understand how various artists- including some from their home country and the host country- use forms, materials and processes to suit their purpose
- Learn about some of the work of artists in the host country
- Be able to use art as a means of self-expression and visual communication
- Be able to choose materials and techniques which are appropriate for their task
- Be able to explain their own work in terms of what they have done and why
- Be able to talk about works of art, giving reasons for their opinions and using the appropriate art vocabulary to describe artworks



## **Makerspace**

Students apply innovative Makerspace concepts to real-world problems, underpinned by practical skills, including communication, inquiry, collaboration, creativity, problem solving and critical thinking skills. Students will partake in a skills-based, hands-on curriculum. The types of tasks students will participate in include:

### **Microbits**

- Microbit mini projects

### **Microbit Programming**

- Students will be able to create simple coding with DIY projects

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## **Music**

The curriculum for music aims to ensure that all students

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations



## **Personal, Social and Emotional Development (P.S.H.E)**

PSHE education offers both explicit and implicit learning opportunities and experiences which reflect the students' increasing independence, physical and social awareness as they move through the primary phase.

PSHE builds on the skills for students to develop effective relationships, assume greater responsibility and manage personal safety. It will introduce the students to a wider world and enable them to make an active contribution to their communities.

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## **MFL: Mandarin**

The Mandarin curriculum aims to develop the four essential skills of listening, speaking, reading and writing. The students will:

- Acquire a core vocabulary of 100 words
- Identify high-occurrence sentence patterns relating to the daily routine
- Appreciate Chinese culture in selected topics
- Understand and express simple words and have a foundation to pursue more advanced studies
- Explore supplementary materials, such as readers, picture books, and short stories, to enhance their learning



## **GRADE 2 CURRICULUM**

# **Jewish Education**

From Grade 2 students are given the choice between two Jewish Education Tracks:

- Jewish Education: Tal Am, which is taught in Hebrew
- Jewish Education: Culture, which is taught in English

### **Track One: Jewish Education: TalAm**

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#### **Tefilla (Prayer)**

The children begin each day with Tefila (prayer) which progresses through each grade. They are introduced to the meaning of the prayers being said, their origin and the concept of Kavana (how we should be focusing during prayer).

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#### **Chagim (Festivals)**

Throughout the year, the students learn about each Jewish festival. They look at the festivals from both a historical and contemporary perspective, the stories behind the festivals and how they lead to the laws and customs Jews practice today. The students feel the atmosphere of the festivals with songs, crafts, role playing and experience the rituals connected to the festival.

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#### **Torah – Bereishit and Shemot**

We begin our study of Chumash at the beginning of the second grade, after the students have acquired an adequate level of proficiency in Hebrew reading. Our focus is on acquiring the skills necessary to learn and understand the original text, understanding the layout of the Chumash: Psukim; Parashot; Chumashim. This includes translation skills (from biblical to modern Hebrew) knowledge of prefixes, suffixes, root words, and the ability to recognise the similarities of the Psukim.

We begin the study of Rashi commentaries in Grade 3 to encourage questioning that leads to a deeper understanding of the text and the reading of Rashi letters begins in Grade 4 to enable the students to read Rashi text on their own.



## **Parasha**

The study of the weekly Parasha familiarises the students with the characters, events and laws of the Torah. As they learn the storyline, they discuss the Jewish values and ethics found, and how they can be practically incorporated into their daily lives.

The younger children are encouraged to share the weekly Parasha at home with their parents with the use of a weekly Parasha workbook while the older students are required to prepare a Dvar Torah (an oral summary) to share at home.

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## **Halachot and Minhagim (Laws and Customs)**

The students follow the units on Jewish laws and customs applicable to daily life and festivals.

The material is presented progressively, from simple to advanced, and is accompanied by maps, charts, diagrams, illustrations and an assortment of interactive activities. The material is designed to promote love for Judaism, acquaint the student with various Jewish customs and enhance Hebrew comprehension.

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## **Middot (Jewish Values)**

Jewish Values have a central focus in the curriculum where students are encouraged to explore Jewish values from the perspectives that are thought provoking and meaningful. Each class will focus on Jewish values in a way that highlights the distinctive contribution Judaism can make to the challenges of modern life. There is a strong emphasis on Tikkun Olam, Healing the World and each class will be expected to be involved in a Social Action project.



## **Track Two: Jewish Education: Culture**

This course provides students with opportunities to learn about Judaism and to learn from Judaism. The curriculum covers key Jewish beliefs, stories, rituals, leadership, festivals and sacred texts. Students are encouraged to respond and reflect on the lessons being taught with a strong emphasis on the importance of respecting each other's beliefs.

Jewish values have a central focus in this curriculum where students are encouraged to explore Jewish values from different perspectives that are thought provoking and meaningful. This course is taught in an interactive and dynamic way with students being expected to involve themselves in research projects and presentations.

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### **Judaism**

- To know about and understand the origins and development of Judaism and its rituals
- To appreciate the vibrancy of Judaism, its rich heritage and culture
- To appreciate the central role of Jewish rituals to the Jewish experience and practice
- To develop a meaningful and life long relationship with Judaism, its rich heritage and culture

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### **Sacred Texts**

- To know and understand the origins and importance of Jewish Sacred texts
- To appreciate the different ways of interpreting texts
- To develop and analyse own interpretations of Jewish Sacred texts

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### **Jewish People**

- To know about and understand the origins and the development of the Jewish People
- To identify with the diversity of individuals and groups that make up the Jewish People
- To develop a lifelong, meaningful commitment to the Jewish People whilst connecting to their history and contributing to Jewish communal life



## **Jewish Learning and Culture**

- To know about and understand the vibrancy and development of Jewish learning and culture
- To value the importance of Jewish learning and culture
- To engage in life-long Jewish learning and to become both creators and consumers of Jewish culture

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## **Israel**

- To know about and understand the history and development of the modern State of Israel
- To appreciate Israel as central to the Jewish People
- To develop a meaningful and life long relationship with the State of Israel

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## **Tikkun Olam (Social Action)**

- To know and understand how the Jewish people have engaged in Social Action throughout the ages
- To appreciate the value of Social Action as a fundamental aspect of Judaism
- To engage in Social Action, as an expression of Jewish values. Both inside and outside of the Jewish community

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## **Universal Values**

- To understand that Jews have a responsibility to have a positive impact on the world
- To understand similarities between Judaism and other cultures and have shared values
- To develop a lifelong commitment to engaging with the universal values and integrating them into their lives





## **Modern Foreign Language (MFL)**

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### **Ivrit, TalAm**

At SMMIS we follow the TalAm Ivrit B'Ivrit philosophy where the students are fully immersed in a Hebrew environment, which leads to a mastery of conversational and written Hebrew.

A progressive Hebrew language programme is introduced through the use of themes and concepts which are explored in Hebrew. Common Hebrew phrases are integrated into the classroom, objects are referred to by their Hebrew names, and instructions are given in Hebrew.

Hebrew vocabulary holds a main focal point in the study of Hebrew and is emphasised with weekly lists and various games and activities. The students practice their language skills by reading and writing Hebrew in correlation to the topics taught in class. From Grade 1 the students are divided per class based on their ability and proficiency in Hebrew. We ensure that an appropriate enrichment and levelling programme is implemented in all Hebrew classes.

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### **Ivrit, Native Speakers**

We follow the Israel Ministry of Education recommended syllabus for native Hebrew speakers.

From K2 the students perfect their Hebrew writing through the Ariot and TalAm programmes. By Grade 2 the students learn how to write Hebrew script. Older students practice and reinforce these skills through various level appropriate workbooks. Each class is given a set of Matarot, goals to achieve throughout the year.

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### **Ivrit, Ulpan, Beginners**

We ensure that students that are new to the Hebrew language or that do not have enough prior language acquisition are placed in our Ulpan programme, which enables them to have a solid foundation before entering the mainstream classroom.

In our Hebrew programme the students placed in Ulpan have an opportunity to move up to the next level once a set of goals are acquired. Students are monitored regularly throughout their time in Ulpan.



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# **Grade 3 Curriculum**

**August 2025**



## **GRADE 3 CURRICULUM**

# **Literacy**

**Based on the UK National Curriculum**

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### **Spoken**

- Listen and respond, ask relevant questions
- Articulate and justify answers, arguments and opinions
- Participate actively in conversations, staying on topic, initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, roleplay/improvisations and debates

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### **Reading and Comprehension**

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- Read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Develop positive attitudes by
  - Listening to and discussing a wide genre of books
  - Using dictionaries to check the meanings of words
  - Identifying a range of themes and conventions in a wide range of books
  - Preparing texts to read aloud
  - Recognising different forms of poetry
  - Discussing words or phrases that capture the reader's interest
- Understand what they read by
  - Checking the text for sense and discussing understanding
  - Drawing inference and predicting the outcome
  - Identifying main ideas and summarising them
  - Identifying how language, structure, and presentation contribute to meaning

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### **Spelling, Handwriting and Presentation**

- Use prefixes, suffixes and homophones
- Write common words with regular and irregular plurals
- Write from memory simple sentences
- Increase the legibility, consistency and quality of their cursive handwriting



### **Vocabulary, Grammar and Punctuation**

- Use a wider range of conjunctions including when, if, because and although
- Using conjunctions, adverbs, adjectives and prepositions to express time and cause
- Use fronted adverbials
- Use the present perfect form of verbs in contrast to past tense
- Choose nouns and pronouns appropriately
- Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading
- Write using appropriate structure, vocabulary and grammar

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### **Writing Composition**

- Read and discuss writing similar to that which they are planning to write to understand and learn from its features, organisation and vocabulary.
- Plan for writing by composing ideas orally before recording ideas in a structured written form.
- Progressively build a varied and rich vocabulary and use an increasing range of sentence structures.
- In narratives, create increasingly detailed characters, settings and plots.
- In non-narrative material, use organisational devices such as headings, sub-headings and bullet points.
- Assess the effectiveness of their own and others' writing and suggest improvements
- Read aloud their own writing, to a group or to the class, using appropriate intonation and expression and controlling the tone and volume
- Organise paragraphs around a theme
- Proofread and edit for spelling and punctuation errors



## **GRADE 3 CURRICULUM**

# Numeracy

**Based on Singapore Maths Curriculum**

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### **Numbers**

#### **Numbers to 10,000**

- Count up to 10,000
- Understand place value
- Compare, order and pattern numbers
- Write the number in words to 10,000

#### **Addition and subtraction within 10,000**

- Understand the meaning of sum and difference
- Practise simple addition and subtraction within 10000
- Add and subtract in regrouping in ones, tens and hundreds
- Practise subtraction with numbers that have zeros
- Solve two-step word problems using models
- Use mental addition and subtraction

#### **Multiplication and division**

- Multiply with and without regrouping in ones, tens, and hundreds
- Multiply without regrouping in ones, tens, hundreds and thousands
- Memorise multiplication tables of 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10
- Understand and solve for the quotient and remainder
- Solve problems using odd and even numbers
- Multiply numbers that are single to thousands by a single number
- Divide without remainder and regrouping
- Divide with regrouping in tens and ones and hundreds
- Divide numbers that are single digits to thousands by a single number



## Geometry

### Angles

- Understand and identify angles (acute, right, obtuse)
- Understand reflex, straight line and full rotation
- Understand and identify right angles
- Measure angles

### Perpendicular and parallel lines

- Understand perpendicular lines
- Draw perpendicular lines
- Understand parallel lines
- Draw parallel lines

### Area and perimeter

- Understand area
- Use square centimetres (cm<sup>2</sup>)
- Use square metres (m<sup>2</sup>)
- Understand the perimeter and area
- Find the area of a rectangle

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## Fractions & Data Analysis

### Fractions

- Find the numerator and denominator
- Understand equivalent fractions
- Understand equivalent fractions: short cuts
- Compare and order like and unlike fractions
- Add and subtract like and unlike fractions
- Solve problems involving fractions



## **Measurement**

### **Length, Mass and Volume**

- Measure in metres and centimetres
- Measure in kilometres and metres
- Measure in kilograms and grams
- Measure in litres and millilitres
- Solve one-step and two step word problems

### **Money**

- Add and subtract problems involving money
- Count and change dollars and cents
- Solve word problems

### **Time**

- Practise telling time
- Convert hours and minutes
- Practise adding and subtracting time
- Understand duration in hours and minutes
- Solve word problems



## **GRADE 3 CURRICULUM**

# **International Primary Curriculum (IPC)**

**By International Curriculum Association**

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### **Learning Goals**

The IPC is an internationally researched curriculum for learners aged 5-11 years old. The IPC consists of thematic units of learning which are specifically designed for each 'milepost' on appealing themes that provide age-appropriate learning and universally relevant to young learners. A 'milepost' is 2-3 years of learning driven by a selection of Learning Goals; there are 3 mileposts across 6 years of primary schooling. A range of subjects are included in each thematic unit. Each unit of learning has been carefully developed to support teachers of the IPC to implement the internationally researched curriculum maintaining the focus on improving learning.

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### **Unit of Work**

#### **The Process of the IPC**

The units of work provide practical activities, plus a wealth of other supportive information. Each unit is structured to make sure that children's learning experiences are as stimulating as possible.







The **entry point** is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. Entry points can last from one hour to a week, depending on the age of the children and the task at hand.

The **knowledge harvest** takes place in the early stages of each unit and provides an opportunity for children to reveal what they already know about the themes they are studying. This bank of knowledge can then be added to, developed and even challenged by the teacher, throughout the course of the unit.

The **big picture** provides teachers with subject-based background information to the issues contained within the unit. **Explaining the theme** involves the teacher helping the children to see the 'big idea' of the unit of work before embarking on the subject learning.

Each IPC unit has research **activities and recording activities**. Research activities always precede the recording activities. During research activities, children use a variety of methods and work in different group sizes to find out a range of information. During the recording activities, children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways.

The **exit point** has two main purposes. First, to help children pull together their learning from the unit and second, to celebrate the learning that has taken place.



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Milepost Two					
	Brainwave: Metacognition	Land, Sea and Sky	Chocolate	Material World	Explorers & Adventurers	Paintings, Pictures & Photographs
<b>Grade 3</b>	<p>Do you remember learning about the brain? We are going to find out more about how our brain and memory work to help us learn. This three-week unit is all about metacognition! It will help us with all our future learning and actually make us better learners!</p>	<p>We will be learning about plants and animals, and how they can adapt to living almost anywhere on Earth. Our planet has a number of different habitats, each with their unique climate and geology. As geographers, in this unit, we will find out about how water, soil and rock can change the environment or be changed by natural forces such as water. We will need to be scientists to examine how different organisms have adapted to survive on land, in the sea and in the sky. In International we will be looking at what we can do to help in preserving living things. We will ask exciting questions such as: How do plants and animals adapt to water habitats? How do animals and plants depend on each other for survival and how can human actions support or upset this delicate balance?</p>	<p>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?</p>	<p>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?</p>	<p>Have you ever wanted to venture to undiscovered lands? Well, you might just be an explorer! 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.</p>	<p>We will be learning about the variety of visual media that inform and enrich our lives. As artists, we will be learning to represent the world as painters and photographers; we will be viewing art as historians to learn what drawings and portraits can tell us about the past; as geographers, we will be learning about the use of symbols and images to represent places; in science we will learn about the importance of light and colour in understanding the world around us; in International we will look at the role of street art and graffiti as a medium of creative expression and communication. Can we all learn to express ourselves and communicate in the universal language of paintings, pictures and photographs?</p>



## **GRADE 3 CURRICULUM**

# **Specialist Subjects**

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### **Physical Education**

Students will enhance their gross motor skills acquired during in their lower school stages such as balancing, throwing, agility, running, jumping, and body coordination through a variety of games.

Students will be provided with an opportunity to acquire advance sport skills and strategies on effective performance such as attacking, dribbling, teamwork through a broad range of physical activities including ball games, striking games, athletic, dance, and outdoor activities.

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### **Swimming**

The swimming curriculum ranges from learn to swim classes, to competitive programmes. It includes pool safety rules, water confidence and developing appropriate techniques in four competitive swimming strokes.

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### **Art**

The curriculum for art ensures that all students will be able to:

- Understand how various artists- including some from their home country and the host country- use forms, materials and processes to suit their purpose
- Learn about some of the work of artists in the host country
- Be able to use art as a means of self-expression and visual communication
- Be able to choose materials and techniques which are appropriate for their task
- Be able to explain their own work in terms of what they have done and why
- Be able to talk about works of art, giving reasons for their opinions and using the appropriate art vocabulary to describe artworks



## **Makerspace**

Students apply innovative Makerspace concepts to real-world problems, underpinned by practical skills, including communication, inquiry, collaboration, creativity, problem solving and critical thinking skills. Students will partake in a skills-based, hands-on curriculum. The types of tasks students will participate in include:

### **Microbits**

- Microbit mini projects

### **Microbit Programming**

- Students will be able to create simple coding with DIY projects

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## **Music**

The curriculum for music aims to ensure that all students

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations



## **Personal, Social and Emotional Development (P.S.H.E)**

PSHE education offers both explicit and implicit learning opportunities and experiences which reflect the students' increasing independence, physical and social awareness as they move through the primary phase.

PSHE builds on the skills for students to develop effective relationships, assume greater responsibility and manage personal safety. It will introduce the students to a wider world and enable them to make an active contribution to their communities.

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## **MFL: Mandarin**

The Mandarin curriculum aims to develop the four essential skills of listening, speaking, reading and writing. The students will:

- Acquire a core vocabulary of 120 words
- Identify high-occurrence sentence patterns relating to the daily routine
- Identify high-occurrence radicals in Mandarin characters to aid recognition
- Appreciate Chinese culture in selected topics
- Understand and express simple words and have a foundation to pursue more advanced studies
- Explore supplementary materials, such as readers, picture books, and short stories, to enhance their learning



## **GRADE 3 CURRICULUM**

# **Jewish Education**

From Grade 3 students are given the choice between two Jewish Education Tracks:

- Jewish Education: Tal Am, which is taught in Hebrew
- Jewish Education: Culture, which is taught in English

### **Track One: Jewish Education: TalAm**

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#### **Tefilla (Prayer)**

The children begin each day with Tefila (prayer) which progresses through each grade. They are introduced to the meaning of the prayers being said, their origin and the concept of Kavana (how we should be focusing during prayer).

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#### **Chagim (Festivals)**

Throughout the year, the students learn about each Jewish festival. They look at the festivals from both a historical and contemporary perspective, the stories behind the festivals and how they lead to the laws and customs Jews practice today. The students feel the atmosphere of the festivals with songs, crafts, role playing and experience the rituals connected to the festival.

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#### **Torah – Bereishit and Shemot**

We begin our study of Chumash at the beginning of the second grade, after the students have acquired an adequate level of proficiency in Hebrew reading. Our focus is on acquiring the skills necessary to learn and understand the original text, understanding the layout of the Chumash: Psukim; Parashot; Chumashim. This includes translation skills (from biblical to modern Hebrew) knowledge of prefixes, suffixes, root words, and the ability to recognise the similarities of the Psukim.

We begin the study of Rashi commentaries in Grade 3 to encourage questioning that leads to a deeper understanding of the text and the reading of Rashi letters begins in Grade 4 to enable the students to read Rashi text on their own.



## **Parasha**

The study of the weekly Parasha familiarises the students with the characters, events and laws of the Torah. As they learn the storyline, they discuss the Jewish values and ethics found, and how they can be practically incorporated into their daily lives.

The younger children are encouraged to share the weekly Parasha at home with their parents with the use of a weekly Parasha workbook while the older students are required to prepare a Dvar Torah (an oral summary) to share at home.

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## **Halachot and Minhagim (Laws and Customs)**

The students follow the units on Jewish laws and customs applicable to daily life and festivals including: Shabbat; Tefilla; Brachot, and Kashrut.

The material is presented progressively, from simple to advanced, and is accompanied by maps, charts, diagrams, illustrations and an assortment of interactive activities. The material is designed to promote love for Judaism, acquaint the student with various Jewish customs and enhance Hebrew comprehension.

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## **Middot (Jewish Values)**

Jewish Values have a central focus in the curriculum where students are encouraged to explore Jewish values from the perspectives that are thought provoking and meaningful. Each class will focus on Jewish values in a way that highlights the distinctive contribution Judaism can make to the challenges of modern life. There is a strong emphasis on Tikkun Olam, Healing the World and each class will be expected to be involved in a Social Action project.



## **Track Two: Jewish Education: Culture**

This course provides students with opportunities to learn about Judaism and to learn from Judaism. The curriculum covers key Jewish beliefs, stories, rituals, leadership, festivals and sacred texts. Students are encouraged to respond and reflect on the lessons being taught with a strong emphasis on the importance of respecting each other's beliefs.

Jewish values have a central focus in this curriculum where students are encouraged to explore Jewish values from different perspectives that are thought provoking and meaningful. This course is taught in an interactive and dynamic way with students being expected to involve themselves in research projects and presentations.

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### **Judaism**

- To know about and understand the origins and development of Judaism and its rituals
- To appreciate the vibrancy of Judaism, its rich heritage and culture
- To appreciate the central role of Jewish rituals to the Jewish experience and practice
- To develop a meaningful and life long relationship with Judaism, its rich heritage and culture

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### **Sacred Texts**

- To know and understand the origins and importance of Jewish Sacred texts
- To appreciate the different ways of interpreting texts
- To develop and analyse own interpretations of Jewish Sacred texts

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### **Jewish People**

- To know about and understand the origins and the development of the Jewish People
- To identify with the diversity of individuals and groups that make up the Jewish People
- To develop a lifelong, meaningful commitment to the Jewish People whilst connecting to their history and contributing to Jewish communal life





## **Jewish Learning and Culture**

- To know about and understand the vibrancy and development of Jewish learning and culture
- To value the importance of Jewish learning and culture
- To engage in life-long Jewish learning and to become both creators and consumers of Jewish culture

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## **Israel**

- To know about and understand the history and development of the modern State of Israel
- To appreciate Israel as central to the Jewish People
- To develop a meaningful and life long relationship with the State of Israel

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## **Tikkun Olam (Social Action)**

- To know and understand how the Jewish people have engaged in Social Action throughout the ages
- To appreciate the value of Social Action as a fundamental aspect of Judaism
- To engage in Social Action, as an expression of Jewish values. Both inside and outside of the Jewish community

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## **Universal Values**

- To understand that Jews have a responsibility to have a positive impact on the world
- To understand similarities between Judaism and other cultures and have shared values
- To develop a lifelong commitment to engaging with the universal values and integrating them into their lives



## **Modern Foreign Language (MFL)**

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### **Ivrit, TalAm**

At SMMIS we follow the TalAm Ivrit B'Ivrit philosophy where the students are fully immersed in a Hebrew environment, which leads to a mastery of conversational and written Hebrew.

A progressive Hebrew language programme is introduced through the use of themes and concepts which are explored in Hebrew. Common Hebrew phrases are integrated into the classroom, objects are referred to by their Hebrew names, and instructions are given in Hebrew.

Hebrew vocabulary holds a main focal point in the study of Hebrew and is emphasised with weekly lists and various games and activities. The students practice their language skills by reading and writing Hebrew in correlation to the topics taught in class. From Grade 1 the students are divided per class based on their ability and proficiency in Hebrew. We ensure that an appropriate enrichment and levelling programme is implemented in all Hebrew classes.

A special enrichment programme is offered to Hebrew speakers and the use of various workbooks relevant to each level is implemented.

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### **Ivrit, Native Speakers**

We follow the Israel Ministry of Education recommended syllabus for native Hebrew speakers.

From K2 the students perfect their Hebrew writing through the Ariot and TalAm programmes. By Grade 2 the students learn how to write Hebrew script. Older students practice and reinforce these skills through various level appropriate workbooks. Each class is given a set of Matarot, goals to achieve throughout the year.

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### **Ivrit, Ulpan, Beginners**

We ensure that students that are new to the Hebrew language or that do not have enough prior language acquisition are placed in our Ulpan programme, which enables them to have a solid foundation before entering the mainstream classroom.

In our Hebrew programme the students placed in Ulpan have an opportunity to move up to the next level once a set of goals are acquired. Students are monitored regularly throughout their time in Ulpan.