



THE ENGLISH MODERN SCHOOL ALWAKRA CAMPUS

Our mission is to provide a challenging, internationally based education that nurtures lifelong learners in a multi-cultural setting.

Our vision is for all our students to reach their full potential and positively impact their world.

YEAR 3 CURRICULUM GUIDE

Curriculum Frameworks

The following curriculum frameworks provide a set of progressive learning objectives for Mathematics, English and Science, taken directly from the Cambridge Curriculum Frameworks. The objectives detail what the learner should know or what they should be able to do by the end of that year in Primary. The learning objectives provide a structure for teaching and learning and a reference against which a learners' ability and understanding can be checked. These are the three core Cambridge Primary Curriculum subjects, other subjects such as Social Studies are taught following standards from the UK National Curriculum.

EMSW Primary Teaching Philosophy

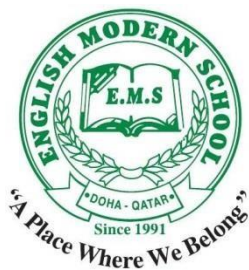
The English Modern School strengthens the curriculum with research-based best practice using instructional and assessment methodologies. The Primary division use an inquiry-based approach where children are encouraged to think critically to investigate the world around them, often with different subject areas integrated together. Connections of ideas across different subjects help students to consolidate their learning by being able to make strong and relevant connections. EMS provides students with learning experiences through inquiry that are engaging, relevant, challenging and significant, in learning environments that are stimulating and provocative. Students are supported in their journey towards mastery and control on their journey to become independent, autonomous inquirers. In the Primary school teachers use continuous, on-going assessments of and for learning throughout the year.

The assessments are varied and provide multiple opportunities for students to demonstrate learning. Together this information is used to support the child's learning, inform teachers of next learning steps and is also used to make a judgement on an overall grade for reporting three times a year.

Expected School-Wide Learning Results

It is the consensus of the EMS community that the following are school-wide learning results for every EMS graduate:





PRIMARY- YEAR 3

Academic Information

CAMBRIDGE ENGLISH STANDARDS

Reading:

Students are learning to:

Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.

Read a range of story, poetry and information books and begin to make links between them.

Read and comment on different books by the same author and identify different types of stories and typical story themes.

Read aloud with expression to engage the listener.

Sustain the reading of 48–64 page books, noting how a text is organised into sections or chapters.

Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.

Locate information in a non-fiction text using a contents page and index and use IT sources to locate simple information.

Locate books by classification and read and follow instructions to carry out an activity.

Read playscripts and dialogue, with awareness of different voices and practise learning and reciting poems.

Identify the main points or gist of a text and answer questions with some reference to single points in a text.

Scan a passage to find specific information and answer questions.

Begin to infer meanings, e.g. about motives and character and infer the meaning of unknown words from their context.

Consider how words can heighten meaning and consider words that make an impact, e.g. adjectives, powerful verbs.

Consider ways that information is set out on a page and on a screen, e.g. lists, charts, bullet points.

Understand and use the terms 'fact', 'fiction' and 'non-fiction'.

Writing

Students are learning to:

Ensure consistency in size and proportion of letters, spacing of words and build up handwriting speed, fluency and legibility.

Use IT to write, edit and present work and use a dictionary or electronic means to find the spelling and meaning of words.

Identify misspelt words in own writing and keep individual spelling logs.

Write simple sentences, dictated by the teacher, from memory and vary sentence openings, e.g. with adverbials.

Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects.

Use a wider variety of sentence types including simple, compound and some complex sentences.

Write simple playscripts based on reading and explore vocabulary for introducing and concluding dialogue, e.g. said, asked.

Write first-person accounts and descriptions based on observation.

Write book reviews summarising what a book is about.
Write and perform poems, attending to the sound of words.
Write letters, notes and messages.
Plan main points as a structure for story writing and structure and organise ideas coherently using sections or paragraphs
Make a record of information drawn from a text, e.g. by completing a chart.
Develop descriptions of settings in stories and write portraits of characters.
Choose and compare words to strengthen the impact of writing, including noun phrases.
Find synonyms for high frequency words, e.g. big, little, good and Explore words that have the same spelling but different meanings (homonyms), e.g. form, wave.
Develop a range of adverbials to signal the relationship between events.
Maintain accurate use of capital letters and full stops in showing sentences and check by reading own writing aloud.
Recognise the use of the apostrophe to mark omission in shortened words, e.g. can't, don't.
Use question marks, exclamation marks and commas in lists and begin to use speech marks.
Identify pronouns and understand their function in a sentence and ensure grammatical agreement of pronouns and verbs.
Understand that verbs are necessary for meaning in a sentence and know irregular forms of common verbs.
Understand pluralisation and use the terms 'singular' and 'plural'.
Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, identifying known suffixes and prefixes, and applying known spelling rules.
Learn rules for adding -ing, -ed, -s to verbs and use and spell compound words.
Organise words or information alphabetically using first two letters.

Speaking and Listening

Students are learning to:
Speak clearly and confidently in a range of contexts, including longer speaking turns.
Adapt tone of voice, use of vocabulary and non-verbal features for different audiences.
Take turns in discussion, building on what others have said and listen and respond appropriately to others' views and opinions.
Listen and remember a sequence of instructions.
Practise to improve performance when reading aloud and begin to adapt movement to create a character in drama.
Develop sensitivity to ways that others express meaning in their talk and non-verbal communication.

CAMBRIDGE SCIENCE STANDARDS

Scientific Enquiry

Students are learning to:
Collect evidence in a variety of contexts to answer questions or test ideas.
Suggest ideas, make predictions and communicate these.
With help, think about collecting evidence and planning fair tests.
Observe and compare objects, living things and events.
Measure using simple equipment and record observations in a variety of ways.
Present results in drawings, bar charts and tables.
Draw conclusions from results and begin to use scientific knowledge to suggest explanations.
Make generalisations and begin to identify simple patterns in results.



Biology

Students are learning to:

Know that plants have roots, leaves, stems and flowers.

Explain observations that plants need water and light to grow.

Know that water is taken in through the roots and transported through the stem.

Know that plants need healthy roots, leaves and stems to grow well.

Know that plant growth is affected by temperature.

Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction.

Describe differences between living and non-living things using knowledge of life processes.

Explore and research exercise and the adequate, varied diet needed to keep healthy.

Know that some foods can be damaging to health, e.g. very sweet and fatty foods.

Explore human senses and the ways we use them to learn about our world.

Sort living things into groups, using simple features and describe rationale for groupings.

Chemistry

Students are learning to:

Know that every material has specific properties, e.g. hard, soft, shiny.

Sort materials according to their properties.

Explore how some materials are magnetic but many are not.

Discuss why materials are chosen for specific purposes on the basis of their properties.

Physics

Students are learning to:

Know that pushes and pulls are examples of forces and that they can be measured.

Explore how forces can make objects start or stop moving.

Explore how forces can change the shape of objects.

Explore how forces, including friction, can make objects move faster or slower or change direction.

CAMBRIDGE MATHEMATICS STANDARDS

Number

Students are learning to:

Recite numbers 100 to 200 and beyond and read and write numbers to at least 1000.

Count on and back in ones, tens and hundreds from two- and three-digit numbers.

Count on and back in steps of 2, 3, 4 and 5 to at least 50.

Understand what digits represent in three-digit numbers and partition into hundreds, tens, units.

Find 1, 10, 100 more/less than two- and three-digit numbers.

Multiply two-digit numbers by 10 and understand the effect.

Round two-digit numbers to the nearest 10 and round three-digit numbers to the nearest 100.

Place a three-digit number on a number line marked off in multiples of 100.

Place a three-digit number on a number line marked off in multiples of 10.

Compare three-digit numbers, use < and > signs, and find a number in between.

Order two- and three-digit numbers.

Give a sensible estimate of a number as a range (e.g. 30 to 50) by grouping in tens.

Find half of odd and even numbers to 40, using notation such as 13 21 .

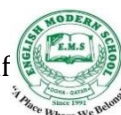
Understand and use fraction notation recognising that fractions are several parts of one whole, e.g.

$\frac{3}{4}$ is three quarters and $\frac{2}{3}$ is two thirds.

Recognise equivalence between $\frac{1}{2}$, $\frac{2}{4}$, $\frac{4}{8}$ and $\frac{5}{10}$ using diagrams.

Recognise simple mixed fractions, e.g. $1\frac{1}{2}$ and $2\frac{1}{4}$.

Order simple or mixed fractions on a number line, e.g. using the knowledge that 21 comes half way



between 41 and 43, and that 1 21 comes half way between 1 and 2.

Begin to relate finding fractions to division.

Find halves, thirds, quarters and tenths of shapes and numbers (whole number answers).

Choose appropriate mental strategies to carry out calculations.

Make sense of and solve word problems, single (all four operations) and two-step (addition and subtraction), and begin to represent them, e.g. with drawings or on a number line.

Estimate and approximate when calculating, and check working.

Make a sensible estimate for the answer to a calculation, e.g. using rounding.

Multiplication and Division

Students are learning to:

Understand the relationship between halving and doubling.

Understand the effect of multiplying two-digit numbers by 10.

Multiply single-digit numbers and divide two-digit numbers by 2, 3, 4, 5, 6, 9, 10.

Multiply teens numbers by 3 and 5.

Begin to divide two-digit numbers just beyond 10× tables, e.g. $60 \div 5$, $33 \div 3$.

Understand that division can leave a remainder (initially as 'some left over').

Understand and apply the idea that multiplication is commutative.

Understand the relationship between multiplication and division and write connected facts.

Know multiplication/division for 2×, 3×, 5×, and 10× tables and begin to learn 4× table.

Recognise two- and three-digit multiples of 2, 5 and 10.

Work out quickly the doubles of numbers 1 to 20 and derive the related halves.

Work out quickly the doubles of multiples of 5 (< 100) and derive the related halves.

Work out quickly the doubles of multiples of 50 to 500.

Check multiplication by reversing the order, e.g. that $6 \times 4 = 24$ by doing 4×6 .

Check a division using multiplication, e.g. check $12 \div 4 = 3$ by doing 4×3 .

Addition and Subtraction

Students are learning to:

Add and subtract 10 and multiples of 10 to and from two- and three-digit numbers.

Add 100 and multiples of 100 to three-digit numbers.

Use the = sign to show equality, e.g. $75 + 25 = 95 + 5$.

Find complements to 100, solving number equations such as $78 + \underline{\quad} = 100$.

Add and subtract pairs of two-digit numbers.

Add three-digit and two-digit numbers using notes to support.

Re-order addition to help with the calculation, e.g. 41

$+ 54$, by adding 40 to 54, then 1.

Add/subtract single-digit numbers to/from three- digit numbers.

Find 20, 30, ... 90, 100, 200, 300 more/less than three-digit numbers.

Know addition and subtraction facts for numbers to

20. Know the following addition and subtraction facts:

– multiples of 100 with a total of 1000

– multiples of 5 with a total of 100

Check the results of adding two numbers using subtraction and several numbers by adding in a different order.

Check subtraction by adding the answer to the smaller number in the original calculation.



Geometry

Students are learning to:

Identify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons and semi-circles.

Classify 2D shapes according to the number of sides, vertices and right angles.

Identify, describe and make 3D shapes including pyramids and prisms; investigate which nets will make a cube.

Classify 3D shapes according to the number and shape of faces, number of vertices and edges.

Draw and complete 2D shapes with reflective symmetry and draw reflections of shapes (mirror line along one side).

Relate 2D shapes and 3D solids to drawings of them.

Identify 2D and 3D shapes, lines of symmetry and right angles in the environment.

Identify right angles in 2D shapes and use a set square to draw right angles.

Use the language of position, direction and movement, including clockwise and anti-clockwise.

Compare angles with a right angle and recognise that a straight line is equivalent to two right angles.

Find and describe the position of a square on a grid of squares where the rows and columns are labelled.

Recognise the relationships between different 2D shapes.

Identify the differences and similarities between different 3D shapes.

Measurement

Students are learning to:

Consolidate using money notation.

Use addition and subtraction facts with a total of 100 to find change.

Choose and use appropriate units and equipment to estimate, measure and record measurements.

Know the relationship between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres.

Read to the nearest division or half division, use scales that are numbered or partially numbered.

Use a ruler to draw and measure lines to the nearest centimetre.

Solve word problems involving measures.

Suggest and use suitable units to measure time and know their relationships (second, minute, hour, day, week, month, year).

Read the time on analogue and digital clocks, to the nearest 5 minutes on an analogue clock and to the nearest minute on a digital clock.

Begin to calculate simple time intervals in hours and minutes.

Read a calendar and calculate time intervals in weeks or days.

Begin to understand everyday systems of measurement in length, weight, capacity and time and use these to make measurements as appropriate.

Data Handling

Students are learning to:

Answer a real-life question by collecting, organising and interpreting data, e.g. investigating the population of mini-beasts in different environments.

Use tally charts, frequency tables, pictograms (symbol representing one or two units) and bar charts (intervals labelled in ones or twos).

Use Venn or Carroll diagrams to sort data and objects using two criteria.



Year 3 BOOKS:

CAMBRIDGE GLOBAL ENGLISH LEARNERS BOOK 3

CAMBRIDGE GLOBAL ENGLISH ACTIVITY BOOK 3

CAMBRIDGE PRIMARY MATHEMATICS LEARNERS BOOK 3

CAMBRIDGE PRIMARY MATHEMATICS SKILL BUILDERS BOOK 3

CAMBRIDGE PRIMARY SCIENCE LEARNERS BOOK 3

CAMBRIDGE PRIMARY SCIENCE ACTIVITY LEARNERS BOOK 3

CAMBRIDGE PRIMARY SCIENCE SKILL BUILDERS BOOK 3

SOCIAL STUDIES FOR A BETTER WORLD 3

In an effort to help you provide extension for your children at home, we are giving few websites which can work through with your children.

Reading

Storynory: <http://www.storynory.com>

Read To Me: <http://www.readtomeintl.org/resources/>

Starfall: <http://www.starfall.com>

ABCYa: <http://www.abcya.com>

Oxford Owl: <https://www.oxfordowl.co.uk>

Short Stories For Kids: <https://www.turtlediary.com/kids-stories.html>

General:

Reading/Writing/Spelling Practise: <http://www.bbc.co.uk/bitesize/ks2/english/>

Reading/Writing/Spelling Practise: <http://www.crickweb.co.uk/ks2literacy.html>

Reading/Writing/Spelling Practise/ Grammar: <http://interactivesites.weebly.com/language-arts.html>

Reading/Writing/Spelling Practise: <http://www.funenglishgames.com/readinggames.html>

Reading/Writing/Spelling Practise: <https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

Reading/Writing/Spelling Practise: <https://www.education.com/games/second-grade/ela/>

Reading/Writing/Spelling Practise:

http://www.abcya.com/second_grade_computers.htm#letters-cat

PBS Kids English:

<http://pbskids.org/games/reading/>

<http://pbskids.org/games/abc/>

<http://pbskids.org/games/vocabulary/>



SCIENCE

BiteSize Science Activities: <http://www.bbc.co.uk/bitesize/ks2/science/>
BiteSize Review: <http://www.bbc.co.uk/education/subjects/z2pfb9q>
CrickWeb Review Activities: <http://www.crickweb.co.uk/ks2science.html>
Science Kids Activities: <http://www.sciencekids.co.nz/gamesactivities.html>
Interactive Sites For Education (Science): <http://interactivesites.weebly.com/science.html>
National Geographic Kids: <http://kids.nationalgeographic.com>
KidsTryScience Experiments: <http://www.teacherstryscience.org/kids-experiments>
PBSKids Science Activities: <http://pbskids.org/games/science/>

MATH

www.mathletics.co.uk

MATHLETICS is a Maths Program where students can practice a wide variety of skills, such as their basic facts, addition, subtraction, time, data, etc. Students in Year 3 will be assigned Practice at Home using these websites on a regular and consistent basis.

<http://www.sheppardsoftware.com/math.htm>
<https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers/Numbers/Shapes/Measurement/Data> <http://www.bbc.co.uk/bitesize/ks2/maths/>
<http://www.mathplayground.com>
<http://www.crickweb.co.uk/ks2numeracy.html>
<http://interactivesites.weebly.com/math.html>
<https://www.education.com/games/second-grade/math/>
<http://www.math-play.com/place-value-games.html>
<http://www.math4children.com/Grade2/index.html>
http://www.abcya.com/second_grade_computers.htm#numbers-cat
PBS Kids Math:
<http://pbskids.org/games/math/>
<http://pbskids.org/games/problem-solving/>
<http://pbskids.org/games/measurement/>
<http://pbskids.org/games/shapes/>
<http://pbskids.org/games/123/>
<https://nz.ixl.com/math/year-3/>

21st Century Learning at home and in the classroom!

This is our second year of using online resources for homework support and our Character Education program.



Show My Homework: Each student has a personal login that gives access to the homework that has been assigned each week. Using Show My Homework has supported our development of 21st Century Learning by using online assignments to support student learning.

The logo for Mathletics, which is a blue, rounded rectangular shape with the word "Mathletics" written in white text inside.

Mathletics

Mathletics: Mathletics is an online resource, used mostly for homework, that uses games and friendly competition to strengthen students' Maths skills. This year, we will be using it with Years 3-6.



secondSTEP is part of our Character Education program. Teachers use online and printed materials to teach and strengthen important social skills such as Learning to Focus and Listen, Learning to Stay Calm and Problem Solve, as well as Learning to develop Empathy (recognizing and feeling emotions that others feel).