

Grade 3 Curriculum Handbook

BBS Vision and Mission

Our vision: A community of ‘vibrant and global thinkers’.

Our mission is to serve the educational needs of the different communities in Berlin within a caring, challenging and inclusive culture. We aim for students to acquire the knowledge, understanding, skills and dispositions that will enable them to grow as life-long learners in a changing world. In addition to their intellectual development we aim for students to be self-confident, respectful, take responsibility for their choices and take action to make our world a better place.

The PYP Framework and Berliner Rahmenlehrplan

The PYP programme offers an international curriculum, which addresses the whole child, catering for children’s academic, social and emotional growth through an inquiry-based approach. The programme at BBS is aligned with the Berliner Rahmenlehrplan (local Berlin state curriculum.) The PYP framework is transdisciplinary and connections are made across curriculum areas in both English and German, where authentic and meaningful.

Contents

Language	page 3
German A	page 5
German B	page 7
Maths	page 8
Unit of Inquiry	page 9
Science	page 10
Social Studies	page 11
Visual Arts	page 12
Physical Education	page 13
Music	page 14
Personal, Social and Health Education	page 16
Information and Communications Technology	page 17

Language

In Grade 3, we use the Daily 5 curriculum approach to teach the routines and strategies required for the five pillars of Language Development: Work on Writing, Word Work (spelling), Read to Someone, Listen to Reading, and Read to Self. We incorporate the use of Information Technology into our language learning.

Reading

In Grade 3, we focus on the development of skills to independently select appropriate and varied reading material. We have established reading routines and relish the process of reading. We use the Readers' Cafe strategies to develop fluency, accuracy, comprehension and vocabulary. Children should be reading at home regularly and we encourage parents to read and take time to share stories with their children. Children take part in guided reading groups throughout the year. They have a Library session each week, and also access to hundreds of online books via the GetEpic website.

Writing

Children have opportunities to write in a range of styles, often in the context of the unit of inquiry. Writing styles explored in Grade 3 include:

- Non-fiction reports
- Historical fiction
- Personal narrative
- Poetry
- Procedural writing
- Explanation texts
- Persuasive writing

Speaking and Listening

Children develop their understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They develop their awareness that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Viewing and Presenting

Children develop an open mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Children with English as an Additional Language (EAL) receive support either in class or in small group sessions.

For a fuller breakdown of language learning objectives, please refer to the curriculum documents on the school website.

Digital Literacy

We integrate ICT skills into several facets of language development using platforms such as Seesaw, Discovery Espresso, GetEpic, audio texts and videos. ICT skills developed in Grade 3 include: scanning for appropriate information online from safe platforms, analysing and synthesising the information found; preparing presentations linked to the units of inquiry.

German A

In Anknüpfung an die Bildungsstandards der Kultusministerkonferenz für den Deutschunterricht werden fünf Kompetenzbereiche ausgewiesen, die in vielfältiger Weise miteinander verzahnt sind. In den prozessbezogenen Kompetenzbereichen Sprechen und Zuhören, Schreiben und Lesen werden dabei sowohl produktive als auch rezeptive Kompetenzen ausgewiesen, die – als sprachliche Handlungen und Routinen – sowohl fachbezogen als auch überfachlich bedeutsam sind.

Die fachspezifischen Kompetenzbereiche “Mit Texten und Medien umgehen” und “Sprachwissen und Sprachbewusstheit entwickeln” weisen die Teilgebiete des Faches aus, in denen die prozessbezogenen Kompetenzen im Unterricht erworben werden. Das Curriculum der BBS basiert auf den Vorgaben des Berliner Rahmenlehrplans (ein Link dazu finden Sie auf der schulinternen Website).

Einige der Kompetenzbereiche sind folgende:

Produktion von Texten

In diesem Lernbereich soll sowohl die mündliche als auch die schriftliche Produktion von Texten geübt werden. Handlungs- und produktionsorientierte Verfahren vermitteln hier Einsicht in grundlegende Erzählstrukturen. Die gewonnenen Erkenntnisse und Fertigkeiten fördern eigene Erzähl- und Schreibversuche und helfen bei der Texterschließung, dem Schwerpunkt des Lernbereichs Umgang mit Texten.

Umgang mit Texten

Hier werden verschiedene Textsorten präsentiert und deren Strukturmerkmale untersucht. Es soll die besondere „Machart“ des jeweiligen Textes deutlich werden.

Reflexion über Sprache

Ziel ist es, Einsichten in den Aufbau und das Funktionieren der Sprache zu vermitteln. Abhängig von der Zusammensetzung der Gruppe (Muttersprachler/Nicht-Muttersprachler) werden relevante Probleme der Grammatik/Rechtschreibung in regelmäßig sich wiederholenden Fehleranalysen thematisiert. Andere Schwerpunkte werden Satz- und Wortlehre sein.

Auszug aus dem Berliner Rahmenplan:

Kompetenzen:

Sprachwissen und Sprachbewusstheit entwickeln - Sprache nutzen und Sprachgebrauch untersuchen - sprachbewusst handeln	Sprechen und Zuhören - zu anderen sprechen - mit anderen sprechen - verstehend zuhören	Mit Texten und Medien umgehen - literarische Texte erschließen - Sach- und Gebrauchstexte erschließen - Texte in anderer medialer Form erschließen
	Schreiben - Schreibfertigkeiten nutzen - richtig schreiben - Schreibstrategien nutzen	
	Lesen - Lesefertigkeiten nutzen - Lesestrategien nutzen - Textverständnis sichern	

Die Themen, anhand derer die Schülerinnen und Schüler diese Inhalte lernen sollen, sind frei wählbar und werden von den Lehrkräften festgelegt. Passend zur PYP Unit Body Systems werden in Klasse 3 Sachtexte zum Leseverständnis erarbeitet.

Im Unterricht wird das Lehrmaterial Piri 3, "Grammatik üben", "5 min Rechtschreibtraining" und "Lies mal" Hefte (Klett Verlag) verwendet.

German B

In Grade 3, although oral communication is still very important, the students also practice reading and understanding very short texts containing familiar language and writing short, simple sentences, following a model. The language is acquired through songs, short videos and learning key vocabulary and structures in each unit.

Unit 1: Wer bin ich?

Unit 2: Meine Schule und meine Lehrer

Unit 3: Die natürliche Welt und die Feste.

Unit 4: Mein Körper, mein Aussehen und mein Kleid

Unit 5: Essen und Trinken in Deutschland.

Unit 6: Die Tiere, ihre Körper und ihren Lebensraum.

Maths

Grade 3 children learn about the following Mathematics topics:

- Place value with numbers up to 10,000
- Addition and subtraction with two and three digit numbers
- Knowledge of multiplication tables up to 10
- Multiplication and division of two and three digit numbers by one digit numbers
- Modelling, comparing and ordering simple fractions
- Decimal numbers in the context of money and measurement
- Interpreting and representing data in tables, graphs, charts and diagrams
- Probability
- 2D and 3D shape
- Measurement and temperature
- Time
- Angles
- Coordinates
- Area and perimeter of quadrilaterals
- Capacity
- Pattern and function

Children have access to Mathletics and Espresso (monolingual), or Matific and Anton (bilingual) to practise and consolidate their learning in Maths digitally.

Unit of Inquiry

Children inquire into six transdisciplinary units. Each unit is explored in a block of approximately 6 weeks, except for ‘Digital Technology’, which is a year long unit.

Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Unit title	Body Systems	Ancient Civilisations	Digital Technology	The Earth in Space	Producers and Consumers	Weather and Climate
Central idea	The human body is made up of different systems that work together to keep us alive and healthy.	Past civilizations shape present day systems and technologies.	Digital technology can provide powerful tools to express and share our ideas.	The position and movement of a planet within the Solar System determine the conditions found there.	Societies provide goods and services to satisfy needs and wants.	Analysing weather and climate patterns helps us find ways to protect communities from weather hazards
Lines of inquiry	<p>Body systems and how they work</p> <p>How the body systems are interdependent</p> <p>What body systems need to be healthy and function optimally</p> <p>The impact of lifestyle choices on the body systems</p>	<p>How we know about past civilisations</p> <p>Daily life in past civilizations</p> <p>How past civilisations influence life today</p>	<p>The technology used to communicate and express ideas</p> <p>How we interpret other people’s ideas</p> <p>Our responsibilities when using digital technology</p>	<p>The conditions on planet Earth and the planets in the solar system</p> <p>The impact of the movement and position of the Earth within the solar system</p> <p>The role of gravity in the solar system</p>	<p>How needs and wants influence production and consumption</p> <p>How producers learn what consumers need and want</p> <p>Techniques of marketing and advertising</p>	<p>Features of weather and weather patterns</p> <p>How we measure, record and predict the weather</p> <p>Solutions to protect communities from weather hazards</p>
Key concepts	Function Connection	Form Change	Form Perspective	Form Causation	Perspective Function	Form Change

	Causation	Connection	Responsibility	Function	Connection	Responsibility
Learner Profile	Balanced Thinker	Inquirer Reflective	Communicator Risk Taker	Knowledgeable Inquirer	Communicator Reflective	Knowledgeable Caring

Science

Science learning takes place within the context of the units of inquiry. The science strands are:

- Living things
- Earth and space
- Forces and energy
- Materials and matter

In the 'living things' strand, children learn about: the parts and function of the skeletal, muscular, respiratory, circulatory, nervous, digestive and reproductive systems; how the different systems in the human body interact and are interdependent: what each body system needs to function optimally; the effect of seasonal change on living things; how the weather affects living things and their environment.

In the 'materials and matter' strand, children learn about different types of clouds and how they are formed.

In the 'forces and energy' strand, children learn about simple **technology** that was developed and used by past civilizations; developments in communication technology; how the weather is measured and predicted.

In the 'Earth and space' strand, children learn about the causes and effects of the movement of the Earth; the bodies that make up the Solar System and their relationship to each other; the sun's position and function within the solar system; gravity; weather patterns; climate types; the causes and effects of global warming.

The science skills developed throughout the PYP science curriculum are:

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions

Grade 3 Social Studies

Social Studies learning takes place within the context of the units of inquiry. The Social Studies strands are

- Human systems and economic activities
- Social organization and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

In the 'human systems and economic activities' strand, children learn about: how production and consumption is influenced by needs and wants; techniques of marketing and advertising; past technological advances and societal systems.

In the 'social organization and culture' strand, children learn about how producers learn what consumers need and want and about how digital **technology** is used to communicate and express ideas.

In the 'continuity and change through time' strand, children learn about the impact of past civilisations on the present day.

In the 'human and natural environments' strand, children learn how advertising affects the local environment

and the people who live there.

In the 'resources and the environment' strand, children learn about how communication technology affects the built and natural environment.

The Social Studies skills developed throughout the PYP social studies curriculum are:

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources

Visual Arts

When creating works of art, children in Grade 3 show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

When responding to works of art, Grade 3 children show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise in order to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Children in Grade 3 will develop their awareness of line, shape, form, space, colour, texture and value. They do so through a variety of media such as drawing, painting, pastels, 3D work, collage and photography.

Physical Education

Grade 3 children will identify ways to live a healthier lifestyle and understand how daily practices influence short- and long-term health. They will understand that there are substances that can cause harm to health. They will demonstrate an understanding of the principles of training in developing and maintaining fitness and identify different stages of life and how these can affect physical performance. They will develop plans to improve performance through technique refinement and practice and demonstrate greater body control when performing movements. They will self-assess performance and respond to feedback on performance from others and plan, perform and reflect on movement sequences in order to improve. Learners will identify potential personal and group outcomes for their behaviour.

Grade 3 children cooperate in group and team activities and can take on different roles. They engage in group problem solving and are able to communicate verbally and non-verbally. They will develop and apply the skills needed to play a variety of team games. They will utilize basic strategies in team games.

The Physical Education strands are:

- Individual pursuits (athletics, pedometer challenge)
- Movement composition (gymnastics, dance)
- Games
- Adventure challenges (team building)
- Health-related fitness (pedometer challenge)

Music

Grade 3 children will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Through singing songs and playing instruments, students will develop the ability to perform accurately and confidently, making expressive use of musical *elements*. They will control and develop musical ideas in composition. They will use notation as an aid to store and recall ideas. They will listen with greater understanding to a range of music from different times and places.

The Music strands are:

- recognising instruments by their sound
- recognising musical structure
- recognising musical notation
- uses technical terms appropriately
- chooses music from available repertoire to suit a particular occasion
- following the pulse
- singing songs and tunes confidently
- playing simple melodies
- interacting with the group when playing in an ensemble
- instruments/transfers existing musical knowledge to new instruments
- improvises short sound sequences
- adjusting sound to suit mood or feeling
- composes or arranges music according to instructions

Unit	Description
Yellow Submarine	Throughout the year students work on the Yellow Submarine by the Beatles. They will learn to sing this song, play the song on piano and ukulele, before playing the song in bands on multiple instruments.

Instruments of the Orchestra	Students learn about the instrument families of an orchestra, how these families are grouped, how the instruments make their sounds and how to recognise those instrument families by sound. They then learn how to play a simple orchestral piece, using keyboard generated instruments (such as violin) as well as acoustic instruments.
Reading Rhythms	Students study note values and work out how to play rhythms. They then learn how to write their own rhythm patterns.
Elements of Music	Students expand their knowledge of musical elements studied in Grade 1, producing their own crescendos and diminuendos, and recognising these elements in recorded music.
Sound to Picture	Students create their own pieces along to videos of different habitats in nature.

Personal Social and Health Education

PSHE is the responsibility of all teachers and is interwoven throughout the different curriculum areas as well as being taught in discreet PSHE lessons when appropriate. Our PSHE framework also encompasses the Zones of Regulation programme, which teaches self-regulation, and the Positive Discipline framework which supports the development of essential social skills. There are three PSHE strands:

- **Myself**
Strand units: self-identify; taking care of my body; growing and changing, safety and protection
- **Myself and others**
Strand units: myself and my family; my friends and other people; relating to others; resolving conflict
- **Myself and the wider world**
Strand units: developing citizenship; media education

Information and Communications Technology (ICT)

ICT is not taught as a discrete subject but is integrated into the units of inquiry as well as other curriculum areas. With technology, we aim to provide opportunities for students to develop skills identified in the PYP ICT strands: investigating, creating, communicating, collaborating and organising, whilst becoming responsible digital citizens.

Digital tools and platforms used in Grade 3 may include (but are not limited to):

Stop Motion

Seesaw

Scratch

Quizlet

Padlet

GetEpic