

*GEMS Westminster Ras Al  
Khaimah Curriculum Information*

*Grade 3 / Year 4*

*Spring Term*

## Spring: Grade 3 (Year 4) - The Big Friendly Giant

English	Mathematics	Science	Moral Education
<ul style="list-style-type: none"> <li>● To use a dictionary to check the meaning of new words.</li> <li>● To draw inferences such as inferring character's feelings and thoughts and justify inferences with evidence.</li> <li>● To retell stories orally..</li> <li>● To edit and evaluate writing by including correct punctuation and spelling.</li> <li>● To use contractions correctly in their writing.</li> <li>● To write in the correct tense throughout their writing.</li> <li>● To participate in discussions, presentations, role-play and performances.</li> <li>● Children will be writing their own biography, poem and story based on their class text.</li> </ul> <p><b>Cross Curricular:</b> <b>Human Geography – London</b></p>	<ul style="list-style-type: none"> <li>● Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.</li> <li>● Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.</li> <li>● Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>● Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>● Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> <li>● Explore partitioning mixed numbers in different ways and developing a deeper understanding of how mixed numbers are represented on a number line.</li> </ul>	<ul style="list-style-type: none"> <li>● Make systematic and careful observations.</li> <li>● Identify how sounds are produced and understand how we hear them.</li> <li>● Recognise the different parts and functions of the ear.</li> <li>● Explore patterns in pitch and volume of sounds.</li> <li>● Identify common appliances that run on electricity.</li> <li>● Construct a simple electrical circuit, identifying and naming its basic parts and functions.</li> <li>● Recognise and explain that a closed circuit is required for a light or buzzer to be on.</li> <li>● Recognise common conductors and insulators of electricity.</li> <li>● Children will conduct a range of investigations, testing the knowledge they have acquired.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise qualities to support the statement 'I am a fair person'.</li> <li>● Identify the concept of equality and fairness and actions of fair behaviour.</li> <li>● What does it mean to treat people equally?</li> <li>● The meaning of unfair attitudes and how to deal with them.</li> <li>● Distinguish between treating people equally and treating them fairly.</li> <li>● Unfair attitudes involving discrimination at school, locally or in the global community.</li> <li>● The difference between equality and justice.</li> <li>● The meaning of appreciation and ways of expressing it.</li> <li>● The importance of appreciating friends and colleagues.</li> </ul>

Integrity

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<ul style="list-style-type: none"> <li>To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666.</li> <li>To find out about how the Great Fire of London started and spread.</li> <li>To understand how London was rebuilt after the Great Fire.</li> <li>To show what I have learned about the Great Fire of London.</li> </ul> <p><b>Physical education:</b></p> <ul style="list-style-type: none"> <li>Athletics (sprint, relay, long jump, jumping hurdle and throwing shot put and javelin).</li> <li>Dance.</li> <li>Basketball (Dribbling, Passing, Shooting, Lay-up shoot).</li> <li>Netball ((Passing, Shooting)</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order mixed numbers.</li> <li>convert a mixed number into an improper fraction and vice versa.</li> <li>Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>Add and subtract fractions with the same denominator.</li> </ul> <p><b>Arabic A</b></p> <p><u>الوحدة الخامسة: وجدت طريقي</u>          قصة حلا تجعل حياتها ألى          النص المعلوماتي : فكر في حياتك؟          النحو والكتابة و الإملاء          أسلوب العطف          وصل بداية الكلمات بالحروف          (كتابة نص وصفي (الأفكار والتنظيم          النشيد : هيا نعمل  <u>الوحدة السادسة : سر السعادة</u>          قصة مصباح وبنديق وتل الدببة الأخضر السعيد          النص المعلوماتي : هيا إلى السيرك          النحو والكتابة و الإملاء : أسلوب الاستفهام          وصل بداية الكلمات بالحروف          (النص الوصفي (اختيار الكلمات</p>	<ul style="list-style-type: none"> <li>Ask relevant questions and plan scientific enquiries to answer them.</li> </ul> <p><b>Arabic B</b></p> <p><u>الوحدة الثالثة : الطقس حول العالم</u>  <u>Unit 3 (Weather around the world)</u>          حالة الطقس          Weather condition          ماذا ألبس؟          What should I wear?          أحافظ على البيئة          I protect the environment  <u>الوحدة الرابعة : عالم الحيوان</u>  <u>Unit 4 (Animal World)</u>          في المزرعة  <u>On the farm</u>          في البحر  <u>In the sea</u>          في القطب</p>	<p><b>Things to do at home</b></p> <ul style="list-style-type: none"> <li>To practise the spellings being sent out weekly – children should be able to read and write each word as well as use it within a sentence.</li> <li>To practise solving questions relating to the four operations in maths, using a method your child is comfortable with.</li> <li>Children should read every day. After reading a few pages, a chapter or the book; discuss what has happened in the book and ask questions to develop their comprehension skills.</li> </ul>
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النشيد : زمن الطفولة			
<b>Computing</b> <ul style="list-style-type: none"> <li>To analyse the rings of internet responsibility</li> <li>To create a strong Password</li> <li>To understand cyberbullying and the forms it takes.</li> <li>To add and delete sprites and backdrops in Scratch</li> <li>To execute instructions using the wait, look and motion blocks.</li> </ul>	<b>Islamic A</b> ( الوحدة الثالثة ) العبادات تهذبني الدروس: 1-آداب الزيارة والضيافة 2- الصوم 3- سورة الهمزة 4- صفات المؤمن 5- سورة الليل 6- التسامح. الوحدة الرابعة ( أنا مسلم صادق ) 1-العلم والمعرفة 2- سورة الفجر 3-الإيمان بالرسول عليهم السلام موسى وعيسى عليهم السلام 4- الصدق	<b>Islamic B</b> <ul style="list-style-type: none"> <li>To recite surah al Humazah properly and correctly.</li> <li>To anticipate the outcome of backbiting, mockery and lack of mutual respect among the people.</li> <li>To infer the qualities of those whom Allah does not like.</li> <li>To clarify my concept of fasting.</li> <li>To specify upon whom fasting is obligatory.</li> <li>To mention how to prove the sight of the crescent of Ramadan.</li> <li>To infer the wisdom in fasting.</li> <li>To mention the names of steadfast Messengers.</li> <li>Infer the wisdom behind sending the Messengers.</li> </ul>	<b>Social Studies A</b> <ul style="list-style-type: none"> <li><b>الوحدة الثالثة:الجهات وطرائق استخدامها</b></li> <li>الدرس الأول:الجهات الأصلية وطرق تحديدها</li> <li>الدرس الثاني:خريطة بلادي</li> <li>الدرس الثالث:دلالات الألوان في الخريطة.</li> <li><b>الوحدة الرابعة هويتي ومسؤولياتي</b></li> <li>الدرس الأول:مجتمعي يرعاني</li> <li>الدرس الثالث: تراث بلادي</li> </ul>
		<b>Social Studies B:</b> <ul style="list-style-type: none"> <li>To design a holiday flyer.</li> <li>To interpret a climate map.</li> <li>To identify the rainforest.</li> <li>To discuss the features of rain forest.</li> </ul>	

## Spring: Grade 3 (Year 4) – Spelling Words

### Grade 3, Term 2 (Spring Term) – A

Objectives that are in **red** are Grade 2 and Grade 3 (Year 3 and 4) statutory requirements. Words that are in **red** are from the Grade 2 and Grade 3 (Year 3 and 4) statutory spelling list. The additional words and sets (in black) either reinforce the rule/pattern being taught; practice a spelling rule linked to a Grade 2 and Grade 3 (Y3 and 4) statutory requirement, revisit previous year group skills or relate to a word, sentence or punctuation objective from the English Appendix 2 of the 2014 National Curriculum. Each set of spellings contains 10 words linked to the objective.

<b>List 1</b> Homophones & Near Homophones	<b>List 2</b> Homophones & Near Homophones	<b>List 3</b> Nouns ending in the suffix <i>-ation</i>	<b>List 4</b> Nouns ending in the suffix <i>-ation</i>	<b>List 5</b> Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	<b>List 6</b> Plural Possessive Apostrophes with plural words
accept except affect effect aloud allowed weather whether whose who's	cereal serial check <b>through</b> threw draft draught stares stairs	information adoration sensation preparation education location exaggeration concentration imagination <u>organisation</u>	creation radiation indication ventilation relegation dedication demonstration abbreviation translation vibration	submerge subheading submarine subordinate subway superman supervise supersede superpower superhuman	girls' boys' babies' parents' teachers' women's men's children's people's mice's
<b>Challenge Words:</b> before through	<b>Challenge Words:</b> excellent movement	<b>Challenge Words:</b> change discovered	<b>Challenge Words:</b> intelligent special	<b>Challenge Words:</b> whistle because	<b>Challenge Words:</b> smiling friendship

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### Grade 3, Term 2 (Spring Term) – B

Objectives that are in **red** are Grade 2 and Grade 3 (Year 3 and 4) statutory requirements. Words that are in **red** are from the Grade 2 and Grade 3 (Year 3 and 4) statutory spelling list. The additional words and sets (in black) either reinforce the rule/pattern being taught; practise a spelling rule linked to a Grade 2 and Grade 3 (Y3 and 4) statutory requirement, revisit previous year group skills or relate to a word, sentence or punctuation objective from the English Appendix 2 of the 2014 National Curriculum. Each set of spellings contains 10 words linked to the objective.

<b>List 1</b> Words with the /s/ sound spelt with 'ss'	<b>List 2</b> Words with a 'soft c' spelt with 'cc'	<b>List 3</b> Words with a 'soft c' spelt with 'ci'	<b>List 4</b> Word families based on common words, showing how words are related in form and meaning	<b>List 5</b> Word families based on common words, showing how words are related in form and meaning	<b>List 6</b> Statutory Spellings Challenge Words
science crescent discipline fascinate scent scissors ascent descent scientist scenery	<del>centre</del> century certain recent experience sentence notice celebrate ceremony certificate	circle decide medicine exercise special cinema decimal accident city citizen	phone phonics microphone telephone homophone real reality realistic unreal realisation	solve solution insoluble dissolve solvent sign signature assign design single	length strength purpose history different difficult separate suppose therefore knowledge
<b>Challenge Words:</b> before through	<b>Challenge Words:</b> excellent movement	<b>Challenge Words:</b> change discovered	<b>Challenge Words:</b> intelligent special	<b>Challenge Words:</b> whistle because	<b>Challenge Words:</b> smiling friendship

Integrity

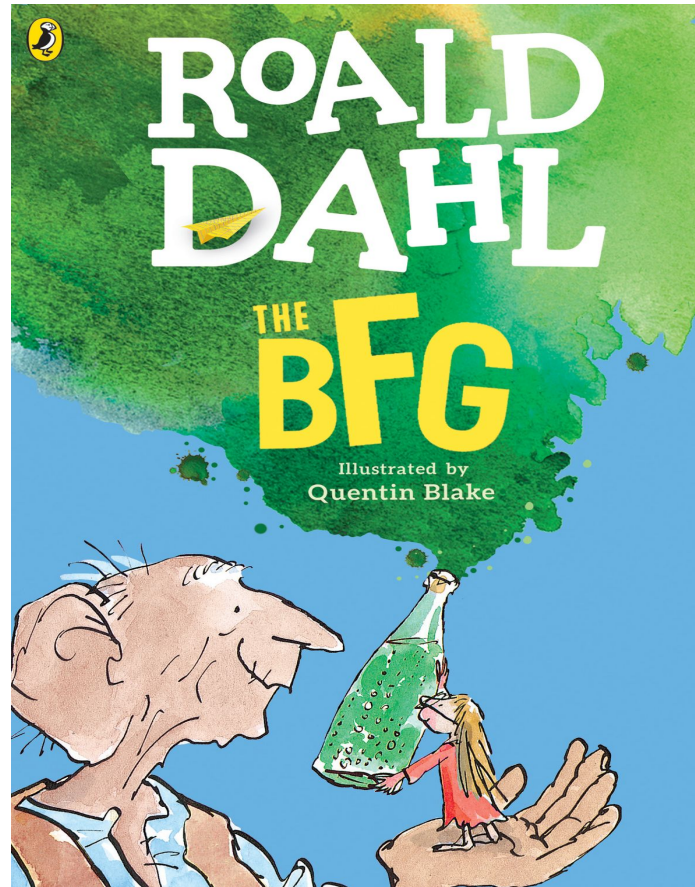
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Our book this term...



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