

Year 3 Curriculum Handbook

Overview

As of September 2018, The International School of Brno (ISB) has begun implementing the International Baccalaureate Primary Years Programme as a candidate school. The International Baccalaureate (IB) is a highly acclaimed educational program. The Primary Years Programme (PYP) was established in 1997 and provides a curriculum framework for students aged 3 - 12. Please visit our website to see the timeline for PYP authorization.

The IB offers a significant, challenging, engaging and relevant curriculum model that meets the needs of international student populations. It offers a framework that specifies what students learn, how they should learn and how they should be assessed. Schools use this framework to develop a high-quality curriculum that meets the needs of their student population and the local environment.

The Written Curriculum: What do students learn?

The PYP addresses students academic needs in addition to their social and emotional well-being. The IB identifies five key elements that students should develop: knowledge, understandings (concepts), skills and attributes.

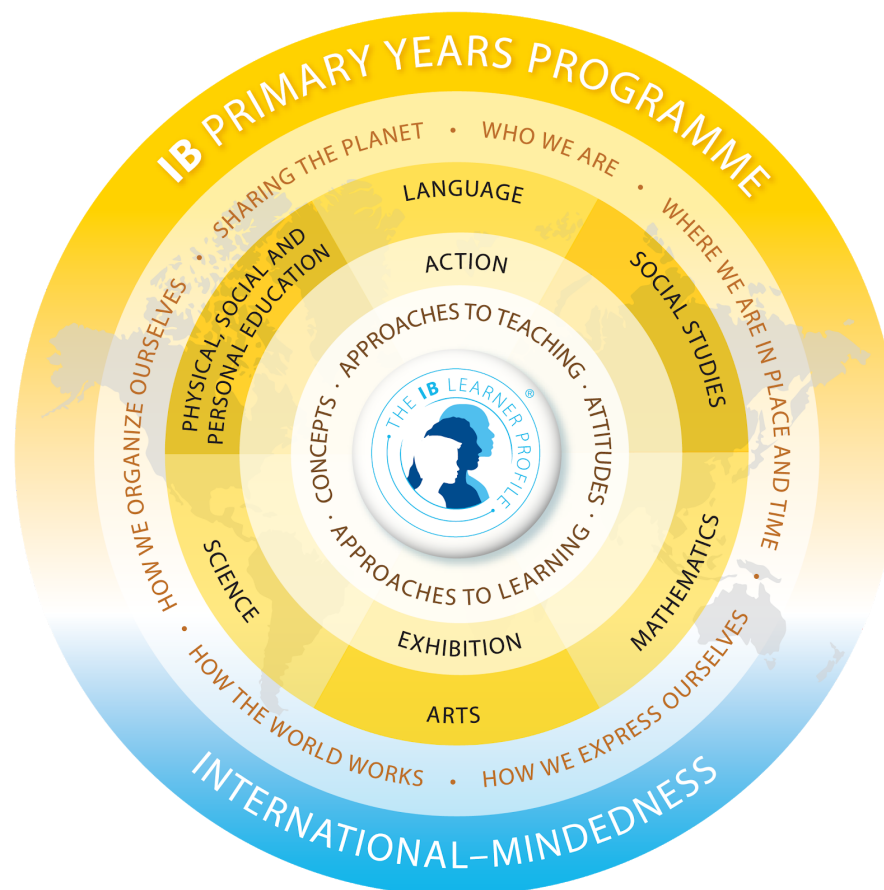
Key Knowledge: Transdisciplinary Themes

The PYP is a transdisciplinary programme, meaning it consists mainly of integrated units of learning where traditional subjects like mathematics and language are learned in the context of the unit of inquiry. There are six subject areas, Language, Mathematics, Social Studies, Science, Arts, and Personal Social Physical Education, which are taught through six themes: Who We Are, Where We Are in Place & Time, How the World Works, How We Express Ourselves, How We Organize Ourselves and Sharing the Planet

*** More details about each subject is described further in this handbook.*

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Early Years classes (K1 - Year 1) have four units, while Primary School classes (Year 2 - Year 6) have six. The programme ends with the PYP Exhibition which is an exhibit by the year 6 students of their learning through their primary years.



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Key Understandings (Concepts)

The key concepts are essential to our programme and the way in which we plan to transfer learning between subject areas. You will see particular concepts identified within the units of inquiry.

Form

Key question: What is it like?

Definition: The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

Function

Key question: How does it work?

Definition: The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

Causation

Key question: Why is it like it is?

Definition: The understanding that things do not just happen, that there are causal relationships, and that actions have consequences.

Change

Key question: How is it changing?

Definition: The understanding that change is the process of movement from one state to another.

Connection

Key question: How is it connected to other things?

Definition: The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

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Perspective

Key question: What are the points of view?

Definition The understanding that knowledge is led by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary

Responsibility

Key question: What is our responsibility?

Definition: The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference

Key Skills (Approaches to Learning)

The Approaches to learning are valuable, not only to the units of inquiry but for any teaching and learning experience, and are therefore integrated into everything that we do at ISB. They are planned for in every subject area, giving teachers and students a common language with which to support the making of connections between different areas of learning.

Self Management skills

Organization: Managing time and tasks effectively

States of mind: Using strategies that manage state of mind

Social Skills

Interpersonal relationships, social and emotional intelligence: Developing positive interpersonal relationships and collaboration

Communication Skills

Exchanging information: Listening, interpreting and speaking

Symbolic exploration and expression

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Research Skills

Information literacy: Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

Media literacy: Interacting with media to use and create ideas and information

Thinking Skills

Critical Thinking: Analysing, Evaluating and Forming Decisions

Creative Thinking: Generating novel ideas and considering new perspectives

Key Attributes (Learner Profile)

The aim of all IB programmes is to develop internationally minded people. Therefore, IB learners strive to be:

Inquirers: Asking good questions and seeking good answers.

Knowledgeable: Understanding the world in different ways and in different contexts.

Thinkers: Making ethical decisions through critical thinking.

Communicators: Expressing thoughts, emotions, ideas and opinions with confidence and clarity in multiple languages.

Principled: Acting with honesty, fairness, integrity, accountability and always respecting others.

Open-minded: Seeking to learn about new cultures and their history while also learning about and appreciating our own.

Caring: Being compassionate and making a genuine effort to make the world a better place.

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Risk-takers: Welcoming challenges and change.

Balanced: Working to ensure that we take care of our emotional, physical, intellectual and spiritual well-being and helping others to do the same.

Reflective: Looking objectively about our own strengths and weaknesses and always setting goals.

The Taught Curriculum: How do students learn?

The main approach in the PYP is an inquiry-based approach. Inquiry is the process that moves students from their current level of understanding to a new and deeper level of understanding. Inquiry can look like: exploring, questioning, experimenting, playing, solving problems in a variety of ways, making predictions, defending a position, making and testing theories, collecting data and reporting findings.

Students are given voice, choice, and ownership over their own learning. With teacher facilitation, they are expected to be active participants, develop independence and take responsibility for their learning. At ISB we recognize that students learn differently, therefore learning in all subjects is differentiated for the specific needs of each child.

The Assessed Curriculum: How do we know what students have learned?

Regular assessments are carried out to provide feedback on the learning process:

- **Pre-assessment:** before the students start a unit to find out what they already know.
- **Ongoing assessment:** throughout the unit to find out how they are progressing
- **Summative assessment:** at the end of the unit, to find out what students have learned.

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Teachers use assessment to identify what students know, understand, can do and feel. The purpose, means and outcomes of assessments should be clearly explained to all members of the learning community through SeeSaw, conferences and shares (see page 17 for more information about each of these or review our assessment policy available on the school website).

Year 3 Units of Inquiry

**September 2 - 6: Unit 0 Orientation to learning at ISB*

September 9 - October 23 (32 days)	October 31 - December 13 (32 days)	January 6 - February 13 (28 days)	March 3 - April 1 (27 days)	April 14 - May 29 (25 days)	June 1 - June 19 (20 days)
Where We Are in Time & Place	How We Express Ourselves	How the World Works	Sharing the Planet	How we Organize Ourselves	Who We Are
<p>Central idea: Homes reflect time periods, cultural influences and local conditions.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - What makes a home - How homes reflect family cultures - How homes reflect time and place - Factors that determine where people live <p>Key Concepts: Perspective, Change, Causation</p>	<p>Central idea: People express cultural identity and recognize important events through celebrations.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Different cultures and their celebrations. -Significant times of the year for celebrations. -The similarities in and differences between celebrations. <p>Key Concepts: Perspective, Form, Connection</p>	<p>Central idea: People can apply their understanding of forces to solve real world problems.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Types of forces -How people use simple machines to solve problems -The process of design <p>Key Concepts: Function, Form, Causation</p>	<p>Central idea: Water plays an essential role in daily life but access to this resource can be unequal.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Where water comes from - How water is used - Distribution and availability of water - Human responsibilities regarding water <p>Key Concepts: Causation, Responsibility, Perspective</p>	<p>Central idea: Farm products are harvested, processed and distributed to make the food we eat.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Origins of food - The processes and preparation of food - Our responsibilities towards our food <p>Key Concepts: Function, Responsibility, Connection</p>	<p>Central idea: Rights and responsibilities allow a community to function.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -The different types of communities -The rights and responsibilities within our communities -The rights and responsibilities we have within our communities <p>Key Concepts: Form, Function, Responsibility</p>

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Science

Throughout the early and primary years at ISB, students learn about the following strands of science: living things, earth and space, materials and matter, forces and energy. They develop skills which allow them to act as scientists and carry out their own inquiries.

Science learning is linked to the unit of inquiry and students engage in inquiries which allow them to use scientific knowledge and develop research and thinking skills. In year 3, students explore the following scientific topics: force and motion (unit 3) the water cycle and filtration (unit 4), the food system and agriculture (unit 5).

Social Studies

Throughout the early and primary years at ISB, students learn about the following social studies strands: social organization and culture, continuity and change throughout time, human and natural environments, resources and the environment

Social studies learning is linked to the unit of inquiry and students engage in inquiries which allow them to develop an understanding of the world through globally significant themes. Using a variety of sources, students learn to ask compelling questions, are encouraged to share ideas and take action. In year 3, students explore the following social studies topics: Homes around the world (unit 1), celebrations (unit 2), the availability of water (unit 4), and communities and responsibilities (unit 6).

Mathematics

Students are given the opportunity to see themselves as mathematicians, as they explore the following mathematical strands: data handling, measurement, shape and space, pattern and function and number.

When learning mathematics students take part in activities that allow them to understand mathematical concepts, transfer this meaning into symbols and apply independently with understanding.

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When constructing meaning about mathematical concepts students may...

- explore their own personal experiences, understandings and knowledge
- reflect upon interactions with objects and ideas
- interact with manipulatives/tangible materials
- engage in conversations with others

When transferring meaning into symbols students may...

- use symbolic notation: pictures, diagrams, modelling with concrete objects, math symbols (e.g. +, -, x, :, %)
- describe their own method using symbolic notation
- transfer into equations

When applying with understanding students may...

- engage in authentic activities (hands-on, problem solving, realistic situations)
- select their own method and explain their thinking
- justify answers and the processes by which they arrive at solutions
- make and evaluate their own and each other's idea

Students will be introduced to the learning objectives below during year 3 with the expectation that most year 3 students are applying each skill by the end of the school year. These objectives will be reviewed and consolidated in year 4.

	Data Handling	Measurement	Shape and Space	Pattern and Function	Number
<i>When constructing meaning learners:</i>	Understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs	Understand the use of standard units of measure perimeter, area and volume Understand that measures can fall between numbers on a measurement scale,	Understand common language used to describe shapes Understand the properties of regular and irregular polyhedra	Understand that patterns can be analyzed and rules identified Understand that multiplication is repeated addition and division is repeated subtraction	Model numbers to thousands or beyond using the base 10 place value system Model equivalent fractions

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	<p>Understand that scale can represent different quantities in graphs</p> <p>Understand that the mode can be used to summarize a set of data</p> <p>Understand that one of the purposes of a database is to answer questions and solve problems</p> <p>Understand that probability is based on experimental events</p>	<p>for example, 3.5 kg, between 4 and 5 cm</p> <p>Understand the relationship between units, for example, meters, centimeters and millimeters</p> <p>Understand an angle as a measure of rotation</p>	<p>Understand the properties of circles</p> <p>Understand how scale (ratios) is used to enlarge and reduce shapes</p> <p>Understand systems for describing position and direction</p> <p>Understand that 2D representations of 3D objects can be used to visualize and solve problems</p> <p>Understand that geometric ideas and relationships can be used to solve problems in other areas of mathematics and in real life</p>	<p>Understand the inverse relationship between multiplication and division</p> <p>Understand the associative and commutative properties of multiplication</p>	<p>Use the language of fractions, for example, numerator, denominator</p> <p>Model decimal fractions to hundredths or beyond</p> <p>Model multiplication and division of whole numbers</p> <p>Use language of multiplication and division, for example, factor, multiple, product, quotient, prime numbers, composite numbers</p> <p>Model addition and subtraction of fractions with related denominators</p> <p>Model addition and subtraction of decimals.</p>
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<p><i>When transferring meaning into symbols learners:</i></p>	<p>Collect, display and interpret data using simple graphs, for example, bar graphs, line graphs</p> <p>Identify, read and interpret range and scale on graphs</p> <p>Identify the mode of a set of data</p> <p>Use tree diagrams to express probability using simple fractions</p>	<p>Estimate and measure objects using standard units of measurement: perimeter, area and volume</p> <p>Describe measures that fall between numbers on a scale</p> <p>Read and write digital and analog time on 12-hour and 24-hour clocks</p>	<p>Sort, describe and model regular and irregular polygons</p> <p>Describe and model congruency and similarity in 2D shapes</p> <p>Analyze angles by comparing and describing rotations: whole turn; half turn; quarter turn; north, south, east and west on a compass</p> <p>Locate features on a grid using coordinates</p> <p>Describe and/or represent mental images of objects, patterns and paths</p>	<p>Describe the rule for a pattern in a variety of ways</p> <p>Represent rules for patterns using words, symbols and tables</p> <p>Identify a sequence of operations relating one set of numbers to another set</p>	<p>Read, write, compare and order whole numbers up to thousands or beyond</p> <p>Develop strategies for memorizing addition, subtraction, multiplication and division facts</p> <p>Read, write, compare and order fractions</p> <p>Read and write equivalent fractions</p> <p>Describe mental and written strategies for adding and subtraction two-digit numbers</p> <p>Describe mental and written strategies for multiplication and division</p>
<p><i>When applying with understanding learners:</i></p>	<p>Design a survey and systematically collect, organize and display data in pictographs and bar graphs</p> <p>Select appropriate graph forms to display data</p> <p>Interpret range and scale on graphs</p>	<p>Use standard units of measurement to solve problems in real-life situations involving perimeter, area and volume</p> <p>Select appropriate tools and units of measurement</p>	<p>Analyze and describe 2D and 3D shapes, including regular and irregular polygons, using geometrical vocabulary</p> <p>Identify, describe and model congruency and similarity in 2D shapes</p> <p>Recognize and explain symmetrical patterns,</p>	<p>Select appropriate methods for representing patterns, for example, using words, symbols and tables</p> <p>Use number patterns to make predictions and solve problems</p> <p>Use the properties and relationships of the four</p>	<p>Use whole numbers up to thousands or beyond in real-life situations</p> <p>Use fast recall of multiplication and division number facts in real life situations</p> <p>Use decimal fractions in real-life situations</p>

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	<p>Use probability to determine mathematically fair and unfair games and to explain possible outcomes</p> <p>Express probability using simple fractions</p>	<p>Use timelines in units of inquiry and other real-life situations</p>	<p>including tessellation, in the environment</p> <p>Apply knowledge of transformations to problem-solving situations</p>	<p>operations to solve problems</p>	<p>Use mental and written strategies for addition and subtraction of two-digit numbers and beyond</p> <p>Use mental and written strategies for multiplication and division in real-life situations</p> <p>Select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator</p> <p>Use strategies to evaluate the reasonableness of an answer</p> <p>Add and subtract fractions with related denominators in real-life situations</p> <p>Add and subtract decimals in real-life situations, including money</p> <p>Estimate sum, difference, product and quotient in real-life situations, including fractions and decimals</p>
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English Language

English language learning includes the following strands: speaking and listening, viewing and presenting, reading and writing. Students participate in a wide range of activities using a variety of resources. English language learning occurs throughout the school day in all subjects, as well as during specific English language lessons.

Students begin learning the objectives below during year 3 with the expectation that most year 3 students are applying each skill by the end of the school year.

Listening & Speaking	Viewing & presenting	Reading	Writing
<p><i>Learners:</i> listen attentively and speak appropriately in small and large group interactions</p> <p>listen to a variety of oral presentations, including stories, poems, rhymes and reports and respond to them with increasing confidence and detail</p> <p>pick out the main events and relevant points in oral texts</p> <p>follow multi-step directions</p> <p>retell familiar stories in sequence</p> <p>anticipate and predict when listening to text read aloud</p>	<p><i>Learners:</i> view visual information and show understanding by asking relevant questions and discussing possible meaning</p> <p>discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently</p> <p>realize that visual information reflects and contributes to the understanding of context</p> <p>recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography</p>	<p><i>Learners:</i> develop personal preferences, selecting books for pleasure and information.</p> <p>read texts at an appropriate level, independently, confidently and with good understanding</p> <p>recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles</p> <p>identify and explain the basic structure of a story—beginning, middle and end; may use storyboards or comic strips to communicate elements</p> <p>make predictions about a story, based on their own knowledge and</p>	<p><i>Learners:</i> engage enthusiastically in the process of writing</p> <p>write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story</p> <p>use graphic organizers to plan writing, for example, Mind Maps®, storyboards</p> <p>organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end</p> <p>use appropriate writing conventions, for example, word order, as required by the language(s) of instruction</p> <p>use familiar aspects of written language with increasing confidence</p>

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<p>use language for a variety of personal purposes, for example, invitations</p> <p>express thoughts, ideas and opinions and discuss them, respecting contributions from others</p> <p>participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems.</p> <p>use language to explain, inquire and compare</p> <p>begin to understand that language use is influenced by its purpose and the audience</p> <p>understand and use a specific vocabulary to suit different purposes</p> <p>hear and appreciate differences between languages</p> <p>begin to communicate in more than one language</p>	<p>observe and discuss familiar and unfamiliar visual messages; make judgments about the effectiveness</p> <p>discuss personal experiences that connect with visual images</p> <p>use actions and body language to reinforce and add meaning to oral presentations</p> <p>select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/calligraphy styles</p> <p>realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding</p> <p>with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful</p> <p>through teacher modelling, become aware of terminology used for visual effects, for example, features, layout, border, frame</p>	<p>experience; revise or confirm predictions as the story progresses</p> <p>realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance</p> <p>recognize and use the different parts of a book, for example, title page, contents, index</p> <p>understand sound–symbol relationships and apply reliable</p> <p>phonetic strategies when decoding print</p> <p>use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another</p> <p>discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways</p> <p>discuss their own experiences and relate them to fiction and non-fiction texts</p> <p>Instantly recognize an increasing bank of high-frequency and high interest words, characters or symbols</p>	<p>and accuracy, for example, spelling patterns, high-frequency words, high-interest words</p> <p>use increasingly accurate grammatical constructs</p> <p>write legibly, and in a consistent style</p> <p>write an increasing number of frequently used words or ideas independently</p> <p>begin proofreading their own writing and make some corrections and improvements</p> <p>begin using feedback from teachers and other students to improve their writing</p> <p>begin using a dictionary, and thesaurus and word banks to extend their use of language</p> <p>begin keeping a log of ideas to write about</p> <p>over time, create examples of different types of writing and store them in their own writing folder</p> <p>with teacher guidance, publish written work, in handwritten form or in digital format</p> <p>participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement</p>
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Czech Language

Native Czech speakers will follow and study Czech language according to the expectations of the Czech Ministry of Education. The Czech teacher makes attempts to connect learning to the units of inquiry. During year 3, students focus on developing their reading and writing skills, work on their ability to understand adequate written and oral instructions, and use playful methods to build up their grammar knowledge. More details for the year 3 curriculum is available in the [Czech curriculum programme](#) of our partner school.

Czech Studies

Non-native Czech speakers have the opportunity to develop their understanding and appreciation of the people and culture of Czech Republic by studying its language and traditions. Students learn Czech language through activities linked to real life situations.

The Czech Studies teacher makes attempts to connect learning to the units of inquiry. During year 3, students will learn basic vocabulary related to school, home, neighborhood, celebrations, hobbies and nature. They will learn traditional poems and songs, locate important bodies of water in Czech Republic and practice polite greetings and phrases with the school community.

The Arts

Students learn to respond and create different forms of art: visual arts, music, dance and drama. Subject specialists teach visual arts and music once a week. Students engage in activities connected to the unit of inquiry as well as subject specific art lessons which allow students to explore concepts and techniques. Dance and drama is often integrated into visual arts and music lessons.

During year 3, students will begin to build musical compositions, practice playing a variety of instruments and learn songs and rhythmical movements related to topics and concepts in the units of inquiry. Students will be exposed to a variety of visual art forms and learn different techniques for creating their own works of art. They will further explore concepts from their units of inquiry by experimenting with force and motion, recreating crafts related to winter celebrations and creating water based art.

Personal Social Physical Education (PSPE)

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At ISB, we value the development of personal, social, and physical well-being. All teachers share responsibility for this. Class teachers dedicate time during the school day, often during circle time, to help students develop and understanding of their own identities and discover ways to foster and sustain positive interactions. The class teacher chooses activities which are developmentally appropriate and specific to strengthening the class and local community.

Physical education (PE) is taught once a week for two class periods. During PE students develop an understanding of the factors that contribute to developing a healthy lifestyle. Throughout year 3, students engage in physical activities including athletics, indoor and outdoor games, dance and gymnastics. Additionally, students visit an outside venue to learn ice skating and swimming as part of our PE program.

Information and Communication Technology (ICT)

ICT learning is led by all teachers throughout the curriculum and responsible digital citizenship is emphasized when using ICT tools. ISB students are taught to use ICT as a tool for communication, creativity and collaboration.

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How can I stay informed/learn more about the curriculum?

There are several opportunities throughout the school year that will help build an understanding of the curriculum and the way in which we teach at ISB.

Coffee Hours are held once a month for parents and teachers to participate in workshops which focus on understanding one part of the curriculum. These workshops are organized and often lead by the PYP coordinator.

SeeSaw is an online portfolio where teachers post everything from pictures of daily learning experiences, homework, rubrics and assignments. You can download the SeeSaw App and stay informed about your child's learning at school.

Summative shares are an opportunity for students to share the final outcome of their learning after a unit of inquiry with the school community. These will occur at least two times during the school year.

Conferences provide an opportunity for teachers, parents and students to communicate about the learning process and identify next steps. Conferences will occur at least three times during the school year.

Classroom involvement is always welcome at ISB. We value parents as active members of the learning community and encourage parents to get involved as much as possible. With our open door policy, you are always welcome to visit the classroom. In addition, the classroom teacher will be in touch about volunteer opportunities, for instance, as a helper during trips, a guest speaker, or a surprise reader.

To learn more about the PYP curriculum you can reference the PYP page of the IB website: www.ibo.org or contact the PYP coordinator: jennifer.berry@isob.cz