

**Safa**  
British School



مدرسة الصفا  
البريطانية

# Curriculum booklet



Year 3

# Contents

English

Maths

Science

Arabic

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MSCS

French

Creative Arts



# 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.

### Inference

- I can justify inferences with evidence from the text.
- I can 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.

### 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.

### 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).



# 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.



# English

## Spelling, Grammar and Punctuation

### Detail of content to be introduced

Word	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes [for example super-, anti-, auto-].</li> <li>• 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].</li> <li>• Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],</li> <li>• Adverbs [for example, then, next, soon, therefore].</li> <li>• Prepositions [for example, before, after, during, in, because of]</li> </ul>
Text	<ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Headings and sub-headings to aid presentation</li> <li>• 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]</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Introduction to inverted commas to punctuate direct speech</li> </ul>
Terminology for pupils	<ul style="list-style-type: none"> <li>• preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</li> </ul>





# Maths

## Term 1

### Number: Place Value

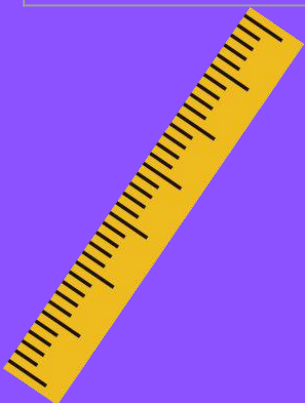
- Identify, represent and estimate numbers using different representations.
- Find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000
- Read and write numbers up to 1000 in numerals 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.

### 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.





# Maths

## Term 2

### Measurement: Money

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

### Statistics

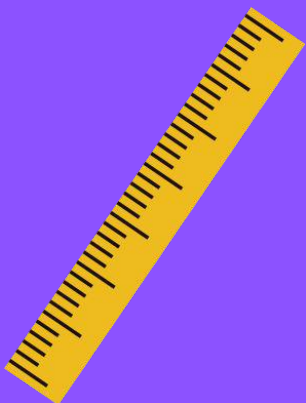
- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

### Measurement: 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



# Maths

## Term 3

### Number: Fractions

- 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: Time

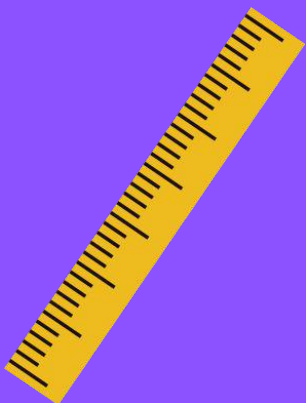
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24- hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute.
- Record and compare time in terms of seconds, minutes and hours.
- Use vocabulary such as o'clock, 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.

### Measurement: Mass and Capacity

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



# 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

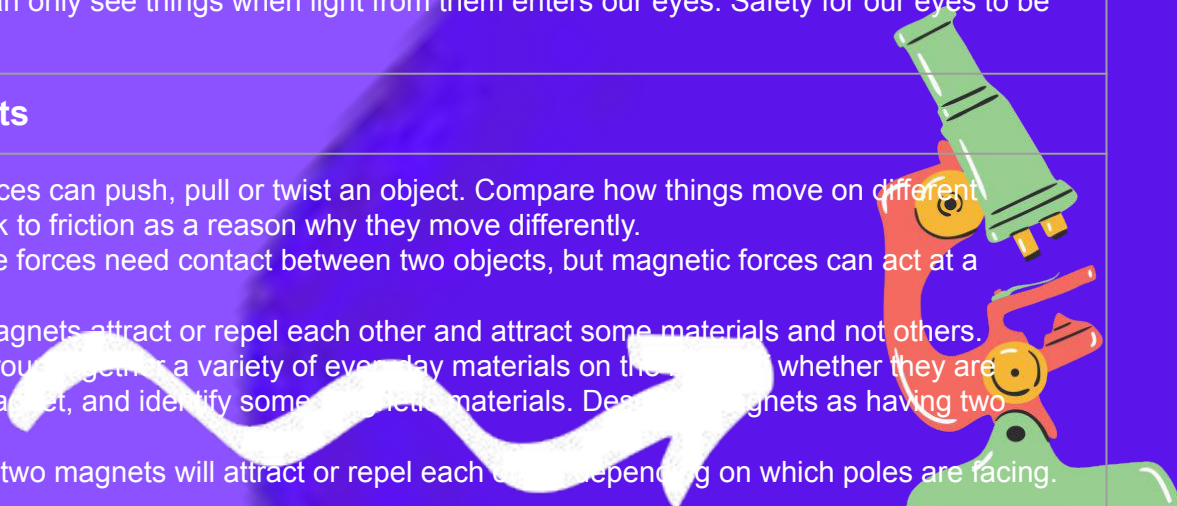
- Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Recognise that soils are made from rocks and organic matter.

## 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

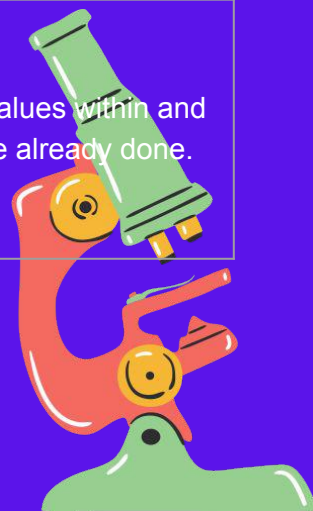
I can Identifying and Classifying my data.

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

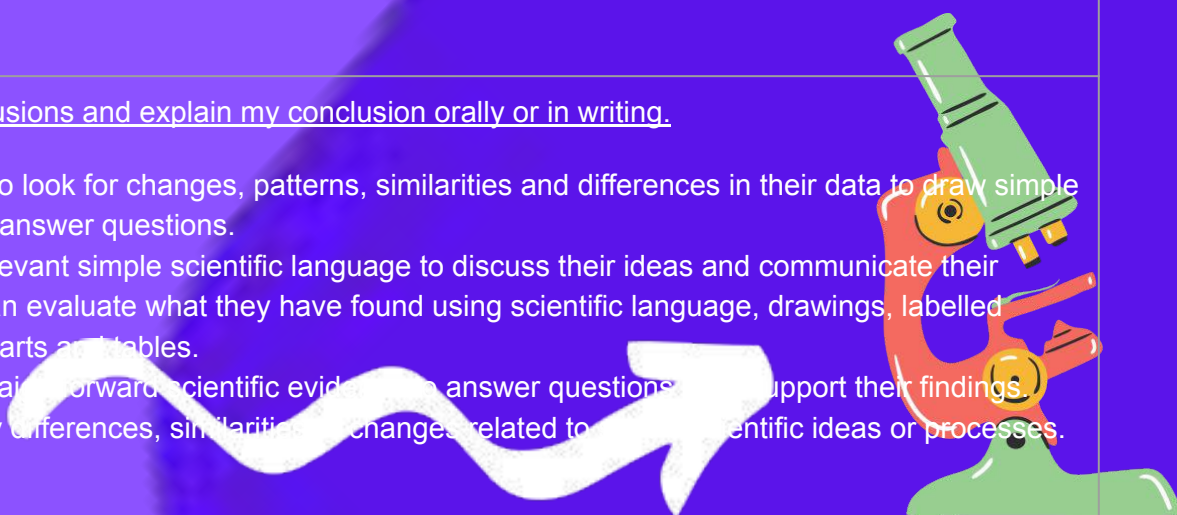
I can gather, record, classify and present data in different ways eg. Labelled diagram.

- 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 and support their findings.
- They can identify differences, similarities and changes related to scientific ideas or processes.





# Arabic A

## أساسيات القراءة

- فهم المادة المطبوعة ومكوناتها.
- فهم الأصوات والرموز والكلمات.
- القراءة الصحيحة والطلاقة وفهم المقروء.
- إنشاء كلمات جديدة ذات معنى بحذف أو إضافة حروف أو أصوات.
- المعرفة بالمطبوعات وتمييز الفهرس واسم المؤلف والعناوين في الكتب المطبوعة.

## قراءة النصوص الأدبية:

- تحديد الفكرة الرئيسة والتفاصيل المساندة التي تسهم في توضيح الفكرة.
- تحديد جوانب معينة في النصوص الأدبية.
- بناء معرفة جديدة من دمج الفكر بالنص.
- المقارنة بين الشخصيات والزمان والمكان بين قصص قرأها سابقاً.
- الإجابة عن أسئلة مطروحة عن نص شعري.

## قراءة النصوص المعلوماتية:

- قراءة النص المعلوماتي بعمق وشمولية.
- تحليل عناصر النص وطريقة كتابة النص وطابعه.
- التعرف على وظيفة النص من خلال الوسائط المختلفة.
- طرح أسئلة عن الرسوم البيانية أو الصور التوضيحية والإجابة عن أسئلة أخرى.
- شرح أهمية الصور والرسوم البيانية في فهم النص.

## الكتابة:

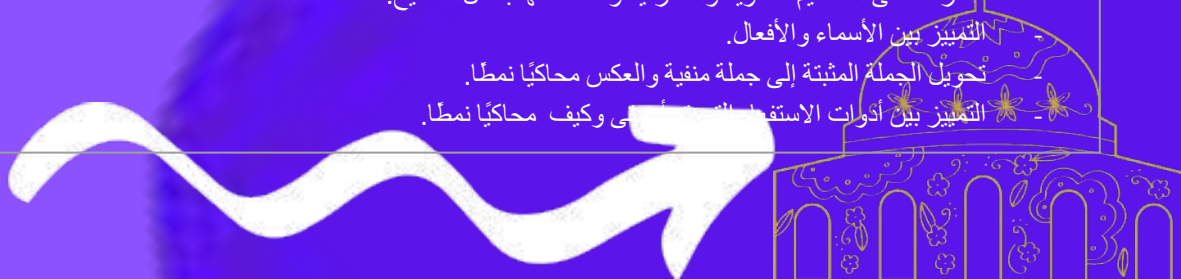
- البحث عن المعلومات وتطبيقها في موضوعات كتابية.
- إنتاج أعمال كتابية واضحة ومتنوعة.
- إنتاج نصوص تصف أشياء وأشخاص من محيطه.
- كتابة بطاقة تهنئة وجمل إرشادية.
- كتابة قصة من خلال الصور واللوحات المصورة وترتيب الجمل البسيطة.

## الاستماع والمحادثة:

- فهم المسموع والتواصل مع الآخرين مقدماً المعلومات والنتائج.
- المشاركة في النقاش والحوارات الجماعية.
- استخدام الوسائل الرقمية في العروض البصرية.
- وصف الشخصيات والزمان والمكان في المادة المسموعة.
- التعبير عن تجربة شخصية موضحاً تسلسل الأحداث.

## اللغة:

- اكتساب المفردات من خلال المواقف الاجتماعية.
- تفسير المفردات الجديدة من خلال السياق.
- التعرف على المفاهيم النحوية والصرفية واستخدامها بشكل صحيح.
- التمييز بين الأسماء والأفعال.
- تحويل الجملة المثبتة إلى جملة منفية والعكس محاكياً نمطاً.
- التمييز بين أدوات الاستفهام وكيفية استخدامها.

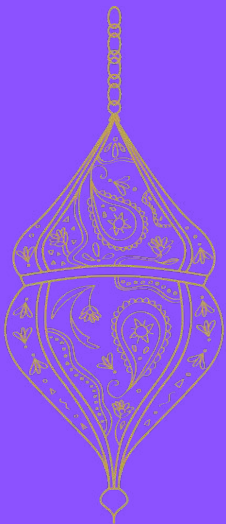




# Arabic B

## Listening

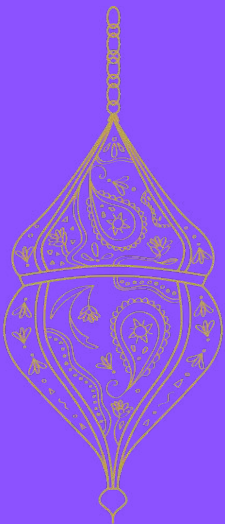
- The listener can recognize common memorized words and expressions upon hearing them.
- The listener can sometimes recognize single words or common expressions if these are in context.
- The listener shows very little understanding of verbal messages even in their simplest context and in personal and social situations.
- The student can sometimes recognize the letter sounds which he learned in the context of familiar words.
- The student can sometimes understand single words that have been learned and memorized in previous stages, especially if associated with an action or a picture.
- The student can understand common greetings.
- The student can recognize some color names.
- The student can count from one to ten.
- The student knows some types of food.
- The listener can recognize a number of words and common expressions in their context, and then understands them, including words derived from other languages.
- The student can understand different greetings and the occasions they are used in.
- The student can understand vocabulary and expressions of thankfulness as expressed by others.
- The student can understand simple expressions used by others to introduce themselves.
- The student can understand a question about somebody else's name.
- The student can understand the names of the days of the week and the times of a day.
- The student can recognize the names of the seven Emirates.
- The student can recognize some body parts.



# Arabic B

## Speaking

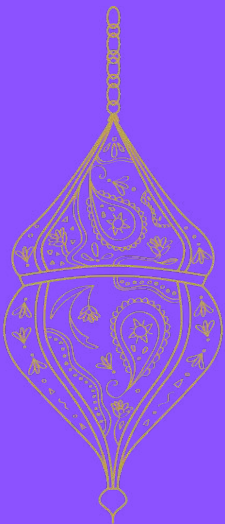
- The speaker can communicate about a limited number of very familiar topics using single words or memorized expressions.
- The speaker, if given enough time and hints, can exchange greetings and introduce himself, and can name a few familiar items related to his direct environment.
- The speaker cannot engage in a genuine conversation about familiar or unfamiliar topics. The student can greet others and introduce himself.
- The student can answer a few simple questions.
- The student repeats previously learned vocabulary and expressions such as numbers, week days, months and seasons.
- The student can name some places, persons and things previously learned.
- The student can sing some chants and short songs.
- The speaker can communicate about very familiar topics using memorized words and expressions that are limited to the context in which the language was acquired.
- The speaker can respond to direct questions using two or three words at a time, or using some memorized language.
- The speaker frequently pauses as he searches for simple words, or he repeats the words and phrases of the person he is conversing with. He sometimes uses words from his mother tongue.
- The reader can recognize all letters of the alphabet in their different forms and placements in words.
- The reader can recognize a number of words and expressions within context, including simple words



# Arabic B

## Reading

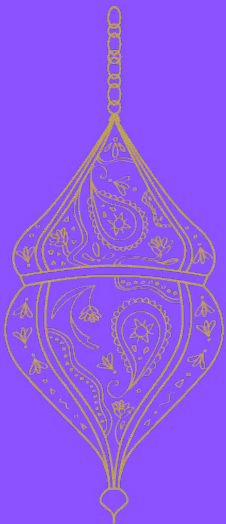
- The reader can recognize a number of letters and vocalization markers, and some words and phrases he learned.
- The reader can recognize a number of letters and vocalization markers.
- The reader can sometimes recognize some common words or often used phrases presented within a supporting context.
- The student can spell a few names and simple words.
- The reader can link single words with related images.
- The student can link some words and expressions he learned with related meanings such as city names on a map or the names of a few dishes on a menu.
- The student can recognize some simple and common expressions about the weather.
- The student can greet others and can excuse himself.
- The student can introduce himself and others.
- The student can provide basic information about himself and his acquaintances.
- The student can answer simple questions regarding his likes and dislikes, or regarding his current and past activities.
- The student can ask simple and direct questions using who, what, when and where.
- The student can talk about some simple things in his daily life and in his direct environment, such school and home.
- The student can present simple learned information such as places, celebrations, animals and colors.
- The student can recognize some words and expressions with the use of visual aids such as entrance and exit signs.
- The student can recognize words referring to family members such as father and grandfather, etc.



# Arabic B

## Writing

- The writer can copy some familiar letters, words and phrases.
- The writer can copy familiar words and phrases using letters he learned.
- If given enough time and hints, the writer can write a limited number of words and phrases from memory, but errors are to be expected.
- The student can copy letters, words and phrases he or she learned in class.
- The student can write his or her name, home address, date, name of days and seasons.
- The student can write words and phrases that he or she learned, using visual stimuli such as pictures, maps or drawings.
- The student can write about himself/herself, using previously learned sentences and phrases.
- The student can write lists including likes and dislikes, such as school subjects, sports and activities.
- The student can create a table of information on family members to include: name, age, relationship, and their likes and dislikes.
- The student can write simple sentences about where he or she live.
- The student can create simple lists for multiple purposes.
- The student can write simple phrases about weekend activities.
- The writer can write down simple information when he or she listens to a class activity or a short conversation.



# Islamic A

## الوحي الإلهي

- يُسَمَّعُ السُّورُ الْقُرْآنِيَّةُ الْآتِيَّةُ مَجُودَةٌ: قَرِيشٌ، الْكَافِرُونَ، التِّينَ، الْعَصْرُ، التَّكْوِيْنُ، الضُّحَى، الْعَادِيَاتُ، الزَّلْزَلَةُ، الْقَدْرُ.
- يُفَسِّرُ الْمَعْنَى الْإِجْمَالِيَّ لِلْسُّورِ الْمَقْرُورَةِ.
- يَطْبِقُ آدَابَ التَّلَاوَةِ (الْخُشُوعَ وَالْإِنْصَاتَ).
- يُسَمَّعُ ثَمَانِيَّةً مِنَ الْأَحَادِيثِ النَّبَوِيَّةِ الشَّرِيفَةِ:
- أَرَأَيْتُمْ لَوْ أَنَّ نَهْرًا بِيَابَ أَحَدِكُمْ.
- خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلِمَهُ.
- لَا يَزُومُنْ أَحَدُكُمْ حَتَّى يَحِبَّ لِأَخِيهِ مَا يَحِبُّ لِنَفْسِهِ.
- لَيْسَ الْمُؤْمِنُ بِالطَّعَانِ وَلَا اللَّعَانِ وَلَا الْفَاحِشِ وَلَا الْبُذْيِ.
- مَنْ قَرَأَ حَرْفًا مِنْ كِتَابِ اللَّهِ.
- مَنْ تَوَضَّأَ فَأَحْسَنَ الْوَضُوءَ ثُمَّ قَالَ.
- إِذَا كُنْتُمْ ثَلَاثَةً فَلَا يَتَنَاجَى اثْنَانِ.
- أَيُّ الْإِسْلَامِ خَيْرٌ قَالَ: تَطْعَمُ الطَّعَامَ وَتَقْرَأُ السَّلَامَ.
- يَسْتَنْتِجُ أَهَمَّ الْهَدَايَاتِ النَّبَوِيَّةِ الَّتِي تَتَضَمَّنُهَا الْأَحَادِيثُ.

## العقيدة الإسلامية:

- يَسْتَدِلُّ عَلَى صِفَاتِ اللَّهِ تَعَالَى (اللطيف، القادر) مِنْ خِلَالِ مَخْلُوقَاتِهِ.
- يَعْرِفُ بَاطْنَيْنِ مِنْ أَوَّلِي الْعِزْمِ مِنَ الرُّسُلِ (نُوحٌ، وَإِبْرَاهِيمُ)
- يَرُدُّ نَشِيدًا عَنِ الْأَنْبِيَاءِ.
- يَسْتَنْتِجُ قُدْرَةَ اللَّهِ مِنْ خِلَالِ تَأَمُّلِهِ فِي عَالَمِ الْإِنْسَانِ.
- يَعِدُّ عَرْضًا تَقْدِيمِيًّا مَصُورًا عَنِ خَلْقِ الْإِنْسَانِ.

## قيم الإسلام و آدابه:

- يَفَارِقُ بَيْنَ الْأَمَانَةِ وَالْخِيَانَةِ مِنْ حَيْثُ أَثَرُهُمَا عَلَى الْفَرْدِ وَالْمَجْتَمَعِ.
- يَسْتَخْلَصُ ضَوَائِطَ اللَّعِبِ الْجَمَاعِيِّ الْقَائِمِ عَلَى التَّسَامُحِ مِنْ خِلَالِ مَوَاقِفٍ صَفِيَّةٍ.
- يُوَضِّحُ أَهَمِيَّةَ تَحْدِيدِ رَغْبَاتِهِ فِي حُدُودِ احْتِرَامِ رَغْبَاتِ الْآخَرِينَ وَعَدَمِ تَجَاوُزِهَا.
- يُطَبِّقُ آدَابَ الطَّعَامِ فِي الْإِسْلَامِ.
- لِيَبْتَغِي الْمَدْرَسَةُ يُطَبِّقُ صِفَةَ الصَّلَاةِ بِطَرِيقَةٍ صَحِيحَةٍ.





# Islamic A

## أحكام الإسلام وغاياتها

- يربط بين الطهارة والعبادة.
- يميز بين أنواع الطهارة (الحدث والخبث).
- يستخلص نواقض الوضوء.

## السيرة والشخصيات:

- يُحدّد أهم الأعمال التي قام بها النبي صلى الله عليه وسلم وهو في كنف عمه (عمله بالرعي والتجارة).
- يستخلص بعضاً من صفات النبي صلى الله عليه وسلم في بداية نشأته:
- صادق، أمين، رحيم، محب للعمل، حلیم، صبور.
- يستدلّ على سبب مشاركة النبي صلى الله عليه وسلم في إعادة بناء الكعبة.
- يتحدث بلغة مناسبة للتعبير عن حبه للنبي صلى الله عليه وسلم، وكيفية تأسيه به في تعامله مع أقربائه وأهله.
- يستخلص أهم صفات علي بن أبي طالب وفاطمة الزهراء رضي الله عنهما.
- يتحدث عن مواقف تعبر عن اقتدائه بعلي وفاطمة رضي الله عنهما في رحمتها بالفقير.

## الهوية والقضايا المعاصرة:

- يشرح بعض آداب الجوار بالأمثلة والقصة.
- يدلّل على احترامه لجيرانه ورفضه الإساءة للجوار.
- يوضّح الحكمة من تنوع النباتات واختلاف ألوانه وأنواعه.
- يصف بلغة مناسبة دوره في حماية النباتات في البيت والمدرسة. يُطبّق صفة الصلاة بطريقة صحيحة.





# Islamic B

## Divine Revelation:

- Recites the following surahs with Tajweed: Qurish, Al Kafroon, Al Sharh, Al Asr, Al Takathur, Al Dhuha, Al Adyat, Al Shams, Al Qadr.
- Interprets the total meaning of the surahs included in the curriculum.
- Applies the rules of recitation (humbleness and listening).
- Recites 8 hadiths:
  - - Do you see if you have a river on your door.
  - - All members of my nation will be in paradise.
  - - You will never be a true believer unless you like for your brother and daughters in Islam what you like for yourself
  - - The miser is the person who does not say, May Allah pray on him, when my name is mentioned.
  - - Any person who read a letter of Allah book.
  - - Any person who purified well, then said.
  - - If you are three persons, no two persons of you may secretly speak to each other.
  - - "What (sort of) deeds in or (what qualities of) Islam are good?" He replied, "To feed (the poor) and greet those whom you know and those whom you don't know."
- Concludes the most important Prophetic guidance included in the hadiths.

## Creed

- Find evidences on Allah's qualities: The Subtle, The Aware through his creatures.
- Introduces two of the patient prophets (Noah and Ibrahim) .
- Repeats a poem on prophets.
- Concludes Allah ability by meditation in human world.
- Prepares presentation on the human creation.

## Values and Morals:

- Compares the honesty and laying in terms of their impact on the individual and society.
- Concludes the controls of group playing which is based on tolerance through class situations.
- Explains the importance of identifying his/her desires and respecting the others desires and not exceeding them.
- Applies the eating morals in Islam



# Islamic B

## Islamic Rules:

- Explains the relationship between purification and worship.
- Distinguishes the types of purification (dirty).
- Concludes the nullifications of ablution.
- Applies the prayer quality properly.

## Seerah:

- Identifies the most important acts made by the prophet when he was under his uncle sponsorship (sheep herding and trading).
- Concludes some of the prophet qualities at his early life: Trustful, honest, merciful, loving work, meek and patient.
- Find evidences on the reason of the prophet participation in rebuilding Kaaba.
- Speaks in proper language to express his love of the prophet and how he/she follows the prophet steps in dealing with relatives and family.
- Concludes the most important qualities of Ali Ibn Abi Taleb and Fatima Al Zahraa.
- Speaks on situations that show his/her following of Ali Ibn Abi Taleb and Fatima, may Allah bless them, in their mercy on the poor people.

## Identity and contemporary issues

- Explains some morals of neighborhood with examples and stories.
- Provides evidences on his/her respect to neighbors and his/her refusal to harm them.
- Explains why the plants are various and their different colors and types.
- Describes in a proper language his/her role in protecting plants in the house and school.



# MSCS

## 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



# MSCS

## 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





# MSCS

## 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

## Numbers

- Can identify numbers between 1- 10.
- Can identify, ask and respond to the questions “how old are you?”
- I can read and sort in correct order the numbers from 1 to 20.

## Greetings

- Can identify some greetings
- Can ask “how are you?”and reply.
- Can write a greet and farewell accurately

## Family

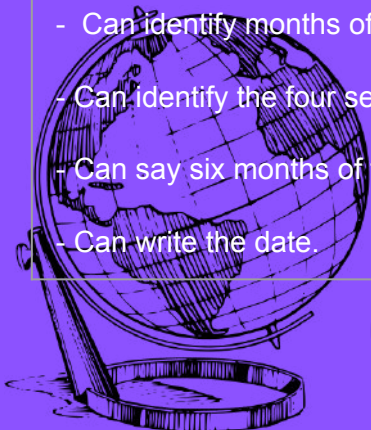
- Can identify some family members.
- Can talk about some family members.
- Can read and understand a simple text describing a family.
- Can write a paragraph about his/her family.

## Days of the week

- Can identify five days of the week
- Can say five days of the week accurately from memory.
- Can write five days.

## Months of the year

- Can identify months of the year.
- Can identify the four seasons.
- Can say six months of the year accurately from memory.
- Can write the date.





# French

## Colours

- Can identify colours
- Can say colours
- Can write colours

## School (things in my pencil case, classroom objects)

- Can name some stationery
- Can name and describe stationery
- Can read a small text describing the content of pencil case.
- Can describe what's inside the pencil case.

## Pets

- Can identify some pets and describe their size
- Can say some pets.
- Can read a pet's description.
- Can write some pets noun accurately.

## Fruits

- Can identify familiar fruits
- Can say some familiar fruits.
- Can read and identify familiar fruits.
- Can write the sentence "I like" "I don't like" with a familiar fruit.



# 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.

