



SAFA
BRITISH
SCHOOL

Curriculum booklet



Year 3



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Contents

English

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Science

MSCS

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English

Reading

Decoding

- I can read out loud fluently and confidently, understanding how to use a range of punctuation.
- I can use the context of the sentence to help me to read unfamiliar words.
- I can use knowledge of root words, suffixes and prefixes to read and understand new words.
- I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.
- I can understand the meaning of new words through contextual cues.
- I can read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

- I can identify the features of different text types.
- I can use a range of organisational features to locate information.
- I can use alphabetically ordered texts to find information.
- I can use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.
- I can use dictionaries to check the meaning of words that they have read.
- I can retell the main events from a passage or paragraph in my own words.
- I can retrieve and record key information and details from both fiction and non-fiction texts.

Inference

- I can explain and justify inferences with evidence from the text.
- I can explain and justify predictions with evidence from the text.
- I can empathise with a character.
- I can comment on how characters relate to one another.
- I can draw inferences from characters' feelings, thoughts and motives that justifies their actions and support my views with evidence from the texts.





English

Reading

Language Features

- I can comment on choice of language to create moods and build tension.
- I can discuss words and phrases that capture the reader's interest and imagination.
- I can explain the effect of words and phrases on the reader.

Personal Responses

- I understand what the writer might be thinking.
- I can begin to identify and comment on different points of view in the text.
- I can evaluate specific texts with reference to text types.
- I can discuss why an author may have chosen particular vocabulary.
- I can talk about how two texts are similar or different.

Wider Reading

- I can start to make simple connections between books by the same author.
- I can start to recognise some features of the text that relate to its historical setting or its social or cultural background.
- I can retell some of the stories I am familiar with.
- I can discuss and compare texts from a wider variety of genres and writers referring to authorial style, themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).
- I can spot similarities and differences between characters, settings or stories.





English Writing

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure.
- Organising paragraphs around a theme.
- In narratives, creating settings, characters and plot.
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofread for spelling and punctuation errors.
- Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.





English

Spelling, Grammar and Punctuation

Spellings

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals [for example, *girls'*, *boys'*] and in words with irregular plurals [for example, *children's*].
- Use the first 2 or 3 letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Grammar and Punctuation

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Using fronted adverbials.
- Using commas after fronted adverbials.
- Indicating possession by using the possessive apostrophe with plural nouns.
- Using and punctuating direct speech.





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English

Spelling, Grammar and Punctuation

Detail of content to be introduced

Word	• Formation of nouns using a range of prefixes [for example super-, anti-, auto-]. • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].
Sentence	• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], • Adverbs [for example, then, next, soon, therefore]. • Prepositions [for example, before, after, during, in, because of]
Text	• Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	• Introduction to inverted commas to punctuate direct speech
Terminology for pupils	• preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')





Maths

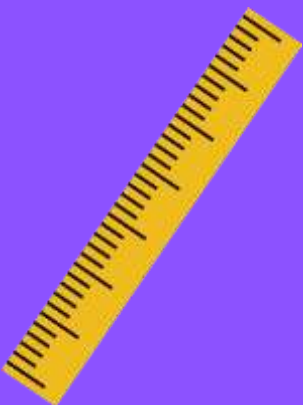
Term 1

Number: Place Value

- Identify, represent and estimate numbers using different representations.
- Find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000
- Read and write numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100.

Number: Addition and Subtraction

- Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.





Maths

Term 2

Number: Multiplication and Division

- Count from 0 in multiples of 4, 8, 50 and 100
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one- digit numbers, using mental and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

Measurement: Length and Perimeter

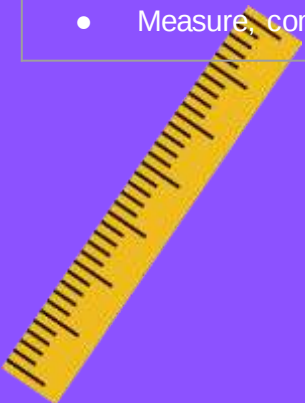
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Measure the perimeter of simple 2D shapes.

Number: Fractions

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Solve problems that involve all of the above
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Compare and order unit fractions, and fractions with the same denominators.
- Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- Solve problems that involve all of the above.

Measurement: Mass and Capacity

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).





Maths

Term 3

Measurement: Time

- Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24- hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute.
- Record and compare time in terms of seconds, minutes and hours.
- Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry: Properties of Shape

- Recognise angles as a property of shape or a description of a turn.
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Draw 2-D shapes and make 3D shapes using modelling materials.
- Recognise 3-D shapes in different orientations and describe them.

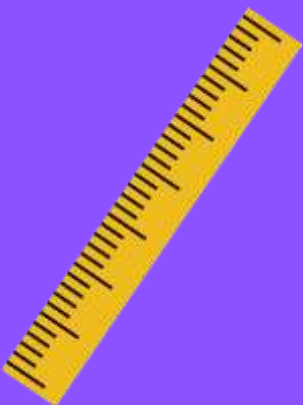
Statistics

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Measurement: Money

I

- Add and subtract amounts of money to give change, using both £ and p in practical contexts.





Science

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flower.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals, including humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- The difference between a vertebrate and invertebrate.

Rocks

- Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Recognise that soils are made from rocks and organic matter.





Science

Light

- Recognise that they need light in order to see things and that dark is the absence of light and travels from a source.
- Notice that light is reflected from surfaces e.g. mirrors and shiny surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows change.
- Know that we can only see things when light from them enters our eyes. Safety for our eyes to be discussed.

Forces and magnets

- To know that forces can push, pull or twist an object. Compare how things move on different surfaces and link to friction as a reason why they move differently.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.





Science

Working Scientifically

Questioning

I can ask my own questions.

Raise their own relevant questions about the world around them.

Scientific enquiry

I can plan and set up different type of enquires.

- They can begin to make their own explanation and decisions about the most appropriate type of scientific enquiry they might use to answer questions.
- They can use different ideas and suggest how to find something out.
- They can make and record a prediction before testing.
- They plan a fair test and explain why it was fair.
- They can set up a simple fair test to make comparisons.

Simple test

I can set up my own simple tests.

- Set up simple practical enquiries, comparative and fair test.
- Recognise when a simple fair test is necessary and help to decide how to set it up.

Classification/grouping

I can Identifying and Classifying my data.

Talk about the criteria for grouping, sorting and classifying; and use simple keys.

Further Questioning

I can suggest improvements and raise further questions.

- They can identify new questions arising from the data, making predictions for new values within and beyond the data they have collected and find new ways of improving what they have already done.





Science

Working Scientifically

Secondary Sources

I can use secondary sources when required.

Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Equipment/measurement

I can use different equipment to measure accurately in standard units.

The type of simple equipment they would need to take accurate measurements using standard units such as thermometers.

Observation

I can make careful observations.

They make systematic and careful observations. Begin to look for naturally occurring patterns and relationships. Decide what data to collect.

Record data

I can gather, record, classify and present data in different ways eg. Labelled diagram.

- They can make accurate measurements using standard units.
- They can explain their findings in different ways (display, presentation, writing). They can measure using different equipment and units of measure.
- They can record their observations in different ways (labelled diagrams, charts etc).

Conclusion

I can draw simple conclusions and explain my conclusion orally or in writing.

- They can begin to look for changes, patterns, similarities and differences in their data to draw simple conclusions and answer questions.
- They can use relevant simple scientific language to discuss their ideas and communicate their findings. They can evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables.
- They can use straightforward scientific evidence to answer questions or to support their findings.
- They can identify differences, similarities or changes related to simple scientific ideas or processes.





MSC

Moral, Social and Cultural Studies

Character and Morality

- Compare similarities and differences in people from various cultural, ethnic and religious backgrounds and explain why it is important to accept and respect people who are different
- Identify special features in others
- Identify people, places and items that deserve respect and explain why they should be respected
- Demonstrate how one would like to be treated and how one should treat others
- Identify ways to be more understanding towards others
- Utilise a large range of vocabulary when describing how one is feeling
- Discuss what is meant by resilience and perseverance; and identify resilience and perseverance in individuals or groups of people who demonstrate these qualities
- Identify and talk about their own strengths and use them to overcome difficulties
- Undertake a challenging project-based activity and pursue it without giving up
- Evaluate the work of a peer and provide constructive feedback
- Discuss why it is important to be resilient and to persevere when completing a difficult task at home or at school

Individual and Community

- Discuss the role of a student within the school environment and how one should behave in all areas of the school, including the classroom, the playground, etc
- Explain how one's actions can affect others and how to interact appropriately with others by demonstrating appropriate levels of self-awareness and responsibility
- Apply communication and problem-solving skills to effectively contribute to the achievement of team goals (teamwork); identify attitudes and behaviour that are detrimental to successful teamwork
- Demonstrate respect for different people's points of view and show empathy for other people's feelings
- Explain why it is important to be healthy and demonstrate how to maintain a healthy lifestyle to ensure emotional and physical wellbeing
- Participate in the promotion of a healthy lifestyle
- Recognise that everyone has a range of feelings, both positive and negative and explain how to identify what people are feeling
- Recognise, and react appropriately to other people's feelings, knowing when and how to care for and support others
- Utilise appropriate vocabulary to express how one feels when things change and apply basic coping strategies to deal with change, asking for help if necessary





MSC

Moral, Social and Cultural Studies

History

- Construct a timeline showing significant events in one's life
- Examine the contribution of historical figures to the nation
- Utilise historical records and artefacts to describe how people's lives have changed over time
- Utilise the terms decade, century, generations, etc., to refer to time
- Explain the significance of historical figures and their relation to historical events
- Dramatise stories of the past to understand the past and present
- Identify traditions in a community, for example; food, hospitality, weddings, celebrations, etc

Geography

- Construct a map of a familiar place that includes symbols, key/legends and a compass rose with north identified, indicating the direction of the map
- Construct and use maps, pictographs, tally charts, tables and diagrams to read and display geographic information
- Compare the similarities and differences of the information presented in on-line maps, satellite images, digital photographs or street view data
- Explain and utilise alpha-numeric grids, title, compass rose, cardinal and intermediate directions, symbols, legend and scale
- Identify one's town on a map
- Utilise digital map sources from the web to locate one's area and other geographical references, such as seas, neighbouring countries, etc
- Identify and discuss physical features of the earth, such as the oceans, mountains, valleys, etc

Sociology

- Analyse ways in which people from different cultures adapt to the physical environment
- Explain how physical systems affect people's way of living
- Discuss various ways in which people depend on the physical environment
- Discuss how humans depend on the environment to meet their needs

Economics

- Identify basic economic principles, such as national industries, traditional industries, modern industries, scarcity, choice, good and services
- Construct examples of goods and services
- Identify institutions that are part of economic systems
- Compare and contrast consumers and producers
- Explain ways individuals, school, government contribute to the economic well-being of the community





MSC

Moral, Social and Cultural Studies

Information Literacy

- Demonstrate the ability to create a digital or non-digital poster, graph, artefact or a chart for a specific theme or topic related to social studies
- Demonstrate an understanding of various social studies topics by actively participating in group discussions and class debates
- Demonstrate how to gather and access information from the internet and books, with the support of the teacher
- Identify the reasons, stated by an author of a particular text, to present his point of view

Information Processing

- Formulate arguments with reasons
- Construct explanations using relevant information
- Compile suggestions to resolve an identified local issue, such as pollution, safety, etc
- Identify various points of view for the same event
- Orally present a synthesis of an argument utilising technology

Heritage

- Utilise some of the vocabulary and concepts that are helpful when considering change over time and how one's heritage might be reflected in the present day
- Discuss the work of archaeologists
- Compare inventions of the past to modern inventions and discuss how they were made compared to how things are made today
- Discuss the distinguishing features of a variety of artefacts from the past
- Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols in the past
- Predict where an artefact was discovered and discuss the use of the object
- Illustrate ways in which selected artefacts, such as cooking and eating utensils, coinage, furniture, etc., have changed or remained the same over time, and how they relate to their present-day counterparts
- Outline important traditions and norms in society
- Explain why and when the UAE National Anthem is recited; gives examples of basic flag etiquette

Civics

- Describe roles and responsibilities of leaders





French

Introduction

- Find France on a map and be able to recall at least 1 Francophone country
- Use key greetings correctly.
- Count to 20 in French.
- Read, write, say and recognise 10 colours in French.

Things I Can Do

- Recognise, remember and spell 10 action verbs in French.
- Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).
- Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but).

Les fruits

- Name, recognise and remember up to 10 fruits in French.
- Attempt to spell some of these nouns with their correct article/ determiner.
- Ask somebody in French if they like a particular fruit.
- Say what fruits we like and dislike in French

Les Saisons

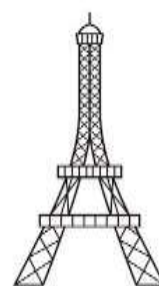
- Name, recognise and remember all four seasons in French.
- Say which is our favourite season in French.
- Say why it is our favourite season in French
- Start to recognise and use the conjunction 'et' (and) in our spoken and written responses.

Les legumes

- Name, recognise and recall from memory up to 10 vegetables in French.
- Attempt to spell some of these nouns with their plural article/determiner.
- Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.

La glace

- Recognise, recall and spell up to 10 ice-cream flavours in French.
- Use the structure 'je voudrais' to order an ice-cream in French.
- Say whether we would like a cone or a cup with the number of scoops in French.
- Use all the language from the unit to perform a short role-play with key transactional language in French.





Creative Arts

Art

Creating and Exploring

- I can create sketches to record my observations.
- I can review my sketches and ideas, gathering information and resources to help me develop my art work.
- I can demonstrate control when using different materials.

Evaluating

- Take the time to reflect upon what they like and dislike about their work in order to improve it.

Generating Ideas

- Gather and review information, references and resources related to their ideas and intentions.
- Use a sketchbook for different purposes including recording observations, planning and sharing ideas.

Knowledge

- Talk about and describe the work of some artists, craftspeople, architects and designers.
- And be able to explain how to use some of the tools and techniques they have chosen to work with.

Making

- Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
- Select and use appropriately, a variety of materials and techniques in order to create their own work.





Creative Arts

Music

Improvising and Composing

- I can choose and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.
- Within a group, I can create and play layered music with an awareness of how the layers fit together.
- I can represent sounds with symbols.

Listening and Understanding

- I can develop an awareness of the music's context and purpose.
- I can identify some of the structural and expressive aspects of music heard (e.g. starts quiet and gets gradually louder).
- I can identify instruments I hear and recognise how they are played.
- I can begin to discuss how music has developed over time.

Performance: Instrumental

- I can use the correct technique for a range of percussion instruments, keyboards, and my own instruments if necessary.
- I can copy and match simple patterns in 2, 3, and 4 metre.
- I can keep to a steady beat.
- I can maintain an independent part within a group.

Performance: Vocal

- I can sing rounds and partner songs, maintaining my part.





Physical Education

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

