

Curriculum Overview

YEAR 3

Lusaka International Community School
242A Kakola Road, Roma
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447
E-Mail: head@lics.sch.zm
Website: www.LICS.sch.zm



| Subject | Term 1 | Term 2 | Term 3 | Term 4 |
|---------|---|--|---|---|
| Reading | <p>To use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</p> <p>Real Life Stories: To infer the meaning of unknown words from their context.</p> <p>Instructions: To consider how choice of words can heighten meaning. To consider words that make an impact, e.g. adjectives and powerful verbs.</p> <p>Spelling and Vocabulary: Weekly spelling words are assigned on Mondays and tested on Fridays. Revise the prefixes un and dis, and introduce de, re, pre. Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</p> <p>Grammar and Punctuation: Students are guided toward correctly reading punctuation: To use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression. Look at Punctuation of dialogue and con-</p> | <p>To Read aloud with expression to engage the listener. To scan a passage to find specific information and answer questions. To identify the main points or gist of a text. To read and comment on different books by the same author.</p> <p>Letters: To read a range of letters, notes and messages.</p> <p>Myths, legends and fables: To identify different types of stories and typical story themes. To locate books by classification. To demonstrate understanding of explicit meaning in texts.</p> <p>Humorous Poems: To practise learning and reciting poems.</p> <p>Spelling and Vocabulary: Weekly spelling words are assigned on Mondays and tested on Fridays. Words with final and initial adjacent consonants, e.g. b-l, n-d. Introduce the suffixes <i>-ly</i>, <i>-ful</i> and <i>-less</i>.</p> <p>Grammar and Punctuation:</p> | <p>Poems based on observation and Senses / playscripts: To read playscripts and dialogue, with awareness of different voices. To consider words that make an impact, e.g. adjectives and powerful verbs.</p> <p>Adventure and Mystery stories: To begin to infer meanings beyond the literal, e.g. about motives and character. To explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts. To sustain the reading of 48–64 page books, noting how a text is organised into sections or chapters.</p> <p>Spelling and Vocabulary: Weekly spelling words are assigned on Mondays and tested on Fridays. Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</p> <p>Grammar and Punctuation: Students are guided toward correctly reading punctuation with fluency and expression.</p> | <p>Non- Chronological Reports: To understand and use the terms 'fact', 'fiction' and 'non-fiction'. To consider ways that information is set out on a page and on a screen, e.g. lists, charts, bullet points. To locate information in a non-fiction text using a contents page and index. To answer questions with some reference to single points in a text.</p> <p>Poems from different cultures: To read a range of story, poetry and information books and begin to make links between them. To practise learning and reciting poems.</p> <p>Spelling and Vocabulary: Weekly spelling words are assigned on Mondays and tested on Fridays. Recognise common word endings, e.g. -s, -ed and -ing.</p> <p>Grammar and Punctuation: Students are guided toward correctly reading punctuation with fluency and expression.</p> <p>Show learners how compound words are made from two combined</p> |

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| | sider its function. | Students are guided toward correctly reading punctuation with fluency and expression. Understand the terms noun, verb, adjective singular and plural. | Students are encouraged to do a writer's mumble to see that their stories make sense. | words, e.g. <i>everyone, somehow, anything, nowhere.</i> |
| Writing | <p>Real Life Stories: To develop broad writing skills. To develop descriptions of settings in stories. To write portraits of characters. To explore vocabulary for introducing and concluding dialogue, e.g. said, asked. To learn the basic conventions of speech punctuation and begin to use speech marks.</p> <p>Instructions: To structure and organise ideas coherently using sections or paragraphs.</p> <p>Spelling and Vocabulary: To identify misspelt words in own writing and keep individual spelling logs.</p> | <p>Letters: To write letters, notes and messages. To understand pluralisation and use the terms 'singular' and 'plural'. To understand that verbs are necessary for meaning in a sentence.</p> <p>Myths, legends and fables: To establish purpose for writing, using features and style based on model texts.</p> <p>Humorous Poems: To establish purpose for writing, using features and style based on model texts.</p> <p>Punctuation and Grammar:</p> | <p>Poems based on observation and Senses / playscripts: To write and perform poems, attending to the sound of words. To write simple playscripts based on reading.</p> <p>Adventure and Mystery stories: To plan main points as a structure for story writing. To begin to organise writing in sections or paragraphs in extended stories. To vary sentence openings, e.g. with adverbials. To write book reviews summarising what a book is about. To continue to improve consistency in the use of tenses.</p> | <p>Non- Chronological Reports: To make a record of information drawn from a text, e.g. by completing a chart. To write first-person accounts and descriptions based on observation. To generate synonyms for high frequency words, e.g. big, little, good.</p> <p>Poems from different cultures: To write and perform poems, attending to the sound of words.</p> <p>Spelling and Vocabulary: Develop a range of adverbials to signal the relationship between events. Use a dictionary or electronic means to find the spelling and meaning of</p> |

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| | <p>Punctuation and Grammar: To maintain accurate use of capital letters and full stops in showing sentences and check by reading own writing aloud. To use reading as a model for writing dialogue. To write simple sentences, dictated by the teacher, from memory.</p> <p>Handwriting: To ensure consistency in the size and proportion of letters and the spacing of words. To practise joining letters in handwriting. To use IT to write, edit and present work. Green screening for dialogue lessons</p> | <p>To use a wider variety of sentence types including simple, compound and some complex sentences. To use question marks, exclamation marks and commas in lists. To write simple sentences, dictated by the teacher, from memory.</p> <p>Handwriting: To ensure consistency in the size and proportion of letters and the spacing of words. To practise joining letters in handwriting.</p> | <p>Spelling and Vocabulary: To choose and compare words to strengthen the impact of writing, including noun phrases.</p> <p>Punctuation and Grammar: To use a range of sentence structures and punctuation accurately to convey meaning and create particular effects. To recognise the use of the apostrophe to mark omission in shortened words, e.g. can't, don't To write simple sentences, dictated by the teacher, from memory.</p> <p>Handwriting: To build up handwriting speed, fluency and legibility.</p> | <p>words.</p> <p>Spelling and Vocabulary: To collect examples of nouns, verbs and adjectives, and use the terms appropriately. To identify pronouns and understand their function in a sentence.</p> <p>Punctuation and Grammar: To write simple sentences, dictated by the teacher, from memory. To ensure grammatical agreement of pronouns and verbs in using standard English. Handwriting: To build up handwriting speed, fluency and legibility.</p> <p>IPads used for research/presentation on Temples, tombs and treasure.</p> |
| Speaking and Listening | <p>To organise ideas in a longer speaking turn to help the listener.</p> <p>To vary use of vocabulary and level of detail according to purpose. Listening stations used during guided reading lessons</p> | <p>To understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments.</p> <p>To deal politely with opposing points of view.</p> | <p>To listen carefully in discussion, contributing relevant comments and questions.</p> <p>To adapt the pace and loudness of speaking appropriately when performing or reading aloud.</p> | <p>To adapt speech and gesture to create a character in drama.</p> <p>To comment on different ways that meaning can be expressed in own and others' talk. Listening stations used during guid-</p> |

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| | | Listening stations used during guided reading lessons | Listening stations used during guided reading lessons | ed reading lessons |
| Mathematics | <p>Numbers and Problem Solving: place value; addition, subtraction, multiplication and division using different strategies; equivalence; problem solving – using techniques and skills in solving mathematical problems.</p> <p>Geometry and Problem Solving: identify, describe and classify 2 and 3D shapes; identify simple relationships between shapes; identify right-angles. Use the language of position, direction and movement.</p> <p>Measures and Problem Solving: consolidate using money notation; find change. Choose and use appropriate units and equipment to record measurements of length. There will be opportunities to use measurements in relation to our work on plants in Science; convert measurements of length. Read the time on analogue and digital to the nearest five minutes.</p> <p>Use iPads for online games for purposes of differentiation</p> | <p>Number and Problem Solving: place value; multiply a 2- digit number by 10; round 2-digits to the nearest 10 and 3-digits to the nearest 100; compare 3-digit numbers; order 2 and 3 digit numbers; give a sensible estimate of a number as a range; adding and subtracting pairs of numbers up to 3-digits; multiplication and division, including remainders; doubles and halves of numbers up to 100; make up a number story to go with a calculation; explore and solve numbers and puzzles.</p> <p>Measures and Problem Solving: solve money problems using all four operations; choose and use appropriate units and equipment to record measurements of mass; convert measurements of mass; time including days, weeks, and months. Read the analogue clock to the nearest five minutes and digital to the nearest minute.</p> <p>Handling Data and Problem Solv-</p> | <p>Number and Problem Solving: Multiply 2 digit numbers by 10; rounding numbers to nearest 10 and 100; order 2 and 3 digit numbers; give sensible estimates as a range; find half of odd numbers; fractions and mixed fractions; relate fractions to division ; add and subtract pairs of 2-digit numbers; 2 and 3 digit numbers; single numbers to 3-digit numbers; add multiples of 10 and 100 to 3-digit numbers; find complements to 100; multiply single digit numbers to two digit numbers; remainder in division; relationship between multiplication and division.</p> <p>Geometry and Problem Solving: know vocabulary associated with 2D and 3D shapes; investigate net 3D shapes; draw and complete 2D shapes with lines of symmetry; identify right angles; use the language of position, direction and movement, co-ordinates; using a set square.</p> <p>Measure and Problem Solving:</p> | <p>Number and Problem Solving: Multiply teen numbers; multiplication grid to reinforce relationship between multiplication and division; use array methods to calculate operations; reinforce strategies for division and multiplication; revise addition and subtraction strategies.</p> <p>Geometry and Problem Solving: Consolidate 3D shapes including prisms and pyramids; Identify properties and make 3D shapes; Identify and investigate the net of 3D shapes; find and describe the position of a square on a grid of squares; Consolidate the language or position, direction and movement, including clockwise and anticlockwise; Use a set-square to draw right angles. Measure and Problem Solving: Consolidate using addition and subtraction facts to find change; reinforce relationship between mass, capacity, length, money and time.</p> |

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| | | <p>ing: using tally charts, frequency tables, pictograms, bar charts, Carroll and Venn Diagrams (using 2 criteria).</p> <p>Use iPads for online games for purposes of differentiation</p> | <p>Consolidation of previous learning on money, mass, length, time, capacity and weight; read a calendar and calculate time intervals.</p> <p>Use iPads for online games for purposes of differentiation</p> | <p>Handling Data and Problem Solving: Consolidate knowledge of using tally charts, frequency tables, pictograms, bar charts, Carroll diagrams and Venn diagrams.</p> <p>Use iPads for online games for purposes of differentiation</p> |
| Science | <p>Looking after Ourselves - the importance of a healthy diet, exercise and sleep; looking after our teeth; investigating the effect of sugar on teeth. Link to Healthy Eating and exercise in PE.</p> <p>Looking after Plants: parts of a plant; what a plant needs to grow; investigating plant growth.</p> | <p>Living Things: life processes (move, reproduce, use senses, grow, breathe, feed); the differences between living and non-living things; classification of living things according to different characteristics. This links to maths with Data handling.</p> <p>Keynotes Presentations</p> <p>Topics include: Investigating Materials - properties and uses; investigating and predicting best materials for different uses through fair testing. Measuring time and volume links with Maths.</p> | <p>Forces and Movement - pushes and pulls; measuring forces with force meters; exploring how a force starts or stops an object moving or changes its shape; the effect of friction on movement.</p> <p>Individual and group projects; make a hypothesis, test ideas and draw conclusions from findings.</p> | <p>Forces and Movement completed during this term.</p> <p>Our Five Senses – hearing, touch, taste, smell, and sight; the different sense organs; the importance of the senses; investigating the world around us using the senses.</p> |

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| Social Studies | <p>Scavengers and Hunters: what we know from archaeological finds; how our ancestors were able to survive, finding out about the past by investigating a stone age village; what life was like during the Iron age. Application of learnt knowledge and skills within the context of Zambia.</p> | <p>Rainforests - where they are, lives of rainforest people compared to us, animals and plants of the rainforest, what they produce and our dependence on the rainforest, rainforests conservation.</p> <p><i>Use iPads for research of information.</i></p> | <p>Clean water/ dirty water Water is an essential part of our daily lives but not available to everybody: the water cycle and how rain is made; water pollution and how to deal with it; water purification.</p> | <p>Temples, Tombs and Treasure: Life in Ancient Egypt; Ancient Egyptian gods and goddesses; the importance of the River Nile; the building of the pyramids; the discovery of treasures in Tutankhamen's tomb; treasure seekers. Exploration of temples including awareness of Hinduism: An awareness of Hindu beliefs and temples. <i>iPads for research on different topics of Ancient Egypt and Hinduism.</i></p> <p><i>Use of notebook to Notebook to make a presentation on a topic in Hinduism.</i></p> |
| GCE | <p>Social Justice and Equality: Understand how fair might not always mean equal treatment.</p> <p>Sustainable development: to reflect on people's dependencies on the environment.</p> | <p>Sustainable development: to reflect on people's dependencies on the environment.</p> <p>Globalisation and interdependence: to make global connections between people and countries through communication.</p> | <p>Human Rights: To understand basic human rights and how some people have these denied.</p> <p>Sustainable development: To make an effort to conserve energy and water.</p> | <p>Identity and Diversity: To explore social and cultural diversity within their own setting. To adapt behaviour to take into account feelings of others.</p> |

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| Art | <p>Unit 1 – Calendar Project Various character themes Learning to generate ideas and develop a composition of an idea and then make a final piece. Strand: Drawing, Paint and colour</p> <p>Unit 2 – Drawing Skills To further develop, explore and extend their skills knowledge of drawing basics. Starting with controlling line through practicing shapes: 2-D, 3-D, organic shapes from memory and observation. Create a landscape composition. Strand: Drawing/ Colour</p> | <p>Unit 3 – Drawing Skills - How to draw people. - Create their self -portrait from observation. Strand: Drawing</p> <p>Unit 4 – Theme: ‘Rainforests’ Layers and canopies Exploring three dimensions using various materials to represent the rainforest environment. Strand: Assembling/construction</p> | <p>Unit 5 – Painting Skills Increasingly controlling application of primary and secondary colours. Learning how to change tint, tone and shade of a colour. Exploring marks, strokes, layers and blending. Using different tools to realise various effects.</p> <p>Unit 5 – Henri Rousseau A basic history of Rousseau and exploring his various works. Through listening and speaking, pupils share their thoughts about his work. Using their painting skills, they will create a close up composition of Rousseau’s rainforest. Strand: Paint and colour</p> <p>Unit 6 – Theme: ‘Movement’ Explore selected artists that create movement in their artwork. Analysing and comparing similarities. Developing and using creative and critical language.</p> | <p>Unit 7 – Andy Goldsworthy: A brief history of Nature Art. Analysing various works by Goldsworthy. Forming and modelling their own nature art from found objects. Strand: Construction/assembling</p> <p>Unit 8 – ‘Weaving’ Learning the creative craft of weaving. Weaving textures and structures using yarns, textiles and recycled materials. Strand: Craft</p> |
| French | <p>Units 1-2 Les modes de transport, la famille, les salutations, l’adresse : The children learn about greetings, means of transport, countries around France, identification of people and days of the week,</p> | <p>Units 3-4 La maison, le jardin, le temps,le genre(féminin et masculin) : The children learn about greetings, means of transport, countries around</p> | <p>Units 5-7 Quelques animaux, les jours de la semaine, les nombres,l’alphabet, la negation, la tête : The children learn about body parts,</p> | <p>Units 8-10 Le verbe être,les couleurs, quelques adjectifs, les magasins et quelques nourritures : The children learn about shops, foods, colours, animals, numbers 10</p> |

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| | writing numbers 1 to 10, sizes, concept of masculine and feminine. The method “La Jolie Ronde” Book 3 of 4 (Bonjour la France) is used. The new vocabulary is introduced through songs, stories, flashcards, role-plays, finger rhymes, videos and worksheets. | France, identification of people and days of the week, writing numbers 1 to 10, sizes, concept of masculine and feminine. The method “La Jolie Ronde” Book 3 of 4 (Bonjour la France) is used. The new vocabulary is introduced through songs, stories, flashcards, role-plays, finger rhymes, videos and worksheets. | Animals days of the week, writing numbers 11 to 20 and the alphabet. The method “La Jolie Ronde”, Book 3 of 4 (Bonjour la France) is used. The vocabulary is introduced through games, role-plays, flashcards, songs, books, simple worksheets, videos and CD- roms. | to 50 and the verb “to be” present tense affirmative form. The method “La Jolie Ronde “Book 3 of 4 (Bonjour la France) is used. The vocabulary is introduced through songs, stories, flashcards, role-plays, finger rhymes, simple worksheets, CDs and videos |
| Music | Call and Response Through a variety of songs, the children work on changes in beat and rhythms. They use pitched percussion instruments as the whole class engages in Ensemble playing and are introduced to 3 notes on the stage. | Staff Notation African music is explored through songs, percussion playing and listening. The treble clef and staff as well as the recorder are introduced. The children will learn songs about Rainforest – link to Social Studies. | Classical Period Introduction to Mozart and music from the classical period. Throughout the term the students learn different songs on the recorder and accompany themselves on the percussion instruments practising the beat, simple rhythms and intonation. Music terms are introduced as are graphic and staff notation. | Exploring Tempo Simple two parts songs and rounds. They explore going faster and slower in music when working with rhythms. There is an ensemble work where all the children play a pitched classroom instrument as an accompaniment to a song. They listen to music by Mozart where classical instruments are introduced. They create simple compositions and explore tuned / un-tuned instruments. |
| Physical Education | Multi skills: Movement, skills balance, agility, co-ordination. Actions under control and under speed or duress. Ball skills: develop basic game-playing skills, in particular bouncing, throwing and catching. Levelling assessment. | Ball skills: develop game-playing skills, in particular bouncing, throwing and catching. Levelling assessment. Swimming: children develop the four basic strokes: front-crawl, | Swimming: water skills, advanced breathing and streamlining, buoyancy and other water skills as well as the 4 stroke development. Badges. Games: Throwing and Catching - Aiming Games exploring and com- | Hockey: Pupils will work on improving the quality of their skills. Leveling assessment. Striking and Fielding: development of skills of hitting and fielding. Game rules. Leveling assessment. |

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| | Swimming: children develop the four basic strokes: front-crawl, breaststroke, backstroke and butterfly. Students also focus on competitive swimming. Levelling assessment. | breaststroke, backstroke and butterfly. Students also focus on competitive swimming. Levelling assessment. | communicating ideas, concepts and emotions. Levelling assessment. | |
| Information Technology | MSWord: to create and amend a text document, such as font size, type and colour, add images or other objects and refine and organize the layout of a document for a specific audience. Digital Citizenship: 'Rings of Responsibility', which responsibilities a good digital citizen has. Coding and programming: how to build conditionals into their algorithms. iPad apps: GreenScreen for cross curricular use in the classroom | MSExcel: to enter labels and numbers into a spreadsheet, enter simple formulae, including SUM function, create a graph and modify data. Digital Citizenship: plagiarism and citing a cite corretly. Coding and programming: using complex algorithms to code various courses for Dash the robot. iPad apps: StopMotion for cross curricular use in the classroom | MSPowerPoint: to insert various slides and insert and edit text and images. Digital Citizenship: collabarate and create their own Digital Pledge. Coding and programming: complete course B on code.org. iPad apps: iMovie for cross curricular use in the classroom | Students consolidate the knowledge they have learnt over the past 3 terms in a combined project. Cross curricular: a range of multimedia program activities to enhance their language, number and science skills. |
| Personal, Social and Health Education | 1. How do rules and laws affect me? The children learn about rules and laws and why they are needed. 2. Taking part: the children learn to express their opinions confidently and are helped to develop their awareness of body language. 3. The local community – Social Studies link. | 1. Living in a diverse world and learning about different communities – Hinduism . 2. Caring for animals . | 1. Caring for our environment: Social Studies link with Clean water/Dirty water and Rainforest. 2. Respect for property . | 1. Children's Rights: learning that rights come with responsibilities. 2. Choices: learning that pressure to behave in an unacceptable way can come from people they know. |
| Library | Library use, rules and book care: | Make appropriate choices: | The Alphabet & the Library: | Library purpose, use, rules and |

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| | <p>Exhibit acceptable library behaviour & Know the basic rules & regulations in the library</p> <p>Employ good habits of handling books, Learn to use book marks</p> <p>Respond to Give Me Five Signal</p> <p>Follow proper procedure of checking out and returning library books</p> <p>Understand basic organisation pattern of library</p> <p>Introduction to use of book marks</p> <p>Use of Five Finger Rule</p> <p>Parts of a Book</p> <p>Finding information in parts of a book.</p> <p>Sequencing (As from year 2)</p> <p>Sequencing stories using words, phrases, sentences or paragraphs (first, next, then, after, last)</p> <p>Listen to stories presented in a variety of formats : Print, Electronic, CD-ROM, Video</p> | <p>Introduction to picking a just right book. (Goldilocks & The Three Bears)</p> <p>Story prediction</p> <p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>Story elements:</p> <p>Recognise basic story elements</p> <p>Regular read-aloud story presentation, activities and discussion</p> <p>Listen to or read various types of fiction & non-fiction books</p> <p>Weekly book exchange & selection of books appropriate to interest</p> <p>Independent individual or guided reading.</p> <p>Listen to stories presented in a variety of formats : Print, Electronic, CD-ROM, Video</p> <p>Overview of term's activities.</p> | <p>Review Alphabetisation</p> <p>Understand shelf order of books</p> <p>Identification of Fiction & Nonfiction</p> <p>Character Traits:</p> <p>Identify character traits from text/paragraph/story</p> <p>Character's feeling, traits, actions</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>Appreciate reading for pleasure, learning & finding answers</p> <p>Regular read-aloud story presentation and discussion for print, audio & video</p> <p>Weekly book exchange & selection of books appropriate to interest.</p> <p>Listen to stories presented in a variety of formats: Print, Electronic, CD-ROM, Video</p> <p>Overview of term's activities.</p> | <p>book care:</p> <p>Continuous review book care and check out procedure</p> <p>Listen to and follow directions</p> <p>Review book care and check out procedure</p> <p>Making inferences from pictures, text, paragraphs</p> <p>Dewey Decimal Classification:</p> <p>Introduction to Dewey Decimal Classification</p> <p>Weekly book exchange & selection of books appropriate to interest</p> <p>Review of term1 and term 2 activities</p> <p>Regular read-aloud story presentation and discussion</p> <p>Independent individual or guided reading.</p> <p>Listen to stories presented in a variety of formats: Print, Electronic, CD-ROM, Video</p> <p>Overview of term's activities.</p> |

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