



Smiling
International
School

3rd GRADE

CURRICULUM

TOPICS

A.S.2024-2025

Mathematics

*These objectives should be applied throughout all Maths topics

PROBLEM SOLVING

Overall Expectations

By the end of third grade, students should:

- understand the meaning of keywords found in word problems and choose the appropriate operation to solve them
- understand and solve single and multi-step word problems using the four operations
- develop effective methods to help read, understand and tackle word problems

Specific Expectations

- recognise, investigate and understand key words for the four operations in word problems (more, less, each, equal groups, difference, altogether, etc.)
- explore effective methods to help read, understand and tackle word problems
- analyse and resolve 'real life' word problems using a variety of methods (diagrams, pictures, tables etc)
- identify and select relevant and useful data in a word problem in order to resolve it
- identify numerical data within a problem that is implied or expressed only in words
- identify missing, useless or contradictory data within a word problem

PLACE VALUE, ADDITION AND SUBTRACTION

Overall Expectations

By the end of third grade, students should:

- understand and recognise the place value of numbers up to 10.000
- read, write, order, and compare whole numbers up to 10.000
- master and carry out addition and subtraction with numbers up to 10.000
- understand a written problem and resolve it selecting the appropriate operation and utilising problem-solving skills
- understand and apply the properties of addition and subtraction
- round numbers to a given value

Specific Expectations

- understand and recognise the place value of numbers up to 10.000
- use and apply number bonds of 10 to multiples of 10, 100 and 1000
- read, write, compare and order whole numbers up to 10.000
- carry out addition operations up to 10.000 using a variety of methods (e.g. mental, column)
- carry out subtraction operations up to 10.000 using a variety of methods (e.g. mental, column)
- learn, understand and apply the properties of addition (commutative and associative)
- learn, understand and apply the invariant property of subtraction
- understand and apply the inverse property for addition and subtraction (fact families)
- carry out mental methods of addition and subtraction making use of the properties of operations
- analyse and resolve 'real life' word problems using a variety of techniques and methods
- identify and select relevant and useful data in a word problem in order to resolve it
- identify numerical data within a problem that is implied or expressed only in words
- identify missing, useless or contradictory data within a word problem
- use place value and efficient strategies to round numbers to a given place
- learn and identify key words in word problems that represent addition and subtraction (more than, altogether, less than etc).

MULTIPLICATION AND DIVISION

Overall Expectations

By the end of third grade, students should:

- master the 1-12 times tables
- multiply and divide numbers mentally with increasing fluency using knowledge of times tables and inverse relationships
- master and carry out multi-digit multiplication and division operations with numbers up to 10.000
- understand and apply the properties of multiplication and division
- understand a word problem and resolve it selecting the appropriate operation and utilising problem-solving skills.

Specific Expectations

- multiply and divide (with and without remainders) numbers up to 1000 using a variety of methods (mentally and in column)
- learn, understand and apply the properties of multiplication (commutative, distributive and associative)
- use effective strategies to memorise doubles and halves for numbers to 100
- explore strategies and tricks to multiply and divide by 10, 100 and 1000
- learn, understand and apply the invariant property of division
- understand and apply the inverse property for multiplication and division (fact families)

- master the 'long multiplication' and 'long division' method
- carry out mental methods of multiplication and division making use of the properties and laws of operations
- learn and identify key words in word problems that represent multiplication and division (times, each, groups of, share equally etc)
 - apply problem solving skills to multiplication and division problems

FRACTIONS AND DECIMALS

Overall Expectations

By the end of third grade, students should:

- understand that a fraction represents an equal part of a whole
- identify and represent fractions of shapes
 - develop an awareness of decimal fractions
 - work with decimal numbers to thousandths
 - solve problems with fractions and decimals

Specific Expectations

- identify and name fractions, such as unit fractions, halves, fourths, thirds etc
- understand and explain the role of the numerator and denominator
- identify, order and compare fractions using shapes, number lines and pictures
- begin to calculate fractions of amounts using pictures
- begin to explore equivalent fractions using pictures and models
- read, write, compare and order decimals to thousandths.
- add and subtract decimals
- understand the relationship between fractions, decimals and parts of a whole number, making initial references to decimal numbers and decimal fraction equivalents.

MEASUREMENT AND MONEY

Overall Expectations

By the end of third grade, students should:

- know and use the standard units of measurement for length, mass and capacity
- express measurements and equivalent measurements of length, mass and capacity using multiples and submultiples
- work confidently with monetary units
- solve measurement and money word problems

Specific Expectations

- carry out measurements of length, mass and capacity using standard units
- express measurements and equivalent measurements of length, mass and capacity using multiples and submultiples
- carry out practical investigations to record measurements of length, capacity, and mass
- understand and solve problems involving gross, net and tare weight
- identify and name Euro coins and notes, understanding their value in relation to decimal numbers
- find different combinations of notes and coins that equal the same amounts of money
- add and subtract amounts of money and give correct change
- solve real-life money problems

TIME

Overall Expectations

By the end of third grade, students should:

- understand the concept and vocabulary of time
- use an analogue and digital clock to read and record time in both 12 and 24 hour format
- explore different units of time and their multiples (minutes, seconds, hours, days etc)

Specific Expectations

- tell and write the time to the nearest five minutes on analogue clock and digital clocks
- learn different time units and their multiples to calculate equivalences (e.g. 2 minutes = 120 seconds, 14 days = 2 weeks)
- solve time problems, such as finding the time difference between two events or calculating how long an activity will take.

GEOMETRY

Overall Expectations

By the end of third grade, students should:

- identify different types of lines
- identify and classify different types of angles
- draw, name and describe simple 2D and 3D shapes
- understand the concept of symmetry
- calculate the perimeter and area of simple polygons
- explore geometric position, direction and coordinates

Specific Expectations

- understand, read and use terminology associated with geometry

- identify curved, straight, intersecting, perpendicular and parallel lines
- identify and differentiate between lines and line segments
- recognise, classify and describe angles (acute, obtuse, straight and right)
- recognise and name common 2D and 3D geometric shapes
- distinguish between polygons and non-polygons
- analyse, describe and classify 2D and 3D geometric shapes according to their properties
- identify lines of symmetry on shapes and pictures and create symmetrical pictures and patterns
- recognise and represent reflective symmetry
- calculate the perimeter and area of simple polygons
- use angles, turns and positional language to follow and give directions
- understand that coordinates are a pair of numbers that represent the location of a point on a grid
- read, locate and plot coordinate points on a grid

STATISTICS

Overall Expectations

By the end of third grade, students should:

- classify objects, shapes and numbers according to one or more property and be able to represent them graphically
- collect, organise and interpret data using different graphic formats

Specific Expectations

- classify a set of raw data according to common fixed characteristics
- collect data through questionnaire and survey methods
- collect, organise, interpret and represent information using bar charts, tally charts, pictographs and frequency tables)

English

SPEAKING AND LISTENING

Overall Expectations

By the end of third grade, students should:

- speak clearly and confidently in a range of contexts and when reading aloud
- listen and respond appropriately to other views and take turns in discussion

Specific Expectations

- ask and answer questions using correct grammatical structures
- listen to, remember and recite short sentences and basic instructions
- choose and prepare a variety of texts for performance, identifying appropriate expression, tone and use of vocabulary for different audiences
- take turns in discussion, building on what others have said
- listen to, and respond appropriately to the views and opinions of others and respectfully show agreement or disagreement in whole-class discussion

GRAMMAR AND PUNCTUATION

Overall Expectations

By the end of third grade, students should:

- develop knowledge of, and use a range of punctuation marks
- understand and use the conventions of standard English including verb agreement, pronouns and prepositions

Specific Expectations

- maintain accurate use of punctuation (full stops, capital letters, commas, speech marks, exclamation and question marks)
- correctly use the apostrophe in contractions
- correctly use the apostrophe for possession
- learn and correctly use singular and plural nouns
- follow grammar rules to ensure subject-verb agreement
- use possessive, subject and object pronouns correctly

- understand and form the present and past continuous tense
- maintain consistency and accuracy in the use of verb tenses (present, past and future)
- form regular and irregular simple past tense verbs with increasing accuracy
- identify and correctly use imperative verbs
- identify and use coordinating and subordinating conjunctions
- learn, use and correctly form comparative and superlative adjectives
- understand and use clauses and subordinating clauses
- understand and correctly use adverbs and adjectives
- correctly use a variety of prepositions
- understand and identify articles, quantifiers and determiners

WRITING

Overall Expectations

By the end of third grade, students should:

- be able to select and compare appropriate words to strengthen the impact of writing
- explore the features of fiction and non-fiction texts
- write a range of texts including narratives, playscripts and non-chronological reports

Specific Expectations

Key Skills

- use different synonyms of verbs and adjectives to enhance writing
- use 'powerful' vocabulary to strengthen the impact of writing
- re-read own writing to check for sense and accuracy

Fiction

- begin to organise writing into paragraphs in extended stories
- develop descriptions of settings in stories
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- develop and write character profiles focusing on character traits
- write narratives with a beginning, middle and ending in which events are sequenced logically and conflicts are resolved
- use dialogue in stories
- write and perform simple poems (rhyming and non rhyming), attending to the sound and impact of words
- write a simple play script

Non-Fiction

- write non-chronological texts (leaflets, instructions, newspaper reports, letters)
- write first- person recounts (diaries, blogs etc)
- write book/text summaries and reviews
- record information learned from a text by creating fact files, mind maps, completing a chart or drawing diagrams

SPELLING AND VOCABULARY

Overall Expectations

By the end of third grade, students should:

- know and use a variety of spelling patterns
- expand and develop vocabulary

Specific Expectations

- spell high and medium frequency words with confidence
- extend knowledge and use of spelling patterns from KS1 (e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes)
- identify syllables and split compound words into parts
- identify mis-spelt words in own writing
- use independent spelling strategies (e.g. sounding out, visual skills, analogy)
- spell words with common prefixes and suffixes (un-, dis-, re-, -ful, -less, -ly, non-, miss-)
- add -ed and -ing to verbs and correctly apply spelling rules
- investigate and apply spelling rules for plurals (e.g. s, es, y/ies, f/ves)
- correctly use and spell homophones and homonyms
- explore and use synonyms for common verbs and adjectives
- explore and use similes and metaphors
- organise words alphabetically

READING AND COMPREHENSION

Overall Expectations

By the end of third grade, students should:

- read texts with increasing accuracy, expression and fluency to engage the listener
- explore different genres and themes
- consider words that make an impact (e.g. powerful adjectives and verbs)

Specific Expectations

Key Skills

- learn and develop effective decoding strategies to read unfamiliar words
- infer the meaning of unknown words using context clues
- begin to infer meanings in figurative language
- understand and use the terms 'fact', 'fiction' and 'nonfiction'

- ask and answer questions to demonstrate understanding of a text
- identify key words and phrases to understand the main points of a text

Fiction

- describe characters in a story (using their traits, motivations, feelings etc).
- identify techniques that writers use to provoke reactions (cliffhangers, humour, suspense etc)
- practise reading, performing and reciting poems with features of alliteration, assonance and rhyme
- understand and identify features of playscripts

Non- Fiction

- read and understand information in non-chronological reports
- identify how different non-fiction texts are organised, including reference texts, newspapers and leaflets
- locate information in non-fiction texts using text features (headings, contents page, glossary, index etc)

Science

BEING A GOOD SCIENTIST

Overall Expectations

By the end of third grade, students should:

- understand the scientific method and identify scientific equipment
- understand how to make a fair test and plan a scientific experiment
- use appropriate scientific language and terms to communicate ideas and explain the behaviour of living things, materials, phenomena and processes

Specific Expectations

- learn and explain the steps involved in the scientific method
- identify different scientific tools and explain their use
- begin to ask questions that can be investigated scientifically and decide how to find answers
- recognise that it is important to test ideas using evidence from observation and measurement
- understand how to make a fair test or comparison by changing one factor while keeping other factors the same
- plan, carry out and record a range of experiments
- make predictions and be able to recount the stages of an experiment
- use appropriate science and technology vocabulary

LIGHT AND DARK

*Highlighted objectives are not in the Oxford textbook but should be taught using other resources

Overall Expectations

By the end of third grade, students should:

- identify different sources of light
- understand that darkness is the absence of light
- understand how shadows are made
- understand that the eye works by processing light

Specific Expectations

- recognise light as a form of energy, and as part of the electromagnetic spectrum

- investigate different sources of light (manmade and natural), and how it passes through different materials (e.g. water, causing refraction)
- understand that light from the sun can be dangerous and that there are ways to protect our eyes
- explore and understand that different materials can reflect light
- understand that we need light in order to see things and that darkness is the absence of light
- understand that shadows are formed when the light from a light source is blocked by a solid object
- investigate and classify materials as transparent, translucent and opaque
- understand the colours of the spectrum and how they create white light and investigate how to split light into a spectrum
- understand and investigate the role of light, the eye and optic nerve in transferring information to the brain in order for us to see

ROCKS AND SOIL

Overall Expectations

By the end of third grade, students should:

- name different types of rock
- compare and group rocks based on their properties
- understand how fossils are formed
- understand the importance of soil
- identify different types of soil and give examples of their use

Specific Expectations

- identify and name different types of rocks and explore their uses
- compare and group rocks based on their properties and what they look like
- understand how different types of rocks are formed (sedimentary, igneous and metamorphic) and explore the rock cycle
- understand the process of how fossils are formed
- explain that fossils are formed over millions of years when living things have been trapped within rock
- explore and identify why different rocks are used in relation to their properties
- understand that soil has many layers and is made from rocks and organic material
- understand the importance of soil as a natural resource and its role in supporting plant growth and ecosystems
- explore and identify different types of soil and their characteristics, such as chalk, clay, sand, and loam

FLOWERING PLANTS

Overall Expectations

By the end of third grade, students should:

- identify and describe the function of the main parts of flowering plants
- understand and describe the conditions that plants need to survive and grow
- understand and explain the life cycle of a plant
- explain the processes of photosynthesis and pollination and give examples of seed dispersal methods

Specific Expectations

- identify, label and describe the functions of different parts of flowering plants
- recognise the difference between healthy and unhealthy plants
- through investigation develop an understanding that plants need light and water in order to grow
- understand how plants use sunlight to make food to help them grow through the process of photosynthesis
- understand that roots help to anchor plants and provide them with water and nutrients
- understand the way in which water is transported within plants through the stem
- understand and explore the effects of temperature and space on the ability of a plant to grow successfully
- identify and label the different parts of a flower and explain their function
- understand how plants reproduce and explain the life cycle of a plant
- explain and understand the process of pollination
- describe different ways in which seeds can be dispersed

FORCES AND MAGNETS

Overall Expectations

By the end of third grade, students should:

- understand that pushes and pulls are examples of forces
- describe ways in which forces can make objects move and stop
- identify the properties of magnets
- develop an understanding of magnetic forces

Specific Expectations

- understand and give examples of push and pull forces
- investigate ways in which we can measure forces

- understand that forces can change the shapes of objects
- understand how forces, including friction, can make objects move faster or slower or change direction
- understand the concept of magnetism as a non-contact force
- identify and describe the poles of a magnet (north and south)
- explore the forces between magnets and understand that magnets have different strengths and can attract or repel each other
- identify materials that are attracted to magnets and those that are not, understanding that magnets attract some metals but not others
- explore the uses of magnets in everyday life
- conduct simple experiments to observe the effects of magnets on various objects
- explore the use of electromagnets

HEALTH, SKELETON AND MUSCLES

Overall Expectations

By the end of third grade, students should:

- understand the key life processes of humans
- understand the importance of a healthy, balanced diet
- identify symptoms of infectious diseases, explain their causes and identify possible preventions
- explain the role that exercise plays in maintaining a healthy body
- identify the main parts of the human skeleton and describe the function of bones
- describe the role of the muscles in creating movement
- understand the use of medicines to treat different illnesses and learn how to use medicines safely

Specific Expectations

- explain that the key life processes of humans include nutrition, movement, reproduction and respiration
- understand that we need to eat a variety of different food types in order to have a healthy, balanced diet (protein, carbohydrates, fats, vitamins and minerals)
- give examples of foods that contain protein, carbohydrates, fats, vitamins and minerals
- describe the physical signs and symptoms of common diseases
- understand and explain that diseases are caused by pathogens (i.e bacteria)
- explore the importance of the immune system and vaccinations in fighting diseases
- identify ways in which we can prevent illnesses and diseases
- describe the different ways in which the human body uses water
- explain the importance of drinking clean water
- explore the effect of exercise on the heart and lungs and understand the importance of regular exercise in maintaining health and energy balance
- identify and name key bones in the structure of the human skeleton

- compare and contrast different animal skeletons
- understand the properties and functions of bones and explain their importance in providing structure and protection
- understand that bones change during the process of animal growth and development
- explore the use of x-rays to see bones inside the body and understand that some living things do not have an internal skeleton
- understand that bones cannot move on their own but require pairs of muscles to create movement
- name and locate main groups of muscles (e.g. biceps, triceps, calf and thigh muscles)
- explain how muscles work in pairs to contract and relax creating a pulling force in order to create movement
- explore and understand the use of medicines for different illnesses (short term and chronic)
- understand the importance of using medicines properly and explain the potential dangers of misuse
- explain the negative effects of using medicines too often

History

FINDING OUT ABOUT HISTORY

Overall Expectations

By the end of third grade, students should:

- recognise that events in the past can be reconstructed through the interpretation of historical sources
- place events and experiences on a timeline
- read and gather historical information from a range of texts and sources
- classify and organise historical information in sequential charts and be able to explain progression, evolution and cause and effect in visual format

Specific Expectations

- discover the people who study the past (e.g. historian, librarian, archaeologist, palaeontologist) and the tools they use
- investigate how we know about the past using artefacts, fossils and examining historical sources
- evaluate different sources according to their type and usefulness
- differentiate between primary and secondary sources and their usefulness
- begin to conduct own research into the past, using books or ICT (e.g. research about a famous historical person)
- create timelines to show the past and future
- understand and use conventional system for dating (AD, not BC)

HISTORY OF THE EARTH

Overall Expectations

By the end of third grade, students should:

- understand the relationship between cause and effect by exploring the changes produced by the passage of time
- understand the formation of the universe, solar system and planets
- recognise relationships of evolution, sequence and simultaneity
- classify and organise historical information in sequential charts and be able to explain progression, evolution and cause and effect in visual format

Specific Expectations

- know and be able to recount the first stages of the history of the universe
- know and be able to recount the first stages of the history of the earth
- know and be able to recount the first stages of life on earth

- investigate the origins of the continents, and the supercontinent Pangea
- investigate the development of early life forms
- understand the basic concept of the evolution of life
- understand that the history of life on earth can be broken down into different eras
- produce visual and sequential charts, diagrams and timelines to illustrate the above information

DINOSAURS

Overall Expectations

By the end of third grade, students should:

- understand what dinosaurs were and the evolutionary and environmental contexts in which they lived
- understand the eras into which dinosaurs are sorted and basic chronology of their evolution

Specific Expectations

- understand what early land-based life was like, and identify some precursors to the dinosaurs
- recognise the main features of some well-known dinosaurs – their diet, physical features, habitat, etc
- explore the world and environment that dinosaurs inhabited, and understand how it differed from the world today
- investigate how we know about dinosaurs – e.g. understand the process of fossil formation, where and how fossils are found and what fossils can tell us, and what they can't
- find out who palaeontologists are and what they do
- create maps to show dinosaur distributions
- create scale models / drawings of different dinosaurs
- investigate different theories for why dinosaurs disappeared

EVOLUTION and THE PALEOLITHIC PERIOD

Overall Expectations

By the end of third grade, students should:

- have a basic understanding of different stages of human evolution, and of different hominid species
- understand and describe the contexts of prehistoric life, identifying changes and things which remain the same
- understand the daily life, inventions and culture of early humans
- place events and experiences on a timeline

Specific Expectations

- understand the basic stages and events in the evolution of early mammals and primates
- create timelines and sequential diagrams to show human development
- trace and map the movement of different hominid species
- understand how the environment influenced early humans
- identify anatomical changes in early humans and investigate reasons for these
- investigate how palaeontologists know about the past, and how they draw conclusions
- compare physical features of different hominids, e.g. Australopithecus, homo habilis, homo erectus, Neanderthals
- explore different milestones, such as tool use, art, use of fire. Establish which hominids first did these things and understand the sequence in which they occurred
- understand ways in which prehistoric humans obtained food, find out what evidence there is for this
- understand the key features of our species (homo sapiens) and what unique features it had/has
- investigate art, technology, habitation and everyday life for homo sapiens
- compare and contrast different hominid species using a range of different sources

THE NEOLITHIC PERIOD

Overall Expectations

By the end of third grade, students should:

- understand what makes the Neolithic period different from earlier periods
- attempt to reconstruct the Neolithic period through the interpretation of historical sources
- understand the significance and consequences of changes in the Neolithic period

Specific Expectations

- understand the main features of daily life in the Neolithic period
- investigate the reasons, and advantages and disadvantages of the move from hunting to agriculture
- investigate the reasons for, and consequences of the domestication of animals
- investigate the advantages and disadvantages of settled vs nomadic life
- explore Neolithic innovations such as pottery, metalwork, art and fabric weaving
- compare and contrast life in the Neolithic with earlier periods
- sequence events, showing changes throughout the evolution of humans (discuss what has changed and what has stayed the same)

Geography

GEOGRAPHERS' SKILLS and MAPS

Overall Expectations

By the end of third grade, students should:

- understand what is involved in the study of geography
- understand the concept of orientation and use maps and directions to navigate
- represent objects in space using plans and symbols
- collect and use geographical information
- give and understand directions and plot routes

Specific Expectations

- discover the people who study geography (e.g. cartographer, anthropologist, geologist, meteorologist) and the tools they use
- investigate how we learn about the world, for example through maps, plans, photographs, surveys, physical evidence, economic information, environmental evidence
- explore the concept of orientation and the tools used past and present for navigation (stars, compass directions, coordinates, maps etc)
- know the cardinal points on a map, and use them when giving directions
- identify a compass rose and describe its function
- realise a map is a bird's eye perspective of a place
- understand and use map keys
- understand how maps of the same place can give different information
- read and interpret physical/political/thematic maps
- navigate by use of reference points, and describe the positions of objects
- make use of coordinates when describing locations
- describe and follow routes using both oral descriptions and maps
- draw routes and follow them using maps

LANDSCAPES

Overall Expectations

By the end of third grade, students should:

- recognise the defining features and functions of a setting, space or landscape
- know and be able to describe the physical and man-made features of different landscapes and environments
- know and explore local territory through direct and indirect observation

Specific Expectations

- identify the main physical features of different environments and landscapes
- explore the differences between man-made and natural features
- use direct observation, maps and other geographical sources to identify different landscape features
- categorise different natural landscape features (for example hydrological, topographic, organic)
- describe different landscapes with reference to their physical geographical features
- build up a particular knowledge of the local territory (The Po Plain) and its major geographical features
- Mountains: investigate their formation, analyse their natural and man-made features, investigate how erosion can alter mountainous landscapes
- Hills: investigate their formation, analyse their natural and man-made features, investigate how erosion can alter hilly landscapes
- Plains: investigate their formation, analyse their natural and man-made features, investigate how man can alter plains landscapes
- Cities: investigate their formation, analyse their natural and man-made features, investigate how man can alter city landscapes
- Rivers: investigate their formation, analyse their natural and man-made features, investigate how erosion can alter river landscapes
- Lakes: investigate their formation, analyse their natural and man-made features, investigate how man can alter lake landscapes
- Seaside: investigate their formation, analyse their natural and man-made features, investigate how man and erosion can alter seaside landscapes
- identify whether human impacts on the landscape have been negative or positive (air and water pollution, deforestation, over farming etc)

WORLD HERITAGE SITES

Overall Expectations

By the end of third grade, students should:

- understand what a world heritage site is, and why some places are considered particularly important to protect and preserve

Specific Expectations

- investigate the different classifications of world heritage sites
- investigate some of the main World Heritage Sites in Italy (including Ferrara)
- explore some other important world heritage sites across the world

FOOD FROM AROUND THE WORLD

Overall Expectations

By the end of third grade, students should:

- understand that our food comes from many different places
- investigate the way that foods are produced in different countries, and how food gets to Italy

Specific Expectations

- investigate where the food we eat comes from, produce maps and other work to show this
- investigate a specific example, such as bananas, and see the journey the food makes
- contrast the ways of life in the country where the food is produced, to the country where it is consumed (Italy)

Italiano

Ascolto e oralità

Aspettative generali

Al termine della classe terza gli studenti dovrebbero:

- Prendere la parola negli scambi comunicativi rispettando i turni di parola
- Comprendere l'argomento e le informazioni principali dei discorsi affrontati in classe
- Ascoltare testi narrativi ed espositivi mostrando di saperne cogliere il senso globale e riesporli in modo comprensibile a chi ascolta
- Comprendere e dare semplici istruzioni su un gioco o un'attività conosciuti
- Raccontare storie personali o fantastiche rispettando l'ordine cronologico ed esplicitando le informazioni necessarie perché il racconto sia chiaro a chi ascolta
- Ricostruire verbalmente le fasi di un'esperienza vissuta a scuola o in altri contesti

Aspettative specifiche

- Saper intervenire appropriatamente alle discussioni di classe rispettando i turni di parola
- Saper cogliere le informazioni importanti e porre domande coerenti
- Comprendere e rielaborare il significato di un testo ascoltato
- Saper formulare istruzioni chiare
- Raccontare storie seguendo l'ordine cronologico e la correttezza grammaticale

Lettura

Aspettative generali

Al termine della classe terza gli studenti dovrebbero:

- Padroneggiare la lettura strumentale sia nella modalità ad alta voce curandone l'espressione, sia in quella silenziosa
- Prevedere il contenuto di un testo semplice in base ad alcuni elementi come titolo e immagine; comprendere il significato di parole non note in base al testo
- Leggere testi cogliendo l'argomento di cui si parla e individuando le informazioni principali e le loro relazioni
- Comprendere tipi di testo diverso e ricavarne informazioni utili ad ampliare conoscenze su temi noti

Aspettative specifiche

- Leggere testi ad alta voce in modo espressivo e rispettando la punteggiatura
- Leggere testi in modo silenzioso comprendendone il significato
- Intuire l'argomento di un testo osservando le immagini e anticipando il contenuto dal

- titolo
- Ampliare il lessico e le conoscenze tramite la lettura di testi di diverso tipo
 - Saper individuare le caratteristiche, la struttura e le informazioni principali di un testo letto

Scrittura

Aspettative generali

Al termine della classe terza gli studenti dovrebbero:

- Scrivere sotto dettatura curando in modo particolare l'ortografia
- Produrre semplici testi descrittivi e narrativi legati a scopi concreti e connessi con situazioni quotidiane
- Produrre testi fantastici rispettando le caratteristiche dei generi narrativi studiati
- Saper rispondere in modo completo ad una domanda
- Comunicare con brevi testi che rispettino le convenzioni ortografiche e di interpunzione

Aspettative specifiche

- Conoscere e applicare le principali regole ortografiche e di interpunzione in dettati e testi autonomi.
- Sviluppare la capacità di descrizione di luoghi, persone e animali.
- Ampliare la capacità narrativa, mantenendo l'ordine cronologico anche senza un riferimento continuo.
- Saper strutturare un testo scritto rispettando la divisione in inizio, svolgimento e conclusione.
- Riuscire a inventare e sviluppare una favola, una fiaba, un mito e una leggenda.
- Comprendere il significato di una domanda e rispondere in modo completo e specifico.

Lessico

Aspettative generali

Al termine della classe terza gli studenti dovrebbero:

- Comprendere in brevi testi il significato di parole non note basandosi sia sul contesto che sulla conoscenza intuitiva delle famiglie di parole.
- Ampliare il patrimonio lessicale anche con attività di interazione orale e di lettura.
- Usare in modo appropriato i nuovi termini appresi
- Effettuare semplici ricerche su parole ed espressioni presenti nei testi, per ampliare il lessico d'uso.

Aspettative specifiche

- Imparare e riutilizzare nuove parole apprese sia in contesti narrativi che durante le spiegazioni.
- Utilizzare e conoscere termini specifici per esprimersi con chiarezza.
- Saper ricavare il significato di una parola non conosciuta utilizzando il contesto narrativo e la conoscenza sulle parole simili.
- Saper utilizzare diverse modalità di ricerca per giungere alla comprensione del nuovo lessico.

Elementi di grammatica esplicita e riflessione linguistica

Aspettative generali

Al termine della classe seconda gli studenti dovrebbero:

- Confrontare testi per coglierne alcune caratteristiche specifiche e comprenderne le differenze.
- Riconoscere se una frase è o no completa, costituita cioè dagli elementi essenziali.
- Prestare attenzione alla grafia delle parole nei testi e applicare le conoscenze ortografiche nella propria produzione scritta.
- Saper riconoscere e distinguere i principali elementi sintattici della frase (nome, articolo, aggettivo, verbo) e svolgerne semplici analisi grammaticali.

Aspettative specifiche

- Saper utilizzare il punto e la lettera maiuscola. Applicare le regole d'interpunzione.
- Saper formulare una frase, sia in forma orale che in forma scritta, con gli elementi essenziali.
- Applicare le principali conoscenze ortografiche nella produzione di testi e iniziare a effettuare una buona revisione.
- Riconoscere i primi elementi grammaticali (nome, articolo, aggettivo, verbo) con le loro caratteristiche.
- Svolgere l'analisi grammaticale delle parti del discorso studiate.

Citizenship

The Constitution

Overall Expectations

By the end of third grade, students should:

- develop positive attributes such as sharing, cooperation and generosity
- develop an awareness of the rights and responsibilities that all people are entitled to

Specific Expectations

- autonomously demonstrate respectful behaviours which contribute to building positive relationships with peers, adults and the surrounding environment
- demonstrate care for one's own health and safety
- know road safety rules and responsibilities

Sustainable Development

Overall Expectations

By the end of third grade, students should:

- develop responsible attitudes and behaviours towards the preservation and protection of the environment

Specific Expectations

- show appreciation towards the environment and be aware of the importance of respecting and valuing it
- understand the need for taking action on sustainable development in relation to the goals of Agenda 2030

Digital Citizenship

Overall Expectations

By the end of third grade, students should:

- be able to use new technology appropriately and safely

Specific Expectations

- use technology actively in the learning process with and without adult guidance