

Grade 3 – Learning Area specific course descriptions

ENGLISH

By the end of Grade 3, students read widely and explore the features of fiction, non-fiction and poetry. Students summarize major points from fiction and non-fiction texts. They engage in text-to-world connections, take part in creative responses to texts such as dramatizations, oral presentations, plays and composition. They distinguish fact and opinion, main idea and supporting details. Students read aloud with fluency and comprehension, adapt the pace and volume for the audience and purpose. They begin to infer word meanings from taught roots, prefixes, and suffixes.

Students recognize and respond to all punctuation marks and tenses of verbs. They begin to use cursive handwriting in all writing. They explore alternate openings and endings of stories and start to use paragraphs to organize and sequence ideas. They suggest and implement editing and revision to clarify and refine own writing. Students review work for spelling, mechanics, and presentation.

MATHEMATICS

The Grade 3 Math Curriculum helps students learn higher concepts and skills which are built in progression to earlier grades. Central to these pedagogical approaches at the primary levels is the Concrete-Pictorial-Abstract (C-P-A) approach, whereby students are led through activities that help build an understanding of abstract mathematical concepts from everyday experiences and meaningful contexts, using concrete and pictorial representations.

By the end of Grade 3, students learn to count up to 10000 and perform operations of addition and subtraction with the same. They learn multiplication tables of 6, 7, 8 and 9. Students are introduced to newer concepts in multiplication and division. With the above skills they will be able to attempt word problems involving all four operations.

Students familiarize themselves with measurement involving length, mass and volume. They will also explore the area and perimeter of closed spaces. They continue to learn about money, time and fractions. Students are introduced to the concept of line angles and perpendicular and parallel lines. They will learn to classify, organize and interpret data through bar graphs.

SCIENCE

The Science curriculum in Grade 3 is divided into four units that build on one another both in terms of content and the science and engineering practices. While other crosscutting concepts are included at this grade level, the crosscutting concepts of cause and effect is a theme that carries throughout the year across units. The units are planned for 8-10 weeks each and are made up of multiple subunits to help students develop deeper understanding of topics.

The Grade 3 units in physical science focus on forces and explanations for types of interactions involving motion and simple machines. Units in life science include life cycles of organisms, fossils as evidence of major changes over time in the environment, and traits influenced by inheritance and the environment. These ideas contribute to building the understanding that variations in traits among individuals of the same species can provide advantages in survival and reproduction. In Earth and space science the unit emphasizes weather patterns, climates, and the connection between the two.

SOCIAL SCIENCE

In Grade 3, students will be exposed to the concept of diversity among people and places as they explore differences in indigenous communities, languages, cuisine, symbols, celebrations, landforms, climate and vegetation. The curriculum focuses on providing learning experiences which will broaden students' understanding of the differences between places, within their own space or outside it. Students explore identity and the difference in its expression through symbols, celebrations and cultures. They will also identify their rights and responsibilities in a diverse community/ country/ environment and get a glimpse of the secular fabric of India.

SECOND LANGUAGE – HINDI/KANNADA

By the end of Grade 3, students begin to read and follow small punctuated texts with full stop and question mark. They communicate their opinions in simple sentences with the use of appropriate grammatical expressions. They will be able to identify rhyming words. Students will learn to use basic quantifiers.

With the help of contextual clues, they predict the opinion of the writer. They write factual and imaginary descriptions using simple short sentences. Students will be able to enact in role plays using a few dialogues with expressions. They will also be able to translate basic statements which provide personal information on a limited range of general topics.

COMPUTER SCIENCE

Students infer that a computer needs software in order to do useful work and it requires an operating system to manage its hardware and software. Students understand that Graphical User Interfaces make computers user-friendly. They identify icons on the Desktop and organize files and folders stored in the computer.

Students present ideas through well laid out documents and art using Word and Paint. They use age appropriate search engines to search the internet for information. They collect, organize and represent data in a visual manner. They are introduced to MSW Logo. Students write commands to create simple figures in Logo. They learn to interpret a set of commands and predict the output.

Practical Skills:

- Use Edit and Image group in Paint
- Use Thesaurus feature to find synonyms in Word
- Insert images and edit them in Paint and Word
- Modify Page Properties in Word
- Write Logo commands and create simple geometric figures.

READING

Grade 3 Reading program encourages students to become passionate and skilled readers. This includes activities like self-selected reading, read-alouds, shared reading and guided reading that hones their reading skills.

VISUAL ARTS

The curriculum under visual arts is designed to develop creativity and imagination among students through observation and making. Students are introduced to the idea of thinking through making and learn to use a variety of media, tool, techniques and methods. Hands on making and learning from experimenting and exploring new techniques and methods will bring new ways of observations and expressions. Visual art classroom encourages collaborative making and building a personal portfolio. The student learns to critically look at their own art practice and recognise key movements in Art history.

Core learning includes

Representational skills through drawing and painting

Learn to explore and experiment with wet and dry media

Observe and translate through drawing

Translate an idea into 2 dimensional and 3-dimensional work using different techniques and methods

Use imagination to go beyond the obvious

The students will be introduced traditional Visual Art & design skills such as drawing, painting, mixed media, rendering, Sewing and needlework, wire work sculpture and clay-work.

Sessions in art history and art appreciation introduce Visual Art terminology, different art movements and artists.

The students will be encouraged to develop a visual language, Working within a given context through research and discussions.

The classroom projects include Collaborative work through ideation, exploration and presentation of ideas.

The emphasis will be on hands on making without hesitation and allowing failures to be platform for creative inquiry.

PERFORMING ARTS

Through the music curriculum under performing arts, the students develop interest and appreciation towards music. Students learn to differentiate genres, familiarize with famous songs, analyse lyrics and sounds. Higher grades learn how to differentiate between pitch and rhythm while exploring how pattern and repetition work in music. Across all grades, the music curriculum encourages students to express their creativity and talent through classes and competitions.

STORY TELLING

Storytelling is an extremely important component of Grade 3 curriculum. It is considered one of the most innate, humane and important form of classroom discourse and communication. Story telling sessions engage and encourage students to employ their predisposition to respond to story

and use their narrative understanding as the primary meaning making tool. Students benefit from storytelling as it:

- Supports and promotes auditory processing skills and listening skills
- Introduces new vocabulary
- Expands visualization skills as children form pictures in their minds.
- Heightens sensory imaging as all senses are elicited: tasting, touching, smelling, hearing, and feeling.
- Brings order through use of thinking skills.
- Improves decision-making skills.
- Enhances memory and stretches attention spans.
- Encourages public speaking.
- Helps them empathise with different characters, events and settings.
- Makes connections and understandings between the past, present, and future.
- Strengthens writing skills as they examine the structure of a story.

LIFESKILLS

Life-skills in primary school, encourages students to adopt habits of the mind and heart. Through these, they learn to work independently, develop self-discipline, express emotions appropriately and become confident, resilient and adaptable learners. Students identify personal capabilities – gain and use knowledge, ask questions, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. They learn how to show respect, how to be considerate and understanding of other’s perspectives, emotional states and needs. The program helps students to develop social and emotional skills, learn to manage themselves, relate to others, develop a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them- i.e. in their daily life, society and the environment.

OTHER

Students in Grade 3 also attend weekly sessions in Yoga, Physical Education, outdoor games and quiet reading time at the school library.