Curriculum Booklet: 2022-23

Year- 3

The Winchester School
Jebel Ali

CONTENTS

Introduction

This booklet is designed to summarize the syllabus content of subjects planned for Year 3. The new curriculum is challenging and expecting much more from your children, but we believe that they will more than rise to the challenge.

Our aim is to provide a broad curriculum from which the children will successfully progress to the next step in their education. Year 3 therefore, is the beginning of the formal preparation, building on the skills and knowledge children have acquired in previous years and progressing towards the demands of Upper Primary.

The curriculum across subjects have been updated in line with the revised National Curriculum of 2014 as well as benchmark assessments (TIMSS, PIRLS, Progress Tests) thus incorporating higher challenge. As these assessments are not specific to a year group and test the overall knowledge and skills of students across the years in primary school, throughout the year topics previously taught are revisited through STEAM and Innovation in lessons, Family Learning Newsletter & Aim High. Personalized strategies are incorporated in lessons & Family Learning Newsletter to meet the needs of ALL groups of students.

The new assessment & reporting system has been introduced this academic year in line with the National Curriculum of England. Children are assessed formatively (class performance, Family Learning Newsletter, notebook work, projects etc.) using rubrics which is ongoing throughout the year and Summative assessments once a year.

Assessment Reporting and recording

	Term 1	Term 2	Term 3
Assessment Structure	Ongoing formative assessments conducted in class which will be consolidated and recorded. **No summative evaluation.**	Ongoing formative assessments conducted in class which will be consolidated and recorded. **No summative evaluation.**	Ongoing formative assessments conducted in class and **end of year Summative Assessment** which will be consolidated and recorded.
Recording	Recording will be done twice, once in Oct as baseline and at the end of term in December.	Recording will be done once at the end of Term 2 in March.	Recording will be done once at the end of the year in June.
Reporting	Reported at the end of Term 1. Attainment will be reported in the reports as Grades A*-E for all subjects. Arabic, Islamic education, PSHCEE, ME, UAE social studies are reported in marks 1-100	Reported at the end of Term 2. Attainment will be reported in the reports as Grades A*-E for all subjects. Arabic, Islamic education, PSHCEE, ME, UAE social studies are reported in marks 1-100	Reported at the end of year. Attainment will be reported in the reports as Grades A*-E for all subjects. Arabic, Islamic education, PSHCEE, ME, UAE social studies are reported in marks 1-100

Expectations in Year 3

Children are always encouraged at The Winchester School, to be diligent and hard working. The expectations from our staff are high and we try to instill, in the children, a sense of pride and achievement in everything they do. We put emphasis on the presentation of the children's work and monitor their organizational skills. There is ample opportunity for their efforts and achievements to be recognised and celebrated through our star awards and certificates as well as our many concerts, performances, and assemblies.

The children's individual reading is monitored and nurtured; children are taught to appreciate a love of reading as an enjoyable and worthwhile experience while acknowledging the merits and benefits it affords as a cross curricular tool, accessing all areas of the curriculum. Children use a reading diary to help monitor their reading at home and at school.

The purpose of Family Learning Newsletter is:

- To encourage independent learning.

- To help children to become organized.

- To reinforce and extend the work covered in class.

- To facilitate creative work.

You will receive three written reports on your child's progress during the year and will have the opportunity to meet the teachers every term. Do not hesitate to contact your child's class teacher should you have anything further to discuss. We recommend an appointment be made so that quality time can be given to you.

Year 3 English Curriculum Booklet-2021-2022

ENGLISH

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Reading

The programmes of study for reading at key stage 2 consist of two dimensions:
- Word Reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Reading- Word Reading

- Students will apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
- Students will read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension

Students will develop positive attitudes towards reading and understanding what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction

3

and reference books or textbooks.

- reading books that are structured in different ways and reading for a range of purposes.
- using dictionaries to check the meaning of words that they have read.
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- identifying themes and conventions in a wide range of books.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- discussing words and phrases that capture the reader's interest and imagination.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- identifying main ideas drawn from more than one paragraph and summarising.
- identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.

Writing

The programmes of study for writing at key stage 2 is constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these two dimensions.

Writing Transcription-Spelling and Handwriting

Students must:

- 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

4

[for example, girls', boys'] and in words with irregular plurals [for example, children's].

- use the first two or three 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.
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined.

Writing Composition- Articulating ideas and structuring them in speech and writing.

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- students will draft and write by organizing paragraphs around a theme.
- students will draft and write- in narratives, creating settings, characters and plot and in non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- 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.
- proof-read for spelling and punctuation errors.

Writing Vocabulary Grammar & Punctuation

Students will develop their understanding of the concepts set out in by 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.
- learning the grammar for year 3.

5

Speaking & Listening

Students will:

- use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas.
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates.
- gain, maintain and monitor the interest of the listener(s).
- consider and evaluate different viewpoints, attending to and building on the contributions of others.
- select and use appropriate registers for effective communication.
- listen and respond appropriately to adults and their peers.
- ask relevant questions to extend their understanding and knowledge.
- use relevant strategies to build their vocabulary.
- articulate and justify answers, arguments and opinions.
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Term 1:

READING COMPREHENSION:

- Novel - The Penguin Who Wanted to Find Out by Jim Tomlinson
- Collins Comprehension Pupil Book 3
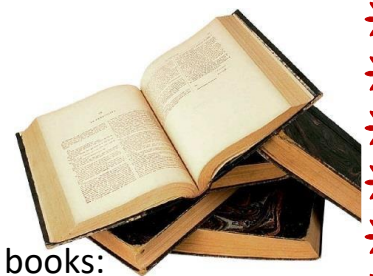- Anthology Treasure Hunt Book 3

WRITING:

Writing tasks will be independent as well as derived from the books:

- Character Sketch (Reading based Writing tasks)
- Summary Writing (Reading based Writing tasks)
- Fables (Free Composition/Writing)

LISTENING COMPREHENSION:

Fortnightly listening comprehension practices.

SPEAKING:

Assessed and developed continuously through class discussions and activities.

For spelling, vocabulary, grammar and punctuation, kindly refer to the appendices 1 and 2.

Appendix 1 Spelling- **https://bit.ly/3wm9Rpf**

Appendix 2 Vocabulary, Grammar, Punctuation and Glossary-
https://bit.ly/38mGevL

Term 2:

READING COMPREHENSION

- Novel-James and The Giant Peach- Roald Dahl
- Collins Comprehension Pupil Book 3
- Anthology Treasure Hunt Book 3

WRITING:

Writing tasks will be independent as well as derived from the books:

- Diary Writing- (Reading based Writing tasks)
- Non-Chronological Report- (Reading based Writing tasks)
- Descriptive Writing- (Free Composition/Writing)

LISTENING COMPREHENSION:

Fortnightly listening comprehension practices.

SPEAKING:

Assessed and developed continuously through class discussions and activities.

For spelling, vocabulary, grammar and punctuation, kindly refer to the appendices 1 and 2.

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Appendix 2 Vocabulary, Grammar, Punctuation and Glossary-
https://bit.ly/38mGevL

Term 3:

READING COMPREHENSION

- Collins Comprehension Pupil Book 3
- Anthology Treasure Hunt Book 3

WRITING

Writing tasks will be independent as well as derived from the books:

- Informal Letter- (Reading based writing)
- Instructions- (Reading based Writing tasks)
- Descriptive Poems/Rhyming Couplets- (Free Composition/Writing)

LISTENING COMPREHENSION:

Fortnightly listening comprehension practices.

SPEAKING:

Assessed and developed continuously through class discussions and activities.

For spelling, vocabulary, grammar and punctuation, kindly refer to the appendices 1 and 2.

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MATHEMATICS

Math curriculum planning is based on the updated National Curriculum 2014. The schemes have been adapted to the local environments. We plan our lessons so that they build upon prior learning.

In year 3 students will have access to the following programs of study laid down by the National Curriculum.

The strands are as follows:

- Number – Number & Place Value
- Number – Addition & Subtraction
- Number – Multiplication & Division
- Number – Fractions
- Measurement – Length, Capacity, Mass, Perimeter, Money & Time
- Geometry-Properties of Shape

- Geometry-Position & Direction
- Statistics

In each term concepts from each strand listed above are taught and these become more complex and provide more challenge over the 3 terms. The skills listed below is an overview of the full academic year.

Number – Number & Place Value

- Count from 0 in multiples of 4, 8, 50 and 100; 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.
- Identify, represent and estimate numbers using different representations.
- Read and write numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving these ideas.
- 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.

Number- Fractions

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole.
- Compare and order unit fractions, and fractions with the same denominators.
- Solve problems that involve all of the above.

Number-Addition & Subtraction/Multiplication & Division

- 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.
- 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 that 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 objects.

Measurement

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); Volume/Capacity (l/ml).
- Measure the perimeter of simple 2-D shapes both regular and irregular.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- 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

Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.

Geometry-Position and direction

- Recognize 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.

Statistics

- Interpret and present data using bar charts, pictograms, tables, Venn & Carroll diagrams.
- 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.

Term 1

- NUMBER
  - Place Value
  - Addition
  - Subtraction

- GEOMETRY
  - Position and Direction- Parallel & Perpendicular

- MEASUREMENT
  - Capacity
  - Mass

- STATISTICS
  - Tables
  - Tally and Frequency

Term 2

- NUMBER
  - Multiplication

- Division

- [GEOMETRY](#)
- Properties of Shape (2 D & 3D shapes)

- [MEASUREMENT](#)
- Length
- Perimeter

- [STATISTICS](#)
- Tables
- Tally and Frequency
- Bar chart

Term 3

- [NUMBER](#)
- Fraction

- [GEOMETRY](#)
- Properties of Shape (Angles)

- [MEASUREMENT](#)
- Time
- Money

- [STATISTICS](#)
- Tables
- Tally and Frequency
- Pictograph

IMPORTANT LINKS:

- Times tables: https://www.timestables.com/
- Worksheets: https://uk.ixl.com/maths/year-3

SCIENCE

Term 1

LIGHT AND SHADOW

- Recognise that they need light in order to see things and that dark is the absence of light.

- Notice that light is reflected from 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 changes.
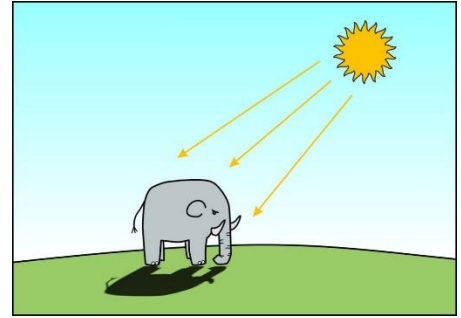
- #### KEEPING HEALTHY

- Understand that all animals including humans need food to grow and be healthy and active.
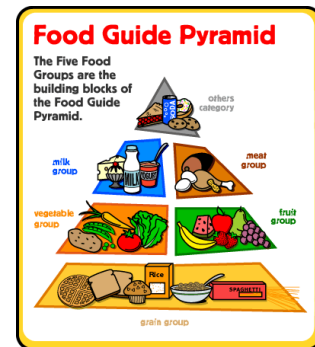
Term 2

ANIMALS INCLUDING HUMANS
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

- 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.

ROCKS

- Soil and composition of earth

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

- Recognise that soils are made from rocks and organic matter.

Term 3

PLANTS

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

- 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.

FORCES AND MAGNETS

- Compare how things move on different surfaces.

- 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.
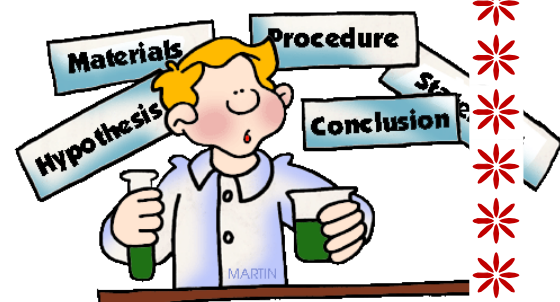
ICT (Information and Communications Technology)

Term 1
LEARNING TO INPUT WITH KEYBOARD AND NAVIGATION

Most of the instructions / input to the computer is through the keyboard and hence it is important that children will be able to type in the correct manner, using all their fingers. Typing using the right finger for each key on the keyboard will help improve the speed of input enormously.

Brief information about the keyboard:
The keys on the keyboard can be divided into several groups based on function:

- Typing (alphabets and numbers) keys: These keys are arranged as in a traditional 'QWERTY' typewriter.

- Special purpose keys: These keys are used alone or in combination with other keys to perform certain actions, such as CTRL, ALT, ESC, Function keys etc.

- Navigation keys: These keys are used for moving around in documents / editing text. They include the arrow keys, HOME, END, PAGE UP, PAGE DOWN, DELETE and INSERT.

- Numeric keypad: The numeric keypad is handy for entering numbers quickly. The keys are grouped together in a block like a conventional calculator or adding machine.

LEARNING TO INPUT WITH THE MOUSE
The mouse makes giving instructions much simpler by point the cursor at a place on the screen and clicking to select an instruction.

PAINT BRUSH
Activity- Paint your favourite story character using different brush tools.

Microsoft WORD

1. To learn cut copy paste skills.

2. To learn all the formatting features like font colors, font size, page borders, alignment.

4. To insert pictures from clipart, callouts in MS WORD.

Activity- Create an invitation card for an event using the formatting features in WORD.

INTERNET SAFE WEBSITES AND INTERNET SAFETY

Activity- Visit kid friendly websites on the internet, bookmark webpages and

organize them in a folder and rename it.

ALGORITHMS AND FLOWCHART-

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
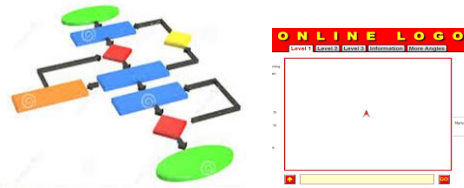
- Identify the purpose of an Algorithm.

- Writing a small set of instructions based on real life scenario.

- Design an Algorithm to make a cup of tea.

TURTLE PROGRAMMING

Writing a program to solve a defined problem.

Activity: - Design a geometric shape/pattern on Online Logo transum platform.

EMAIL AND COMMUNICATION

Activity

1- Login using the gems eLearning id.

2- Proof read a relevant email and send with a subject.

INTERNET RESEARCH -

Activity- Use the given set of websites to research and find information about the given topic.

Term 2

SCRATCH PROGRAMMING

- Creating stories, animations and games.

- Fantasy stories, Maze and spider game.

DIGITAL CITIZENSHIP

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Research about the various communities and the types of digital responsibility they have for each community to know the code and conduct of safe use of Internet.

Activity- Cyber Safety Talk, designing a poster on MS Word /Scratch platform.

Term 3

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

MICROSOFT POWERPOINT

- To add a new slide, type text in the form of bullet points and insert pictures.

- To format the images.

- To add transitions to the slides.

- To add animations to objects (text, images, etc.) in PowerPoint.
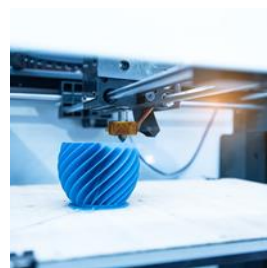
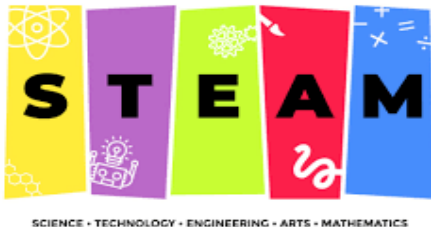Activity- To design the animated birthday card.

DATA HANDLING - SPREADSHEETS

To enter data into the spreadsheet and format the cells.

To learn to calculate Sum using formula and AutoSum.

Activity: -To design a budget sheet to plan for a birthday party.

To design a grocery list and calculate the total expenditure.

3D- PRINTING DESIGN AND TECHNOLOGY

Introducing the 3D Printer and learn to design the 3D model using the online tool called TINKERCAD.

ROBOTICS, CODING AND PROGRAMMING SKILLS

Activity- Design and build different models using WEDO 2.0 building instructions.

Students will program the robot to move forward and backward.

SAM LABS

Students will be introduced to the SAM Space app and the SAM hardware Blocks. They will be shown how the app works and will create a simple system that turns on a light using a sensor.

SOCIAL CONTEXT

Discuss and create a report on different benefits of Robots to mankind.

Activity – Research on merits and demerits of Robots in future.

HUMANITIES

Term 1

HISTORY

Changes in Britain from the Stone Age to the Iron Age

- Stone Age: Introduction
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

GEOGRAPHY

Locational knowledge

Name and locate countries and cities of the United Kingdom, key topographical features including coasts and rivers.

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Human and physical geography
- describe and understand key aspects of:
- physical geography, including: rivers

Geographical skills and fieldwork
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

The United Kingdom
- The United Kingdom-Countries and cities
- The United Kingdom- Rivers and Seas

Term 2

HISTORY

Changes in Britain from the Stone Age to the Iron Age

- Bronze Age
- Bronze Age technology and travel, for example, Stonehenge

GEOGRAPHY

Locational knowledge

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features including hills and mountains.

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Human and physical geography

- describe and understand key aspects of:
  - physical geography, including mountains.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

The United Kingdom

- The United Kingdom- Hills and Mountains
- The United Kingdom- Around the counties

Term 3

HISTORY

Changes in Britain from the Stone Age to the Iron Age

- Iron Age hill forts, farming

GEOGRAPHY

Locational knowledge

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time

Place knowledge

Understand geographical similarities and differences through the study of

human and physical geography of a region of the United Kingdom

Human and physical geography
- describe and understand key aspects of:
    - human geography, including: types of settlement and land use, economic activity including trade links

Geographical skills and fieldwork
- use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied

- use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world

The United Kingdom
- The United Kingdom-How London Grew
- The United Kingdom- The Changing Nation

UAE Social Studies

Term 1:

Student book Grade 2 Volume 1

GEOGRAPHY

- The UAE during the Last Century
- Natural Resources in the UAE
- Life by the Sea
- Life in Coastal Cities
- Life in the Desert
- Life in the Desert Oasis
- Modern – Day UAE
- UAE Heritage Project

Term 2:

Student book Grade 2 Volume 2

NATIONAL EDUCATION
- Schools in the UAE
- Higher Education in the UAE
- Healthcare in the UAE
- Famous Landmarks in the UAE

- Malls and Shopping Centres in the UAE
- Airports and Seaports
- Poster Presentation

Term 3:
Student book Grade 2 Volume 3

HISTORY

- The Formation of the UAE
- Founding Fathers of the UAE
- Leadership in the UAE
- Abu Dhabi
- Dubai
- Sharjah and Ras Al Khaimah
- Fujairah, Umm Al Quwain and Ajman
- UAE Heritage Project

Personal, Social, Health Education and citizenship (P.S.H.C.E.E.)

Term 1

- New beginnings – New start, getting to know each other, gifts and talents challenge (Social and emotional aspects of learning (S.E.A.L.)), class charter (SEAL), exploring feelings, calming down, the problem-solving process, welcoming people to our group.
- Taking part – developing skills of communication and participation
- Getting on and falling out – revisiting the skills of friendship, revisiting anger, making up
- Say no to Bullying – focus on the witnesses, 'watching it', what is bullying, similarities and differences between us, proud to be different, feelings of a bullied child, being kind to them, when you feel sad it affects the way you behave and how you think, who to talk to in and out of school if you are feeling unhappy or being bullied, what to do if you are bullied.
- Changes – Better choices and Healthy habits, Mindfulness.

Term 2

- Going for goals – knowing how we are clever, to break down a goal into a number of steps and wait for the result, to set success criteria so that you will know whether you have reached your goal (scaling), avoiding frustrations (foil) – beat boredom, taking responsibility, going for a goal, weighing up the consequences
- Developing our school grounds and keeping myself safe (playing safely) - healthy exercise, how to play, playing safe, hygiene, sickness and diseases, the right to be safe, to have an education and the right to medical care
- Good to be me – feeling good about myself, surprised, being assertive, worried and anxious, relaxation and visualization.

Term 3

- Relationships – Random Acts of Kindness, Laughter, Express yourself
- Money Matters – Keep track, Keep it safe.
- Environment and recycling – Sustainability
- Eating Healthy – Healthy living, Good night/Good day,
- Online learning – Ethics, Be Media Wise.
- Living in a diverse world with differences- Embrace your differences.

MORAL EDUCATION

Term 1a

Pillar – Character and Morality
Unit – CM3 – Tolerance and Respect for difference

Unit Description

This unit introduces the students to the values of tolerance and respect, focusing on respect for themselves and others in their family, school and community. Students will have the opportunity to discuss exactly what it means to have, give and show respect, using the vocabulary and skills of self-reflection introduced in previous units. There will be a focus on how students can show their respect in the school environment, with teachers modelling expected behaviour and vocabulary.

Learning Outcomes

Students will be able to do the following by the end of this unit:

- Recognize that we are all different and why this is to be welcomed and respected.
- Praise and celebrate special features in others.
- Know who and what should be respected.
- Understand they must treat others as they wish to be treated themselves.
- Identify ways to be more understanding towards others.
- Have a greater vocabulary to describe feelings.

Term 1b
Pillar – The Individual and the Community
Unit – IC3 – Self-identity and Working with Others

Unit Description

This unit builds on the work already completed and asks students who they are when at school, and whether they are different from who they are at home or with others outside school. They look at how school works, how they interact with staff and students and how they learn independently and with others. As the children are still young and may find some of the concepts difficult to grasp, the main teaching activities will be through discussion, modelling, scaffolding, practical activities and games. By the end of the unit students will have a greater understanding of their school and how they fit in to the structure and the expectations school places on them. They will also have looked at how their actions can affect others, practiced working as a team and explored some strategies for helping and supporting their fellow students.

Learning Outcomes

Students will be able to do the following by the end of this unit:

- Behave in a way that ensures they learn effectively and benefit fully from being at school, demonstrating that they know what their place in school is, what school expects of them and how their behavior should be adapted in different situations (at school, playing with friends, and at home)

- Recognise how their actions as an individual affect other and apply appropriate levels of self-awareness and responsibility to interact correctly with other members of the school community and in role-play activities.
- Work confidently as a member of a team, applying communication skills and problem solving to effectively contribute to the achievement of goals, while avoiding attitudes and behaviour that are detrimental to successful teamwork.
- Provide help and support to other students, using appropriate techniques in a range of straightforward scenarios presented to them, demonstrating respect for a range of views and empathy for other people's feelings.

Term 2a

Pillar – Cultural Studies

Unit – CUS3 – What objects and symbols can tell us

Unit Description

As with CUS2, in this unit students will be helped to understand that our knowledge and understanding of heritage and traditional culture come from more than one source – in this instance from studying artifacts. Progression may also be achieved by moving from the familiar to the unfamiliar when considering historical artifacts.

Learning Outcomes

Students will be able to do the following by the end of this unit:

- Describe the distinguishing features of a variety of artifacts (objects and symbols) from the past. (or reproductions/pictures)
- Make a simple interpretation about, for example, the provenance and usage of an artefact.
- Describe in simple terms the work that archaeologists do.
- Appreciate that, although people in the past may have lacked modern technology and resources, they were as creative and inventive as people today.

Term 2b
Pillar – Character and Morality
Unit – CM4 – Resilience, Perseverance

Unit Description

This unit introduces the students to the complementary values of resilience and perseverance. The focus of this unit is on resilience and perseverance, related to students' general behaviour and relationships, as well as on their attitude to learning. This focus requires students to show qualities of determination and self-evaluation and to be totally honest about the motives which influence their behaviour and decisions.

In this unit students are supported to develop a metalanguage to describe what they are learning and feeling and to evaluate what they have done. The students are encouraged to identify and discuss what they like doing and what they find difficult. Students are encouraged to take risks within the safe environment of their school, to be prepared to get things wrong and to learn from their mistakes.

Learning Outcomes

Students will be able to do the following by the end of this unit:

- Discuss what is meant by resilience and perseverance and give examples of individuals and groups of people who have demonstrated 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.
- Take part in giving and receiving constructive feedback with their peers.
- Recognise the importance of making every effort to achieve the best they can in the activities they undertake both in their school work and daily lives.

Term 3a

Pillar – The Individual and the Community
Unit – IC4 – Being healthy and staying well

Unit description

The four topics covered in this unit – healthy living, change, feelings and looking after others – are designed to be the foundations of learning that will continue through cycles 2 and 3. The unit further develops the topic of feelings, introduced

in IC1 (Me and my family), to consider how change can affect feelings and to look at techniques for managing these feelings. These two topics form the foundation for cycle 2's IC12 (Mental health), which looks at how to manage stress and mood changes and how these are linked to mental health.

Learning outcomes

Students will be able to do the following by the end of this unit:

- Understand why it is important to be healthy and what one can do to maintain a healthy lifestyle to ensure emotional and physical well-being.
- Participate enthusiastically in school activities to promote healthy living – including diet, exercise and fitness – showing determination and commitment to achieve their goals.
- Recognise that they, and others, have a range of feelings, both positive and negative, and know how to identify what they and other people are feeling.
- Recognise, and react appropriately to, other people's feelings, knowing when and how to care for and support others.
- Use an appropriate vocabulary to express how they feel when things change and apply basic coping strategies to deal with change, having confidence to ask for help, as necessary.

Term 3b

Pillar – Cultural Studies

Unit – CUS4 – What objects and symbols can tell us: similarities and differences

Unit description

This unit builds on the work done previously by enabling students to consider similarities and differences between objects from different time periods, how and why some historical objects are similar to those of today while others are very different, and what this might tell us about the society which produced them. Some utensils used for cooking, eating and drinking, for example, have changed little over time, whereas other artefacts – for instance, those we use for lighting our houses or for communicating with each other – would be unrecognisable to people of a previous era.

Learning outcomes

Students will be able to do the following by the end of this unit:

- Describe ways in which selected artefacts (e.g. cooking and eating utensils, coinage, items of furniture) have changed or remained the same over time, and how they relate to their present-day counterparts.
- Use some of the vocabulary and concepts that are helpful when considering change over time and when discussing how the heritage might be reflected in the present day (e.g. similarity and difference, change and continuity).
- Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols from/in the past.

MUSIC

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Use and understand staff and other musical notations
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with aural memory

PHYSICAL EDUCATION

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in
competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.
Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the

matters, skills and processes specified in the relevant programme of study.

Subject content

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. 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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton,
  basketball, cricket, football, 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.

Term 1

- Fitness Exercises/Yoga
- Basketball
- Soccer
- Fitness Test

- Health Education
- Sports day practice

Term 2

- Throwball
- Cricket
- Fitness Test
- Health Education

Term 3

- Rules of the games
- Athletics/Dodge Ball
- Fitness Test
- Health Education
- Board Games
- Sports quiz/Presentation about games

ISLAMIC FOR ARABS

It is a religion, subject, and culture we are focusing on all these elements through the following sub-subjects:

- The divine revelation: this includes two main themes:
  - Quran: Where students learn the target Surahs. They memorize the verses according to the rules of recitation and also, understand their meaning according to the Tafseer and scholars' interpretations.
  - The Noble Hadith: deals with some hadiths of Prophet Mohammad, PBUH, chosen to cover specific topics and fields.
- The Islamic belief/creed: where students learn about the core Islamic elements that build their religion and belief (Pillars of Islam/ Pillars of Iman/ Tawheed …)
- The Acts of worship: Students here get the correct ways, conditions, nullifiers, morals, virtues, and rewards of their Islamic practices (Ablution/ Supplications/ Prayer/ Fasting/ Pilgrimage …)
- The Ethics of Islam: Students are exposed here to all the Islamic values and manners that should shape their lives when dealing with others according to the Divine and Sunnah's teaching.
- The Prophetic biography and Personalities: Here the life of Prophet Mohammad, PBUH, and other Islamic personalities (Other Prophets/ the

companions…) are introduced as role models meant to critically be followed by the students and positively affect their daily lives.

- Identity and contemporary Issues: that deal with different modern topics closely related to the students' lives (Belonging/ sciences/ word events …) from an Islamic perspective and with reference to Quran, Sunnah, and Sirah.

Thus, Islamic education is one of the core subjects in the Winchester school. It is a comprehensive and balanced subject that targets personality development, open-mindedness, intellectual, spiritual, and harmonious coexistence through Qur'an and hadith, the fundamental sources of Islamic education, through action and speech and through wisdom.

It is important to note that Islamic education is not mere memorization of some Islamic texts; rather it is the comprehensive and conscious understanding of all aspects of life.

Term 1

✓ سورة الأعلى
✓ الطهارة ومبطلات الوضوء محبة الآخرين
✓ حسن الوضوء
✓ أنا أصلي
✓ خير الأعمال في الإسلام

Term 2

✓ سورة التين
✓ التسامح
✓ العلم والمعرفة
✓ الإيمان بالرسل (إبراهيم عليه السلام)
✓ البحث عن المعرفة

Term 3

✓ سورة الشمس
✓ نعمة الماء
✓ تذوق الإيمان
✓ أهمية العمل في الإسلام
✓ فضل تلاوة القرآن الكريم

ISLAMIC FOR NON-ARABS

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PART 1

1. (Honoring Parents)
2. The etiquette of Recitation

3. Surat Al-Alaq
4. Islam Teaches me
5. Khadijah Bint Khuwailid- May Allah be pleased with her.
6. Good moral
7. Belief in Angels
8. The etiquette of visiting and hospitality

PART 2

1. Conditions and Nullifiers of prayers
2. Tolerance
3. Truthfulness
4. Cooperation is the secret behind success.
5. Abu Bakr As-sideeq, may A
6. Surat Az-Zalzalah.
7. : The taste of Faith.
8. Surat At-Teen
9. Ties of kinship.
10. Honesty
11. The call of prayer
12. Respect Others

ARABIC FOR ARABS

Arabic is one of the most widely spoken languages in the world and is of paramount importance for our learners.

The student should grow up loving Arabic to be able to learn about the beauty of Arabic and its literature, and he should be able to study the branches of Arabic. Arabic is important in its study because it enables the student to read correctly and gain the ability to use the language properly in communication with others, such as speed, quality of speech and good expression, and his habit of listening well to what he hears in Arabic, and it develops the literary taste of the student so that he understands the aesthetic aspects of speech, meanings.

This subject is meant to cover the whole range of Arabic fields and culture through the following sub-subjects:

- Grammar is a science that is interested in building the world and its position in sentences.

33

- Rhetoric includes several branches, including:
  - Meaning, a science that examines the conditions of the Arabic word.
  - The science of the statement, which is interested in studying the coordination of words to be suitable for the situation.
- Spelling science, which is focusing on correcting Arabic writing.
- The science of sounds is a science that is interested in studying sounds, letters pronunciation, and articulation from a linguistic side.
- Linguistics, a science that examines the history of human language, and is also interested in studying the characteristics of language, and organizing it in general systems and frameworks.
- Arabic dictionaries(lexicon): which is focusing on arranging the vocabulary of the language and explaining its meanings and derivations.
- semantics which is looking at the original meaning of the word.
- Arabic texts focus basically on the study of Arabic poetry and the study of figurative speech.
- Literary criticism is based mainly on the critical appreciation of literary works.

Thus, Teaching and learning Arabic imposed itself on the scene, and has become the focus of the attention of the whole world and is appreciated by all peoples as it is the official language in the Middle East and is the official language of the Arab League. Furthermore, Arabic media relies mainly on the use of classical Arabic. As well known, the greatest poets in the world are Arab poets who wrote their poems in Arabic, and in order to understand this world and keep up with it you must be familiar with the rules of the Arabic language and its branches.

Term 1

1. عندما فقد الملك أحلامه   (قصة)
2. هل تحلم الحيوانات   (نص معلوماتي)
3. زقزق العصفور   (نشيد)
4. الجملة الاسمية والجملة الفعلية   (نحو)
5. الأقدام الطائرة   (قصة)
6. كرة القدم (نص معلوماتي)
7. أسلوب النداء (نحو)
8. أحب الرياضة (نشيد)
9. غابة العجائب   (قصة)
10. أسلوب التعجب (نحو)
11. وتبقى نبضة الحب (نشيد)

Term 2

1. الوحش ذو الأقدام الطائرة (قصة)
2. صباح الخير يا جاري   (نشيد)
3. اصنع روابط (نص معلوماتي)
4. أسلوب العطف (نحو)
5. هيّا نعمل (نشيد)
6. حلا تجعل حياتها أحلى (قصة)

Term 3

1. مفتاح وبندق وتل الديبة الأخضر السعيد (قصة)
2. هيّا إلى السيرك (نص معلوماتي)
3. أسلوب الاستفهام (نحو)
4. زمن الطفولة (نشيد)
5. مالك النسر الذهبي (قصة)
6. أحب الشجاع (نشيد)

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Term 1

1- The school (المدرسة)
2- The canteen (المقصف)
3- The family (الأسرة)

Term 2

4- The city (المدينة)
5- Clothes (الملابس)
6- The hobbies (الهوايات)

Term 3

1- Pets (الحيوانات الأليفة)
2- The weather (الطقس)

FINAL TERM ASSESSMENT SAMPLE QUESTIONS

ENGLISH

Children will read the story and answer the questions:

1.   **Answer these questions about *The Sand Horse*.**

1.   This story is about an artist who lived

| by a river. | by the sea. | on a hill. | in a city. |

1 mark

2.   One day he went down to the beach and started to make a horse out of sand. He worked until

| sunrise. | sunset. | midnight. | midday. |

1 mark

3.   The artist woke on a *brisk blue* day.

What do these words tell you about the weather on that day?

....
....

1.   **The Moving Statue**

One day, while playing in the park, you notice a statue carved out of stone in the middle of the pond. As you look more closely you realize that it is moving...

Write a story about what happens when the statue comes to life.

MATHEMATICS

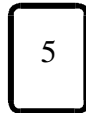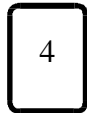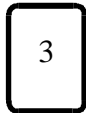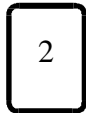1. **Two** of these numbers **round to 80**

    Circle the **two** numbers.

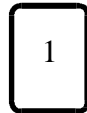   ✏️   74   82   77   85

2. Here are five-digit cards.

    | 1 | | 2 | | 3 | | 4 | | 5 |

    Use all five-digit cards once to make this sum correct.

    ✏️

    ```
            ☐

          ☐ ☐

        + ☐ ☐
        ———————
          6   0
    ```
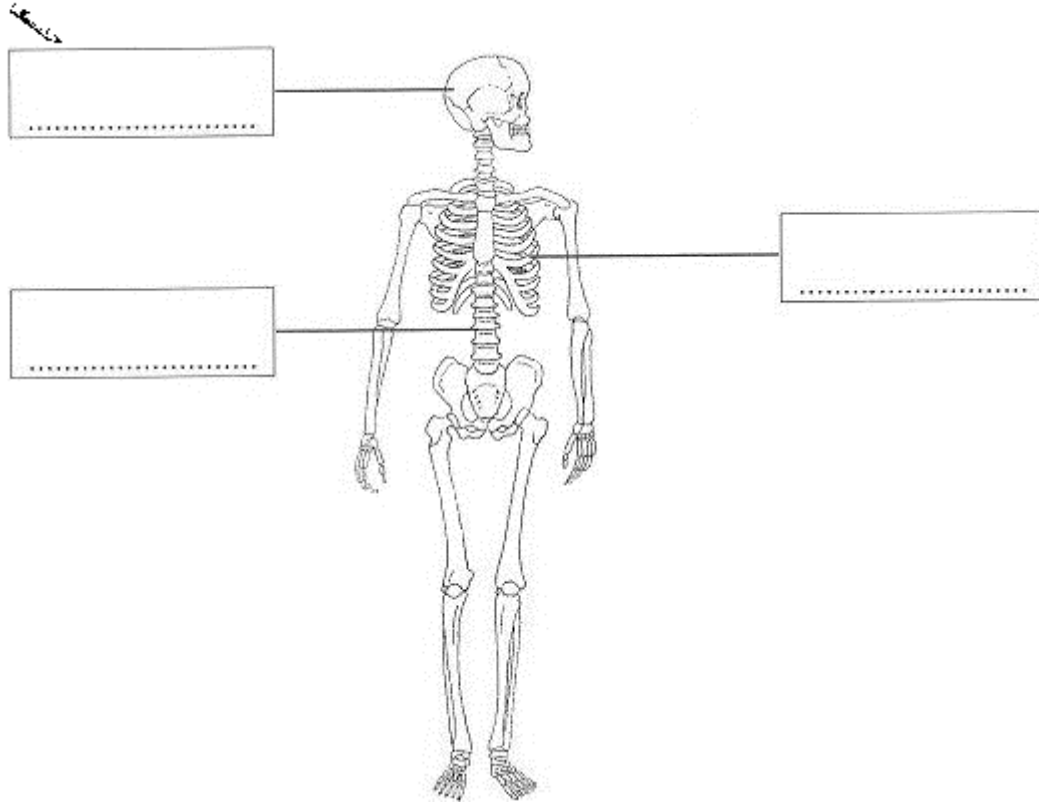
SCIENCE

Q1. The Skeleton

(a)   This is a drawing of a human skeleton.

Name the labelled parts of the skeleton.

Write **ONE** word in each box below.

(b)   Describe **TWO** different ways that the skeleton is important to the human body.

(i)...

(ii)...