

WOODLANDS RING PRIMARY SCHOOL
ENGLISH LANGUAGE DEPARTMENT 2021
PRIMARY 3 SEMESTER 1 TOPICS

Term 1			
STELLAR Unit 1 (Theme: Illness)			Core Value: Care
Weeks 1 & 2	Vocabulary	Word Identification	Grammar
	<p><u>Words and Phrases from the book</u></p> <p><u>Nouns</u> kitten frowns doctors majesty nothing parades pageboy servants musicians circus clowns</p> <p><u>Adjectives</u> perfect special contagious outrageous</p> <p><u>Modal</u> might</p> <p><u>Verbs</u> agree pleased entertain brighten up laughed with glee</p>	<p><u>Word Parts</u> <i>Eth-el-red</i></p>	<p>1. <u>Determiners:</u> Words that introduce nouns i.e. <i>[this] (kitten, box, one)</i></p> <p>2. <u>Synonyms:</u> Words/phrase with a similar meaning to another word/phrase i.e. <i>chicken pox / spots</i></p> <p>3. <u>To- Infinitive:</u> A compound word made up of the preposition "to" and the basic form of the verb. i.e. <i>to brighten, to cheer up, to entertain, to find, to keep, to play, to sing</i></p> <p>4. <u>Modals:</u> Verbs that modify the meaning of the main verb i.e. <i>might / could</i> as possibility, <i>could</i> as ability and <i>must</i> as obligations</p> <p>5. <u>Adverbs of Time:</u> i.e. <i>by day, by night</i></p> <p>6. <u>Adjectives:</u> Words that describe nouns i.e. <i>contagious, outrageous, perfect, special, young</i></p> <p>7. <u>Use of nouns/pronouns</u> i.e. <i>The <u>king</u> (noun) wanted <u>to play</u> (to infinitive) but <u>he</u> (pronoun) couldn't.</i></p> <p>8. <u>Synthesis & Transformation</u> i.e. <i>'to' & 'and'</i></p>

	Vocabulary	Word Identification	Grammar
	Words and Phrases from the book	Consonants	<p>1. Verbs (Simple Past): Words that name actions that have taken place. i.e. <i>bolted, flexed, screamed</i></p> <p>2. Adjectives with Opposites</p> <p>3. Prepositions of Position: Words that show the location, state or direction of nouns. i.e. <i>in/out, up/down, over/under</i></p> <p>4. Contractions: Shortening of a written or spoken expression i.e. <i>[don't, didn't, I'm]</i></p> <p>5. Nouns/Verbs/Adjectives i.e. <i>rumble, grumble, menace, snarl, flex, shiver, quake</i></p> <p>6. Structures i.e. <i>Fearless</i> (Proper noun) <i>Phil didn't</i> (verb) <i>shiver</i> versus <i>Fearless Phil</i> (Proper noun) <i>shivered</i> (verb +ed)</p> <p>7. Synthesis & Transformation i.e. 'or', 'but' & 'and'</p>
Weeks 3 & 4	<p>Nouns</p> <p>pack jacket muscles stomach mountain track</p> <p>Adjectives</p> <p>fearless invincible menacing</p> <p>Verbs</p> <p>flexed bolted snarling shouted rumbled grumble climbing growling stumbled bouncing</p> <p>Similes</p> <p>as fast as light like the rocks in the river</p>	<p>Silent Letters</p> <p><i>climb<u>ing</u></i> <i>mus<u>cl</u>es</i></p> <p>Word Parts</p> <p>Suffix: <i>-less</i> <i>-ack</i> <i>-ble</i></p> <p>Vowels</p> <p><i>b<u>ou</u>ncing</i> <i>mount<u>ai</u>n</i> <i>sh<u>ou</u>ted</i></p>	

Weeks 5 & 6	Vocabulary	Word Identification	Grammar
	<p><u>Words and Phrases from the book</u></p> <p><u>Nouns</u> tizz fix-it bag sunflower</p> <p><u>Adjectives</u> easy clever sticky gorgeous</p> <p><u>Verbs</u> stick stitch hammer</p> <p><u>Collocations</u> hammer & nails needles & thread/string</p> <p><u>Similes</u> as good as new yellow as the sun</p> <p><u>Expressions</u> How sad! What a pity! That's better. There, there. What a beauty! What a shame!</p>	<p><u>Final Consonants</u> [-zz]</p>	<ol style="list-style-type: none"> <u>Pronouns:</u> Words that take the place of nouns. i.e. <i>[that, this, it]</i> i.e. <i>hammer, stitch, stick</i> <u>Verbs:</u> Words that name actions or states-of-being. i.e. <i>stick, stitch, hammer</i> <u>Adverbs:</u> Words that tell us more about verbs. '-ly' is added to some adjectives to make adverbs. i.e. <i>suddenly</i> <u>Prepositions of Position:</u> Words that show location, state or direction of nouns. i.e. <i>by, under</i> <u>Adjectives:</u> Words that describe nouns. i.e. <i>clever, easy, gorgeous, sticky</i> <u>Adjective Order:</u> Order to follow when listing adjectives. i.e. size comes first, followed by colour - <i>big yellow (noun e.g. sun)</i> <u>Phrases of Time Sequence</u> i.e. <i>day after day, then, one afternoon, that night, the next morning.</i> <u>Structures:</u> Direct speech in narratives. <u>Punctuation of Direct Speech:</u> Double open/close inverted commas <u>Visual Literacy:</u> Use of italics and speech bubble for passers-by. <u>Synthesis & Transformation</u> i.e. <i>'that' & 'after'</i>

Weeks 7 & 8	Vocabulary	Word Identification	Grammar
	<p><u>Words and Phrases from the book</u></p> <p><u>Nouns</u> puff scene chimney whiskers</p> <p><u>Adjectives</u> mean wrong wicked innocent dangerous neighbourly</p> <p><u>Verbs</u> agree testify believe thought noticed locked away put out the fire checking it out heading for a fall minding my business</p>	<p><u>Consonants</u> <i>enough/ puff</i></p> <p><u>Silent letters</u> <i>wrong</i> <i>right</i> <i>thought</i> <i>higher</i></p> <p><u>Word Parts</u> Suffix –ful (<i>hopeful, careful, beautiful, sorrowful etc.</i>)</p>	<p>1. <u>Determiners:</u> Words that introduce nouns. i.e. <i>[those], [that]</i> i.e. <i>two, [another]</i></p> <p>2. <u>Pronoun:</u> Words that take the place of nouns. i.e. <i>he (for animals in a story all about animals)</i></p> <p>3. <u>Noun Phrases</u> i.e. <i>house of straw, house of sticks, house of bricks, pile of sticks</i></p> <p>4. <u>Conjunctions:</u> Connect two words, phrases or clauses together. i.e. <i>[as], [so], [then], [when]</i></p> <p>5. <u>Verbs of Knowing/Thinking:</u> Words that name actions or states-of-being. ▪ Verbs of knowing/thinking - <i>agree, believe, know, testify, thought</i> ▪ Verbs of senses - <i>noticed, listen, saw, eat</i></p> <p>6. <u>Adjectives:</u> Words that describe nouns. i.e. <i>innocent, wicked, mean, nasty, neighbourly, dangerous, wrong</i></p> <p>7. <u>Phrases of Time Sequence</u> i.e. <i>first, [then]</i></p> <p>8. <u>Structures/ Tense:</u> Simple Present/ Past/ Future Tense</p> <p>9. <u>Synthesis & Transformation</u> i.e. <i>'as' & 'when'</i></p>

Weeks 9 & 10	Vocabulary	Word Identification	Grammar
	<p><u>Words and Phrases from the book</u></p> <p><u>Nouns</u> virus snout throat discs planet marble muscles wetlands chemicals</p> <p><u>Adjectives</u> extra webbed</p> <p><u>Verbs</u> flick pollute</p> <p><u>Similes</u> like a pond like food wrap like a funny face flat as a pancake round as a marble like a sticky matchstick like wet rubber or plastic</p>	<p><u>Word Parts</u> Suffix –y as in <i>sticky</i>, <i>funny</i></p>	<ol style="list-style-type: none"> <u>Zero Determiner in Non-Fiction</u> 'The' is often not used in non-fiction. <u>Conjunctions:</u> Parts of speeches that connect two words, phrases or clauses together. i.e. <i>as, so, before, when</i> <u>Verbs:</u> Words that name actions or states-of-being. i.e. <i>smile/frown, glide, blink, swallow, flick, destroy, pollute, attack</i>; phrasal verb: <i>stick out</i> <u>Adverbs of Place:</u> Words that tell us more about the location of verbs. i.e. <i>here, there</i> <u>Contractions:</u> Shortening of a written or spoken expression. i.e. <i>what's, don't</i> <u>Prepositions:</u> Words that show the location, state or direction of nouns. i.e. <i>on, onto, in, between, through, from, around</i> <u>Adjectives:</u> Words that describe nouns. i.e. <i>smooth, webbed, sticky, extra, polluted, amazing</i> <u>Structures:</u> Simple Present of Non-Fiction Text <u>Punctuation:</u> Apostrophe for Possession <ul style="list-style-type: none"> Singular Nouns – <i>a horse's tail</i> Plural Nouns – <i>many horses' tails</i> <u>Synthesis & Transformation</u> i.e. 'as', 'so' & 'before'

	Vocabulary	Word Identification	Grammar
	<u>Words and Phrases from the book</u>	<u>Initial Consonant</u>	<p>1. <u>Determiners:</u> Used for general places. i.e. <i>up mountains, in jungles</i></p> <p>2. <u>Verbs (Present/Past Tense)</u></p> <p>3. <u>Preposition:</u> Words that show the location, state or direction of nouns.</p> <p>4. <u>Adjectives (Opposites)</u> i.e. <i>good/bad, superior/inferior</i></p> <p>5. <u>Similes:</u> Describing something to make the writing more interesting. i.e. <i>like fleas on a dog, like ants in a crack</i></p> <p>6. <u>Synthesis & Transformation</u> i.e. <i>'and' & 'to'</i></p>
Weeks 1 & 2	<p><u>Nouns</u></p> <p>spy boss ferret mystery disguise spyglass magnifying glass</p> <p><u>Verbs</u></p> <p>pry hunt peer track sneak faxed snoop patted pulled poked rubbed jabbed phoned wiggled emailed shouted prodded vanished wrenched scratched text-messed</p>	<p>[wr] as /r/ (w is silent) i.e. <i>wrenched</i></p> <p><u>Word Parts</u></p> <p>_ey as /ee/ i.e. <i>Mic<u>key</u>, Malone<u>y</u></i></p>	

Weeks 3 & 4	Vocabulary	Word Identification	Grammar
	<p><u>Words and Phrases from the book</u></p> <p><u>Nouns</u> wart tusks treetop prickles gruffalo underground</p> <p><u>Adjectives (from nouns)</u> owl crumble ice cream</p> <p><u>Adjectives (Comparative/Superlative)</u> silly, sillier, silliest scary, scarier, scariest heavy, heavier, heaviest hungry, hungrier, hungriest</p> <p><u>Verbs (Irregular Past Tense)</u> slid, said, ran sped, fled, flew, saw, went</p>	<p><u>Consonants</u> <i>[gh] as /f/ (laughhter)</i></p> <p><u>Silent Letters</u> <i>know</i> <i>knobbly</i></p> <p><u>Word Parts</u> <i>stroll</i></p> <p><u>Rhyming Words</u> <i>[ou]</i> <i>m<u>ou</u>se</i> <i>h<u>ou</u>se</i> <i>ast<u>ou</u>nding</i></p>	<p>1. <u>Verbs (Irregular Past)</u> i.e. <i>sped, flew</i> i.e. <i>(he) for animals in an animal story</i></p> <p>2. <u>Adjective Order:</u> Order to follow when listing adjectives.</p> <p>3. <u>Comparative Adjectives:</u> Adjectives to compare things, people, animals. i.e. <i>Which is heavier, the mouse or the gruffalo?</i></p> <p>4. <u>Compound Noun:</u> Words that are made up of two or more words. i.e. <i>underground (under, ground)</i> <i>treetop (tree, top)</i></p> <p>5. <u>Structures/Tense</u> i.e. <i>I'm going to have <u>lunch</u> with a <u>gruffalo</u>.</i></p> <p>6. <u>Synthesis & Transformation</u> i.e. <i>'and' & 'before'</i></p>

Weeks 5 & 6	Vocabulary	Word Identification	Grammar
	<p><u>Words and Phrases from the book</u></p> <p><u>Nouns</u></p> <p>case office barrel culprit camera mystery damage detective stakeout business detergent motorboats policewoman</p> <p><u>Adjectives</u></p> <p>suspicious</p> <p><u>Verbs</u></p> <p>rode catch wrapped investigates complained rinsed, closed brought, thought waited, answered watched, checked</p>	<p><u>Initial Consonants</u></p> <p><i>[ch,]as /k/ in Archimedes</i> <i>/ch/ as in Arch</i></p> <p><u>Word Parts</u></p> <p><i>Spelling:</i></p> <p><i>-er (Am)- center</i> <i>-re (Brit)- centre</i> <i>-or (Am)- color</i> <i>-our (Brit)- colour</i></p>	<ol style="list-style-type: none"> <u>Verbs:</u> Variants of said. i.e. <i>complained, said</i> i.e. <i>took off, rode off, put on</i> <u>Pronouns</u> i.e. <i>nothing, anything</i> (e.g. <i>We have not seen <u>anything</u>.)</i> <u>Adjectives:</u> Order of adjectives. i.e. (general description) + (purpose) <u>Prepositions of Exception</u> i.e. <i>except</i> <u>Contraction Versus Possessive Pronouns</u> i.e. <i>it's</i> (e.g. <u>It's</u> a warm day) i.e. <i>its</i> (e.g. <i>My cat is going to have kittens. <u>Its</u> kittens will be given to my friends.)</i> <u>Quantifiers</u> Word that express quantity. i.e. <i>several, some most, all</i> <u>Conjunctions</u> Connect two words, phrases or clauses together. i.e. <i>before, but, then</i> <u>Phrases of Time Sequence</u> e.g. <i>[the next day], that afternoon</i> <u>Punctuation</u> Use of capital letters. <u>Structures/Simple Past of Narrative using Time Phrases</u> e.g. <i>[the next day], that afternoon..... we saw.....</i> <u>Synthesis & Transformation</u> i.e. <i>'before', 'but' & 'if'</i>

Weeks 7 & 8	Vocabulary	Word Identification	Grammar
	<p><u>Words and Phrases from the book</u></p> <p><u>Nouns</u> plaque mayor invitation crosswalk celebration movie tickets hot chocolate gift certificate crossing guard</p> <p><u>Verbs</u> wrote mailed thought decided explained</p>	<p><u>Final consonant</u> [que] as /k/ i.e. <i>plaque</i> <i>cheque</i></p> <p><u>Word Parts</u> -ful i.e. <i>wonderful</i></p> <p>-tion i.e. <i>dictation</i></p>	<ol style="list-style-type: none"> <u>Zero Determiner</u> i.e. <i>He likes dogs and plants.</i> <u>Pronouns</u> <u>Conjunctions:</u> Connect two words, phrases or clauses together. i.e. <i>before, when, so</i> <u>Verbs (of Knowing):</u> Verbs related to feelings, thoughts, ideas and attitudes. i.e. <i>remember, decide, choose, honour</i> <u>Adverbs:</u> Tell us more about verbs. i.e. <i>We were <u>really</u> excited about the party.</i> <i>Many people cross the road <u>carefully</u>.</i> <u>Preposition:</u> Position or location. i.e. <i>near, at, on</i> <u>Punctuation:</u> Use of comma (,) after a phrase. i.e. <i>Thank you,</i> Demonstrate an awareness of the use of full stop (.) after abbreviations. i.e. <i>See Poh Lan – P.L. See</i> <u>Structures [will be (verb +ing)], [is going to]</u> e.g. <i>Mr. T <u>will be retiring</u> and our class <u>is going to</u> miss him.</i> <u>Synthesis & Transformation</u> i.e. 'when' & 'and'

Term 2

STELLAR Unit 10 (Theme: Art)

Core Value: Respect

Weeks 9 & 10	Vocabulary	Word Identification	Grammar
	<p><u>Words and Phrases from the book</u></p> <p><u>Nouns</u> canvas furniture luggage galleries museums photograph</p> <p>[bunch] of sunflowers, sacks of mail</p> <p><u>Compounds</u> grown-ups moonlight postcard sunflowers sunshine</p> <p><u>Similes</u> like real suns, like magic</p>	<p><u>Vowels</u> ille as /eel/ from the French (ka-meel')</p>	<p><u>2. Determiners</u> i.e. [no] money [no] friends</p> <p><u>2. Pronouns</u> Camille himself, sun itself</p> <p><u>3. Contractions:</u> revise these and others not in the book: let's, [he'd, didn't, it's, I've, don't]</p> <p><u>4. Adjectives:</u> i.e. order: quick brown eyes, big brown pot, two good friends, best blue uniform, burning yellow suns</p> <p><u>5. Phrases of Time:</u> i.e. that night, every day, [one day], at last, after school, all that afternoon, early next morning</p> <p><u>6. Punctuation:</u> Use of comma (,) after a phrase. i.e. Thank you, my friend Goodbye, Sunflower Man Vincent, the painter</p> <p>Capitals for Sunflower Man 's for ownership</p> <p><u>7. Structures</u> e.g. If I were (adjective), I would (verb phrase).</p>

**WOODLANDS RING PRIMARY SCHOOL
MATHEMATICS DEPARTMENT 2021
PRIMARY 3 SEMESTER 1 TOPICS**

Topics	Learning Outcomes
Numbers to 10 000	<ul style="list-style-type: none"> Count in ones, tens, hundreds and thousands Recognise pictorial representation of numbers to 10 000 Recognise that 10 hundreds = 1 thousand Translate numbers from (i) models to words and figures (ii) figures to words (iii) words to figures State the place and value of each digit in a number Write a 4-digit number in terms of thousands, hundreds, tens and ones Write a 4-digit number as the sum of the values of each digit in the number Compare and order numbers (up to 4 digits). Find the number which is 10 or 100 less than a given number by subtraction Find the number which is 10 or 100 more than a given number by addition Find the pattern in a number sequence
Addition of Numbers within 10 000	<ul style="list-style-type: none"> Interpret the sum of two or more numbers as adding the numbers Add within 10 000 without regrouping Add two 4-digit numbers with regrouping in the Hundreds place Add two 4-digit numbers with regrouping in the Ones, Tens and Hundreds places Translate verbal statements to addition number sentences
Subtraction of Numbers within 10 000 (I)	<ul style="list-style-type: none"> Interpret the difference between two numbers as subtracting the smaller number from the larger. Subtract two numbers within 1 000 with regrouping in the Ones place. Translate verbal statements and models to subtraction number sentences.
Topics	Learning Outcomes
Subtraction of Numbers within 10 000 (II)	<ul style="list-style-type: none"> Subtract two 4-digit numbers without regrouping Subtract two 4-digit numbers with regrouping in the Hundreds place Subtract two 4-digit numbers with regrouping in the Ones, Tens and Hundreds places Subtract two 4-digit numbers with double or triple regrouping Translate verbal statements and models to subtraction number sentences
Word Problems: Addition & Subtraction	<ul style="list-style-type: none"> Apply addition concepts (part-whole, adding on and comparing) and subtraction concepts (part-whole and taking away) to solve two-step word problems Use model-drawing to represent problem situation to solve two-step word problem

Multiplication Tables of 6 and 7	<ul style="list-style-type: none"> • Recall multiplication concepts in groups of 6 and multiplying 6 • Use the skip-count in sixes strategy to find the “six facts” • Write multiplication sentences involving 6 given different “problem” situations • Commit to memory to 6 facts • Recall multiplication concept in groups of 7 and multiplying 7 • Use the skip-count in sevens strategy to find the “seven facts” • Write multiplication sentences involving 7 given different “problem” situations • Commit to memory to 7 facts
Review Paper 1 <ul style="list-style-type: none"> - Numbers to 10 000 - Addition of Numbers within 10 000 - Subtraction of Numbers within 10 000 - Word Problems: Addition and Subtraction - Multiplication & Division concepts - Heuristics and Word Problem concepts - Previously taught skills and concepts 	

Topics	Learning Outcomes
Multiplication Tables of 8 and 9	<ul style="list-style-type: none"> Recall multiplication concept in groups of 8 and multiplying 8 Use the skip-count in eights strategy to find the “eight facts” Write multiplication sentences involving 8 given different “problem” situations Commit to memory to 8 facts Recall multiplication concepts in groups of 9 and multiplying 9 Commit to memory multiplication table of 9 facts Use the “Finger Counting” Method to find the “nine facts” Write multiplication sentences involving 9 given different “problem” situations
Multiplication	<ul style="list-style-type: none"> To understand the term ‘product’. Multiply a 2-digit or 3-digit number by 2, 3, 4 or 5, without regrouping in horizontal or vertical form. Multiply a 2-digit or 3-digit number by a 1-digit number with regrouping in Ones, Tens and Hundreds places in horizontal or vertical form. Multiply a 2-digit or 3-digit number by a 1-digit number with regrouping in Ones, Tens, Hundreds and Thousands places in horizontal or vertical form.
Division	<ul style="list-style-type: none"> To understand the term ‘quotient’ and ‘remainder’. Divide a 1-digit or a 2-digit number by a 1-digit number without remainder Divide a 1-digit or a 2-digit number by a 1-digit number with remainder Apply multiplication facts strategy to find quotient in division with remainder Use long division format to divide and find the quotient and remainder Use pattern with pictorial representations to identify and name odd and even numbers Use division by 2 to determine whether a number is even or odd Use the fact that all odd numbers end with 1, 3, 5, 7 and 9 while all even numbers with 2, 4, 6, 8 and 0 Divide a 2-digit number by a single digit number without remainder and regrouping Show division of a 2-digit number by a 1-digit number with regrouping from Tens to Ones with or without remainder Solve simple division word problems involving division of a 2-digit by a 1-digit number with regrouping from Tens to Ones Divide a 3-digit number by a 1-digit number with regrouping from Hundreds to Tens then from Tens to Ones with or without remainder Solve simple division word problems involving division of a 3-digit number by a 1-digit number with regrouping from Hundreds to Tens then from Tens to Ones with or without remainder

Topics	Learning Outcomes
Solving Problem 2: Multiplication & Division	<ul style="list-style-type: none"> • Solve one-step word problem on multiplication using model drawing • Interpret the terms 'how many times as many as' and 'how many times of another item' and draw model to represent problem situation • Use the group and item concept and model to solve problem • Solve two-step word problems using model drawing • Interpret and apply multiplication, addition and subtraction concepts to model drawing and problem solving • Solve one-step word problem on division using model drawing • Interpret and apply division concepts to model drawing to represent problem situation • Use unitary method to solve division problem • Solve two-step word problems using other operation concepts with division concepts • Draw model to represent the two steps in solving the word problem
Bar Graphs (From 3B)	<ul style="list-style-type: none"> • Make bar graphs with scales from a given picture graph • Make bar graphs with scales from a set of data collected • Read, interpret information from bar graphs • Read and interpret bar graphs related to given scales • Make comparisons, find sums and differences between different bars in a bar graph and solve problems • Solve problems using bar graphs involving two or more variables
Review Paper 2 <ul style="list-style-type: none"> - Multiplication Tables of 8 and 9 - Multiplication - Division - Word Problems Involving the 4 Operations - Bar Graph - Heuristics and Word Problem concepts - Previously taught skills and concepts 	

WOODLANDS RING PRIMARY SCHOOL
SCIENCE DEPARTMENT 2021
PRIMARY 3 SEMESTER 1 TOPICS

Topic	Learning Outcomes
Diversity Chapter 1: Classification : Living and non-living things	<ul style="list-style-type: none"> • Recognise that there is a variety of living and non-living things in the world • Describe and explain the characteristics of living things: need air, water and food to stay alive, grow, respond to changes around them, reproduce • Recognise some broad groups of living things: plants (flowering, non-flowering), animals (amphibians, birds, fish, insects, mammals, reptiles), fungi (mould, mushroom, yeast) and bacteria • Observe and classify a variety of living and non-living things and infer differences between them
Diversity Chapter 2: Plants	<ul style="list-style-type: none"> • Recognise that plants are living things • Recognise that a variety of plants can be found in many places • Classify plants into flowering or non-flowering plants • Identify the basic parts of a plant • Identify and describe the roots, stem, leaves, flowers and fruits of some plants • Classify plants based on the similarities and differences in their parts • Explain why plants are important
Cycles Chapter 2: Life Cycles of Plants	<ul style="list-style-type: none"> • Identify the stages in the life cycle of a plant grown from seeds • Observe and compare the life cycles of plants grown from seeds over a period of time • Describe the stages in the life cycle of a plant as it grows from a seed to a young plant and eventually to an adult plant
Science Review Paper 1 (Term 1, Week 9) <ul style="list-style-type: none"> • Performance Task: Observing, Classifying and Comparing Skills • Classification : Living and non-living things 	

Topic	Learning Outcomes
Diversity Chapter 4: Fungi and Bacteria	<ul style="list-style-type: none"> • Describe the characteristics of fungi • List examples of fungi • Recognise that fungi come in various sizes • State how some fungi are useful, while others are harmful • State how fungi obtain food • State where fungi can be found • State how fungi reproduce • Describe the characteristics of bacteria • Recognise that bacteria are microorganisms • State how some bacteria are useful, while others are harmful • State where bacteria can be found • State how bacteria obtain food
Diversity Chapter 3: Animals	<ul style="list-style-type: none"> • Recognise that animals are living things • Recognise that there is a diversity of animals • Classify animals based on similarities and differences in common observable characteristics • State and describe the characteristics of some groups of animals(amphibians, birds, fish, insects, mammals and reptiles) • State why animals are important
Cycles Chapter 1: Life Cycles of Some Animals	<ul style="list-style-type: none"> • Show an understanding that a cycle is a repeated pattern of change • Show an understanding that all living things go through a life cycle • Recognise that living things reproduce and have young • Recognise that animals change and go through stages in their life cycles • Show an understanding that the young go through a similar life cycle as their parents • Identify and describe the stages in the life cycles of a chicken, a frog, a cockroach and a grasshopper • Recognise the similarities and differences in the three-stage life cycles of a chicken, frog, cockroach and grasshopper • Identify and describe the stages in the life cycles of a butterfly, a mosquito and a beetle • Recognise the similarities and differences in the four-stage life cycles of a butterfly, a mosquito and a beetle • Differentiate between a three-stage and a four-stage life cycle.

Topic	Learning Outcomes
Science Review Paper 2 (Term 2 Week 9) Diversity Chapter 1: Classification: Living and non-living things Chapter 2: Plants Chapter 3: Animals Chapter 4: Fungi and Bacteria Cycles Chapter 1: Life Cycle of Some Animals Chapter 2: Life Cycle of Plants	

辅廉小学
华文部 2021
小三上半年学习内容 (知识点)

课次	学习内容一览表 (知识点)
第一课 《美丽的愿望》	<p>识读字词</p> <p>科学、将来、当、司机、希望、军人、保卫、练习、努力、愿望、多好、为了、实现、一篇课文、认真、复习、争取、举手、有时候、翻、页</p> <p>识写字</p> <p>当、为、练、习、努、记、总、实、现、件、样、读</p> <p>句式</p> <ul style="list-style-type: none"> • 我叫小乐。我今年九岁。 → 我叫小乐，今年九岁。 • 小安 忘记带雨伞。我和 小安共用一把伞。 → 小安忘记带雨伞，我和他共用一把伞。 [改写]
第二课 《我的朋友和家人》	<p>识读字词</p> <p>姓、陈、名、胖、瘦、李、矮、阿姨、有趣、大表哥、意思、方方的、卷卷的、强壮、猪、小时候、福气、起、小名、经常、问题、退、大学、一名科学家、相信</p> <p>识写字</p> <p>姓、陈、名、胖、李、帮、叔、脸、些、信、定</p> <p>句式</p>

	只要.....就..... [改写]
第三课 《我的好伙伴》	识读字词 一辆小汽车、长方形、 按、盖子、吸管、闹钟、 伙伴、背着、手表、颜色、三角形、 从来、上面、公主、睡觉、自从、准时、 改掉、迟到、习惯、 陪伴、真是 识写字 蓝、闹、钟、 伙、伴、背、表、角、旁、 睡、改、掉、迟 句式 一.....就..... [改写]
形成性测试 (一) : 单元 1 至单元 3 (测试的范围包括所属单元的词语) <ul style="list-style-type: none"> • 语文理解与应用 (辨字测验、词语选择、阅读理解一、改写句子) 	

课次	学习内容一览表 (知识点)
第四课 《奇妙的变化》	识读字词 变化、发芽、细、根、 健康、越来越、粗、 小芽、幼苗、摆动、快活、腿、乌龟、 喊、披、短、青蛙、 不见、跟着 识写字 绿、化、细、 根、越、粗 黑、条、哪、 短、孩、已、经 句式

	小蝌蚪摆动着尾巴。 → 小蝌蚪摆动着长长的尾 巴。 → 池塘里的小蝌蚪摆动着 长长的尾巴。 [扩写]
<p>第五课</p> <p>《特别的一天》</p>	<p><u>识读字词</u></p> <p>画展、傍晚、逛、尝、或者、电脑、演艺、号、不用、刚刚、附近、点点头、付了钱、一束鲜花、事情、一直、贴、收到、摆满、准备、日子</p> <p><u>识写字</u></p> <p>傍、或、者、球、爷、课、号、跟、扫、呢、收、准、备</p> <p><u>句式</u></p> <p>……或者…… [改写]</p>

<p>第六课 《是我不好》</p>	<p><u>识读字词</u> 扔、错、推、撞、原谅、弄破、没关系、不要紧、运动会、突然、一样、冲过来、来不及、躲开、被、撞倒、头也不回、气坏、追上去、脚步、一连几天、不理、跌倒、受伤、立刻、扶、不好意思</p> <p><u>识写字</u> 应、该、错、原、谅、校、及、怎、受、扶、谢</p>
<p>第七课 《留张便条》</p>	<p><u>识读字词</u> 赶快、留、便条、赔、邻居、花盆、眼镜、溜走、老爷爷、休息、电视、声音、轻轻地、脱鞋、轻手轻脚、搬动、碰、地板、发出、响声、怎么办、包起来、一下子、听话</p> <p><u>识写字</u> 赶、张、留、便、病、休、息、轻、椅、板、乖</p> <p><u>句式</u> 小安关门。→小安轻轻地关门。[扩写]</p>
<p>第八课 《我真能干》</p>	<p><u>识读字词</u> 转盘、需要、硬纸板、贺卡、线、穿过去、部分、涂上、不同、挂、便、细心、请求、答应、晒、反面、伸、裤管、正面、重、裤脚、歪、乱、全部、累、汗</p> <p><u>识写字</u> 需、纸、穿、然、接、折、服、求、重、乱、容、易</p>
<p>形成性测试（二）：单元4至单元8（测试的范围包括所属单元的词语）</p> <ul style="list-style-type: none"> • 语文理解与应用（辨字测验、词语搭配、阅读理解一、改写句子） 	

WOODLANDS RING PRIMARY SCHOOL
MALAY UNIT 2021
PRIMARY 3 SEMESTER 1 TOPICS

TEMA UNIT/TAJUK	PENGETAHUAN BAHASA
Unit 1 Kembali Ke Sekolah	<u>Seronok Ke Sekolah</u> Bentuk Kata: Kata Tunggal, Kata Terbitan, Kata Ganda, Kata Majmuk
	<u>Pergi Ke Sekolah</u> Golongan Kata: Kata Nama, Kata Kerja, Kata Adjektif, Kata Tugas
	<u>Kelas Bahasa Melayu</u> Kata Seerti/Seiras: pulang - balik, sering - selalu Peribahasa: keras kepala, campur tangan
	<u>Mata Pelajaran Sains</u> Frasa: Frasa Nama, Frasa Kerja, Frasa Adjektif, Frasa Sendi Nama
Unit 2 Pilihan Saya	<u>Tahukah Budi</u> Kata Nama Am: guru, murid, kerusi, pasu, sepanduk Kata Nama Khas: Budi, Adi, Cikgu Hamdi
	<u>Banyaknya Pilihan</u> Imbuhan 'ke': ketua, kedua, ketiga Imbuhan 'se': sebesar, secantik, selama

	<p><u>Ingin Tahu</u> Kata Berlawan: baharu - lama, mudah - susah, tinggi - rendah Peribahasa cari jalan, kaki bangku</p>
<p>Unit 3 Boleh Lakukan Sendiri</p>	<p><u>Boleh Merancang</u> Kata Kerja TakTransitif: belajar, bersenam, pulang, tidur</p>
	<p><u>Boleh Jaga Diri</u> Imbuhan ‘me-’ dan ‘mem-’: meminta, melukis, membakar Imbuhan awalan: ‘di-’ dipegang, disenduk, diletak</p>
	<p><u>Boleh Mengemas</u> Kata pelbagai makna: baik, bangun Peribahasa: lurus akal, besar hati</p>
<p>Unit 4 Keluarga Ibu</p>	<p><u>Hadiah buat Datuk dan Nenek</u> Kata Adjektif: besar, tua, tebal, jauh</p>
	<p><u>Salam Sayang</u> Imbuhan ‘ber-’: bersetuju, berpesan, bersedia Imbuhan ‘ter-’: terlupa, teringat, terputus</p>
	<p><u>Sambutan di Rumah Mak Ngah</u> Penjodoh Bilangan: orang, keping, buah Peribahasa anak angkat, kecil hati</p>
	<p><u>Pak Long Pulang</u> Frasa Adjektif (FA:) sangat gembira, amat meriah, sungguh istimewa</p>

Unit 5 Peraduan Bercerita	<u>Mahu Bercerita</u> Kata Sendi Nama: dari, daripada
	<u>Memilih Cerita</u> Imbuhan awalan: ‘pe-’, ‘pem-’ pemalu, peniaga, pembaca, pembesar Kata Ganda Penuh: rakan-rakan, kawan-kawan Kata Ganda Separa: tertanya-tanya, tersipu-sipu
	<u>Boleh Bercerita</u> Bandingan Semacam: pucat macam mayat, sombong seperti merak Peribahasa: anak emas, ambil berat
	<u>Berjaya Bercerita</u> Frasa Sendi (FN): daripada pengetua, dari Darjah 3 Ceria
	Hasil Pembelajaran: <ul style="list-style-type: none"> - mendengar dan mengenal pasti idea utama - membaca dan menghubungkan teks dengan pengalaman peribadi - mengemukakan idea, pendapat atau pandangan tentang sesuatu perkara dengan memberikan contoh yang sesuai - membaca dan membuat kesimpulan
Review Paper 1: Unit 3 - 4	
- Penggunaan Bahasa dan Kefahaman	
Review Paper 2: Unit 3 - 5	
- Penggunaan Bahasa	

WOODLANDS RING PRIMARY SCHOOL
TAMIL UNIT 2021
PRIMARY 3 SEMESTER 1 TOPICS

Topics	Learning Outcomes (Knowledge)
3A பாடம் 1 நான்: பொழுதுபோக்குகள்	<ul style="list-style-type: none"> பகுதியில் இடம்பெற்றுள்ள 'ட, த' ஆகிய எழுத்துகள் கொண்ட சொற்களுக்கு முக்கியதுவமளித்துச் சரியான உச்சரிப்புடன் படிப்பார்கள். பாடப்பொருளைத் தம் முன்னறிவோடு தொடர்புபடுத்திக் கலந்துரையாடுவார்கள். முற்றுப்புள்ளி, காற்புள்ளி, வினாக்குறி ஆகிய நிறுத்தற்குறிகளின் பயன்பாட்டை அறிந்து படிப்பார்கள். 'தந்தை தாய்ப் பேண்' என்னும் ஆத்திசூடியின் பொருளைப் புரிந்துகொண்டு கூறுவார்கள்.
3A பாடம் 2 குடும்பம்: குடும்பக் கொண்டாட்டங்கள்	<ul style="list-style-type: none"> குறில்-நெடில் வேறுபாட்டை உணர்ந்து பகுதியைச் சரியாக உச்சரித்துச் சரளமாக வாய்விட்டுப் படிப்பார்கள். பதிலிடுபெயர்களைக் கொண்டமைந்த எளிய தொடர்களையும் சிறிய வாக்கியங்களையும் பொருள் விளங்குமாறு படிப்பார்கள். 'ஐ' வரிசை எழுத்துகள் கொண்ட சொற்களைப் படிப்பார்கள். 'ஐ' வரிசை எழுத்துகளை வரிவடிவம் சிதையாமல் எழுதிப் பழகுவார்கள். 'செய்வன திருந்தச் செய்' என்னும் ஆத்திசூடியைப் பொருளுணர்ந்து கூறுவார்கள்.
3A பாடம் 3 பள்ளி: நண்பர்களைத் தெரிவுசெய்தல்	<ul style="list-style-type: none"> பகுதியில் வரும் ரகர, றகர எழுத்துகளைக்கொண்ட சொற்களைச் சரியாக உச்சரித்து வாய்விட்டுப் படிப்பார்கள். இறந்தகாலம் பற்றித் தெரிந்துகொள்வார்கள். நிகழ்காலம், எதிர்காலம்பற்றித் தெரிந்துகொள்வார்கள். 'சோம்பித் திரியேல்' என்னும் ஆத்திசூடியைப் பொருளுணர்ந்து கூறுவார்கள். 'தேசத்தோடு ஒத்து வாழ்' என்னும் ஆத்திசூடியைப் பொருளுணர்ந்து கூறுவார்கள்.
3A பாடம் 4 சமூகம்: சமூக நற்பண்புகள்	<ul style="list-style-type: none"> 'நன்மை கடைப்பிடி' என்னும் ஆத்திசூடியின் கருத்தை அறிந்து அதனைப் பொருளுணர்ந்து கூறுவார்கள். 'நூல் பல கல்' என்னும் ஆத்திசூடியைப் பொருளுணர்ந்து கூறுவார்கள். 'லகர, ளகர' வேறுபாட்டை உணர்ந்து பகுதியைச் சரளமாக வாய்விட்டுப் படிப்பார்கள். எழுவாய், பயனிலை இயைபைப் புரிந்துகொண்டு சிறிய வாக்கியங்களைப் பொருள் விளங்குமாறு படிப்பார்கள். 'ஹ' வரிசை எழுத்துகளைக்கொண்ட சொற்களையும் வாக்கியங்களையும் படிப்பார்கள். 'ஹ' வரிசை எழுத்துகளை வரிவடிவம் சிதையாமல் எழுதிப் பழகுவார்கள்.
3A பாடம் 5 நாடு:	<ul style="list-style-type: none"> 'நோய்க்கு இடம் கொடேல்' என்னும் ஆத்திசூடியைப் பொருளுணர்ந்து கூறுவார்கள். 'மீதூண் விரும்பேல்' என்னும் ஆத்திசூடியைப் பொருளுணர்ந்து கூறுவார்கள்.

நாட்டைப் பற்றி	<ul style="list-style-type: none"> பெயரடைமொழிகளைக் கொண்டமைந்த எளிய தொடர்களையும் சிறிய வாக்கியங்களையும் பொருள் விளங்குமாறு படிப்பார்கள். வினையடைமொழிகளைக் கொண்டமைந்த எளிய தொடர்களையும் சிறிய வாக்கியங்களையும் பொருள் விளங்குமாறு படிப்பார்கள்.
<p><u>Term 1</u></p> <p>Review Paper 1: Unit 1 - 3</p> <ul style="list-style-type: none"> சொற்பொருள் மூவிடப்பெயரும் வினையும் பதிலிடுபெயர்கள் <p><u>Term 2</u></p> <p>Review Paper 2: Unit 1 - 5</p> <ul style="list-style-type: none"> செய்யுள் <ul style="list-style-type: none"> முன்னுணர்வுக் கருத்தறிதல் சுயவிடைக் கருத்தறிதல் 	