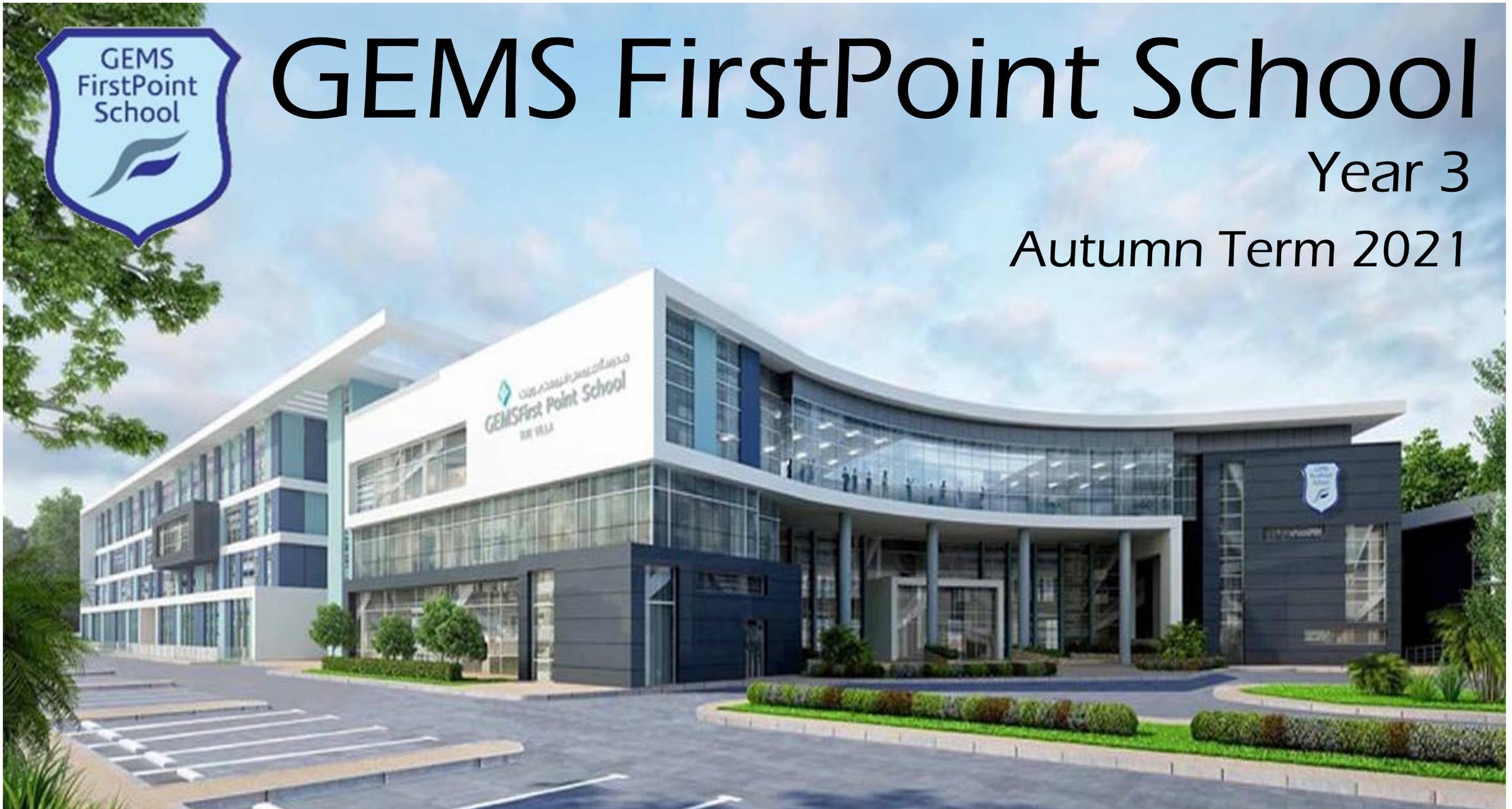




GEMS FirstPoint School

Year 3

Autumn Term 2021





World Explorers

Overall Learning Focus:

How have explorers changed the world?

Have you ever wanted to be an explorer? Now is your chance! This term we will unravel lots of exciting explorers from around the world and discuss the impact they have made. We will learn to use maps and use this to learn about different continents focusing on the physical and human features. After reading Shackleton's Journey, we will innovate the story to create a new problem that he may face along the way. Finally, we will travel back to the Viking times to learn about Edward the Confessor and compare what life was like.

Core Values:

Exploring different explorers and the impact they have had.

Creating different settlements

Inquiring about forces and magnets

Caring- thinking about special people in our life.

Topic Hook/Stunning Start:

What are explorers?
What skills do they need?

Can you guess from the props which explorers we will learn more about?

Trips and Events:

Virtual Trip to the visit the seven wonders of the world.

Community Links

Moral- People that help us

Career links to front line workers.

Fantastic Finish:

Parent Engagement

House Challenge

Rocket launch and off road terrain testing.

Instructions

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Narrative- Adventure:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader.
- Use spoken language to develop understanding through imagining and exploring ideas.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.



Writing across the Curriculum



Performance Poetry- Haiku Poems:

- Preparing to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Speak audibly and fluently with an increasing command of Standard English participate in discussions and performances.
- Discussing and recording ideas.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures .

Persuasive writing:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- Organising paragraphs around a theme.

Spelling

To use further prefixes and suffixes and understand how to add them and spell correctly.

Punctuation

To revise punctuation taught in KS1.

To identify inverted commas and use to punctuate speech.



Spelling, Punctuation and Grammar



Grammar:

To recap conjunctions from Y1&2 – time conjunctions, causal conjunctions in narrative.

To revise knowledge of verb tenses from Y2 and introduce the perfect form of verbs.

Terminology:

To revise conjunction knowledge from KS1.

To introduce speech and the difference between direct and indirect.

To introduce the difference between consonants and vowels, applying these into reading and writing.



Maths Units



Number - number and place value

- To count from 0 in multiples of 4, 8, 50 and 100.
- To find 10 or 100 more or less than a given number.
- To recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- To compare and order numbers up to 1000.
- To identify, represent and estimate numbers using different representations.
- To read and write numbers up to 1000 in numerals and in words.
- To solve number problems and practical problems involving these ideas.

Number - addition and subtraction

- To add numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- To add numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- To subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- To subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Number – Multiplication and Division.

- To write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- To write and calculate mathematical statements for 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
- To write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication.



Core Curriculum - Subject Areas



Science

Forces and Magnets

- To investigate how different materials move on different surfaces.
- To understand how magnets attract and repel and what two magnets will do.
- To identify which materials are magnetic.
- To know what a pole is.
- To understand the effect of distance on magnetic force.

Animals and Humans

- To identify animals including humans need the right amount of nutrition.
- To understand animals and humans cannot make their own food they get nutrition from what they eat.
- To compare diets of animals and humans.

Social Studies

- To use the terms to refer to time (e.g. decade, century, generation, etc.)
- To construct a timeline showing significant events in one's life
- To explain the significance of historical figures and its relation to historical events
- To explore the contribution of historical figures to the nation
- To relate stories of the past to understand the past and present
- To use historical records and artifacts to describe how people's lives have changed over time
- To identify traditions in a community (e.g., food, hospitality, weddings, celebrations, etc.)

Moral Education

- To use Kelso's Choices – conflict resolution
- To recognise that we are all different and why this needs to be welcomed and respected.
- To praise and celebrate special features in others.
- To know who and what should be respected.
- To treat others the way you wish to be treated.
- To identify ways to be more understanding towards others
- To have a greater vocabulary to describe feelings.
- To behave in a way that ensures effective learning, the benefits of school, demonstrating knowledge of one's place in the school.



Thematic Curriculum - Subject Areas



Geography

- To know the 7 continents, which countries are within them and use a map to locate them.
- To identify the physical features of a landscape and compare between the UAE and Iceland.
- To complete a local study of an area in the UAE and how it has changed over time.
- To show an understanding of the settlements and civilisation in different places.
- To describe the land use and types of settlement in different countries around the world.
- To present the human and physical features of a landscape, in a local area, in a range of ways.

History

- To develop a chronologically secure knowledge and understanding of world history.
- To devise historically valid questions about change and cause.

Art

- To sketch iconic buildings from around the world.
- To use recyclable materials to 3D sculpture of a rocket.
- To learn about great artists and replicate their work .



Thematic Curriculum - Subject Areas



Computing

- To tell you what personal information is.
- To tell an adult when I see something unexpected or worrying online.
- To talk about why it's important to be kind and polite.
- To creative with different technology tools.
 - PowerPoint
 - Word
 - Onedrive
- To use the keyboard or a word bank on my device to enter text.

PE

- To understand appropriate skills and technique to perform an effective standing long jump.
- To begin to link running techniques with jumping techniques to progress to full long jump technique.
- To understand the correct technique to perform an effective sprint over a short distance – including starts.
- To analyse own or peers' technique to identify areas for improvement.
- To swim 15 metres on my front and back unaided.
- To swim 10 metres using a breaststroke type action (froggy legs, circle arms).
- To explain what a streamlined body position should look like.
- To peer assess my friend and explain how they can swim more efficiently using swimmer/teacher technique using ipad.

Design & Technology

When design an off-road vehicle they will:

- To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
- To select from and use a wider range of materials and components.
- To select from and use a wider range of tools and equipment to perform practical tasks accurately.
- To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.



Thematic Curriculum - Subject Areas



Music

- To begin to control their voice while singing: breath control; pitch; diction.
- To sing a variety of songs relating to the Vikings and Christopher Columbus as a class/large group.
- To listen and respond to music relating to world explorers through movement and drawing.
- To improvise simple melody patterns (3-4 notes).
- To improvise simple rhythm patterns.
- To organise musical ideas together using a simple structure
- To create an Exploration Sound story.
- To describe their musical ideas using basic language.

Modern Foreign Languages (MFL)

- To revise numbers 1-20 and learn numbers up to 31.
- To produce sentences including birthday date.
- To use the question word "quel".
- To use days, numbers and month to be able to say the date.
- To ask others what they are called.
- To be able to say the months with confidence, accurate pronunciation.

Drama

- To work as part of a group and co-operate with others.
- To create a simple character and develop some speech in role.
- To focus for most of the time in rehearsal.
- To remember most of my lines and co-operate with others on stage.
- To show a simple role through speech, movement and gesture.
- To always face the audience when performing.
- To discuss features of performance work.
- To self-assess my work using full sentences.
- To identify some strengths and targets for improvement.

Arabic A

- يقارن المتعلم بين عناصر القصة (الشخصيات - الأحداث - الزمان - المكان) في قصص قرأها مبدئياً رأيته .
- يوظف المتعلم أدوات الاستفهام (من - ماذا - متى - أين - لماذا - كيف) في طرح أسئلة والإجابة عنها.
- ينشئ المتعلم كلمات جديدة ذات معنى بإضافة أو حذف أو تغيير الأصوات في الكلمات.
- يقرأ المتعلم قراءة جهريّة سليمة بطلاقة في حدود 45 كلمة في الدقيقة مراعيًا التنغيم والضبط السليم على أن تكون الكلمات مشكولة شكلاً تاماً.
- يكتب المتعلم فقرة مضمناً إياها جملة رئيسة وتفاصيل داعمة وجملة خاتمة .
- يصف المتعلم الأشخاص والأماكن والأشياء مع تفاصيل إضافية مستخدماً اللغة العربية الفصيحة ومراعيًا آداب مميّزاً الفكر الواردة فيها ومحددًا عنواناً آخر لهذه المادة.
- يستوعب المتعلم المادة المسموعة ويعيد ذكر المحتوى بدقة وترتيب مميّزاً الفكر الواردة فيها ومحددًا عنواناً آخر لهذه المادة.

Arabic B

- To understand the meaning of some familiar sentences and phrases.
- To understand and use prepositions (في - إلى - من).
- To understand of short and Long vowels.
- To produce a few short sentences with support.
- To write memorized lists and phrases about familiar topics.
- To recognise all Arabic Letters and the shapes of letters.

Islamic

- To recite the Holy Surah with Tajweed.
- To suggest some ideas that help me to win Allah's SWT pleasure.
- To identify the meaning of Allah's SWT Names Al-Lateef and Al-Khabeer.
- To conclude that Allah SWT is aware of everything.
- To identify the Prophet Muhammad's SAW job when he was young.
- To explain the main meaning of the Hadeeth.
- To recite the supplication (du'aa) that is said after ablution (wudoo').
- To explore the way of performing a good ablution.