

YEAR 3



CURRICULUM HANDBOOK



مدرسة جيمس وينشستر
GEMS Winchester School
DUBAI



CONTACT US



+971-4-595-2555



gemswinchesterschool-dubai

CONTENTS PAGE

3

INTRODUCTION

4

MEET THE TEAM

5

THE SENIOR LEADERSHIP TEAM

7

COMPETENCIES (7CS)

8

ENGLISH

10

MATHEMATICS

11

SCIENCE

12

MINISTRY OF EDUCATION SUBJECTS

15

FOUNDATION SUBJECTS

18

THEMATIC TOPIC OVERVIEW

19

KEY CONTACTS

INTRODUCTION

Welcome to Primary

I am delighted to extend a warm and heartfelt welcome to each and everyone of you to our school community. As the Head of Primary, I consider it a great honour and privilege to be entrusted with the responsibility of nurturing and guiding your children through their educational journey.

At WSD we understand that primary school is a crucial phase in a child's life, laying the foundations for their future success. Therefore, we have designed a comprehensive and well-rounded curriculum that not only focuses on core subjects but also incorporates Art, Music, Sports, and other extra curricular activities. This holistic approach ensures that your child receives a balanced education, fostering their overall development and promoting their individual talents.

I look forward to working alongside you, celebrating your child's achievements and witnessing their growth and development.

Preyanka Sall

Head of Primary/Cluster Professional Development Lead



MEET THE YEAR 3 TEAM



My name is Ms. Seema Baray, and I am proud to be the Head of Year 3. I am committed to ensuring all students thrive both academically and personally this year. I warmly welcome your feedback, whether it's sharing successes or suggestions for improvement, as we work together to make this a positive and successful year for everyone.





















Class	Teacher	Email ID
3A	Ms. Nelfa Gonsalves	nelfa.g2_wsd@gemsedu.com
3B	Ms. Justine Kaye Miape Inting	justinekaye.m_wsd@gemsedu.com
3C	Ms. Seema Mohamed Junaid Baray	seemamohamed.b_wsd@gemsedu.com
3D	Ms. Mary Kinyanjui	mary.k_wsd@gemsedu.com
3E	Ms. Libi Benny	libi.b_wsd@gemsedu.com
3F	Mr. Bright Tsebewu	bright.t_wsd@gemsedu.com
3G	Ms. Nadhia Khan	nadhia.k_wsd@gemsedu.com
3H	Ms. Stevina Colaco	stevina.c_wsd@gemsedu.com

SENIOR LEADERSHIP TEAM



GEMS Winchester School Dubai

SLT Roles and Responsibilities 2024-2025

EXECUTIVE LEADERSHIP TEAM							
Mr. Matthew Lecuyer Principal/CEO							
Ms. Preyanka Sall Head of Primary Cluster Professional Development Lead							
SENIOR LEADERSHIP TEAM							
Mr. James Oakden Deputy Head of Primary							
Ms. Jane Pearson Assistant Head (FS1 – Y2)				Ms. Charlotte Goode Assistant Head (Y3 – Y6)			
				Ms. Doaa Mohamed Assistant Head Arabic & Islamic			
EXTENDED SENIOR LEADERSHIP TEAM							
Ms Tajinder Pal EYFS Lead (FS1 & FS2)	Ms. Josephin Carvalho Senior Director		Ms. Deeksha Chauhan Director	Mr. Joannes Esquinas Senior Director	Ms. Bhanushree Sharma Director of Pastoral	Shahida Khan Director of Inclusion	
							
MIDDLE LEADERSHIP TEAM - HEAD OF YEARS							
Ms. Daisy FS1	Ms. Rizwana FS2	Ms. Vidhya Y1	Ms Naznee Y2	Ms. Seema Y3	Ms Aneesa Y4	Ms. Steffi Y5	Ms. Jonabelle Y6
							

THE CURRICULUM AT WSD

At GEMS Winchester School Dubai we follow the National Curriculum for England (NCfE) and the UAE Ministry of Education Curriculum for core subjects. This ensures that the skills and knowledge gained are in-line with both UK and UAE expectations.

Our curriculum design ensures that the relevant learning objectives are met each school year through a bespoke curriculum, whilst ensuring that the culture of the UAE is embedded throughout. Teaching takes a cross-curricular, theme-based approach, designed to immerse children in subjects and inspire them to make connections. There is a clear emphasis on teaching skills and concepts that challenge children at all levels. We also aim to inspire children with creative hooks, exciting hands-on learning experiences and educational trips.

The curriculum is split into 'core' and 'foundation' subjects as outlined below:

1 CORE SUBJECTS

- English
- Mathematics
- Science
- Arabic
- Islamic Studies (for Muslim children)
- Moral, Social, Cultural Studies

2 FOUNDATION SUBJECTS

- Humanities (History and Geography)
- Art
- Computing
- Music
- Physical Education (PE)

In Key Stage 2 specialist teachers deliver Arabic, Islamic, Computing, Art, Music and PE Lessons.

All other lessons are taught by the homeroom teacher, except in Year 6 where all subjects are taught by a specialist teacher.

7 COMPETENCIES (7CS)

Our 7Cs competency framework embraces the following areas; creativity, communication, collaboration, critical thinking, confidence, curiosity and consciousness. We believe that these skills will ensure that children are equipped with the life skills and knowledge to enable them to face tasks and jobs that are not yet discovered in our ever-changing world. They ensure that the children are ready for the challenges that lie before them and that children have excellent attitudes to learning and metacognition.

Each of the 7Cs comes with an individual character and definition to help children understand the meaning and a set of skills linked to it.

Within lessons children focus on specific skills related to their learning and are assessed against the rubric and criteria for the individual skill.

Below is an example of the assessment rubrics for the Critical Thinking skill:

	Bronze	Silver	Gold
Exploring ideas	I can use information to explore simple ideas.	I can use selected information to explore ideas and make proposals.	I can select and organise evidence gathered to support my ideas or suggest answers.
Exploring different views	I can recognise that different people have different ideas or views.	I can consider different views and distinguish between facts, opinions and beliefs.	I can decide whether I agree or disagree with the views or arguments of others by judging the evidence on which they are based.
Problem solving	I can follow the steps in an example to solve a simple problem.	I know that problems can be broken down into smaller steps and can use this approach to find solutions.	I can break problems down into smaller steps and independently use this approach to find solutions.
	I can identify the information needed to solve a problem.	I can select the appropriate knowledge and skills needed to solve a problem.	I can explain my approach to solving a problem and justify my chosen method.
	I am aware that there might be different ways to solve a problem.	I can identify different ways to solve a problem.	I can evaluate a range of possible approaches to solve a problem and select the most appropriate method.
Generalisation	I can recognise simple patterns or similarities through my observations.	I can identify and explain the connections between events or objects and use these to make simple predictions.	I can identify and explain similarities and differences between events, objects or ideas and use these to develop generalisations.



ENGLISH

Our English curriculum forms a part of our overarching topics and themes and is designed to nurture a love of Literacy.

In Year 3, your child will be encouraged to think, learn and make decisions with increased independence. They will be introduced to more complex punctuation such as inverted commas and apostrophes. Children will also learn key spellings, and will continue to develop their reading and writing. They will also continue to focus on developing their cursive handwriting skills.

READING

By the end of Year 3, children should be able to:

- Apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words they meet
- Read a range of fiction, poetry, plays and non-fiction texts
- Re-tell stories orally
- Perform poems and playscripts, showing understanding through intonation and action.
- Infer characters' feelings through their actions, justifying their inference with evidence.
- Identify main ideas drawn and summarise these

Key Texts:

How to wash a woolly mammoth
Stone Age Boy
Spy Fox (short film)

WRITING

By the end of Year 3, children should be able to:

- Understand how to spell words with a variety of prefixes and suffixes
- Use a wider range of connectives (when, before, after, while, so, because)
- Use inverted commas to punctuate speech
- Create settings, characters and plot in narratives using a range of descriptive language
- Use organisational devices such as bullet points and sub-headings
- Assess and improve their writing

ENGLISH

The list below includes many of the common terms you and your child may come across in English in Year 3 with an explanation of what they mean and where appropriate an example.

KEY WORDS

Year 3	
Clause	Clauses are the building blocks of a sentence . They are groups of words that contain a subject and a verb . They can be 'main' or 'subordinate'.
Complex sentence	Formed by joining a main clause with a subordinate clause using a subordinating conjunction . They can also be called multi-clause sentences . The main clause can stand alone but the subordinate or dependent clause cannot. For example, 'I burned dinner when I was on the phone'.
Consonant	Any letter of the alphabet other than the vowels (a, e, i, o, u).
Direct speech	A sentence where the exact words spoken are represented, and shown in speech marks (also known as inverted commas). ("Tidy your room, please," said Mum).
Formal speech	A type of speech or writing used in formal, 'serious' texts and situations. Children in primary school start to be taught the difference between the language we use when speaking informally (for example, to our friends) and the language we may use for a formal text, such as a letter of complaint.
Inverted commas	Punctuation marks used to demarcate direct speech in a sentence. Also known as speech marks, but in the 2014 National Curriculum children are taught the term inverted commas instead.
Main clause	The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses . For example, 'Even though the weather is bad, <u>I will still go for a walk</u> '.
Paragraph	A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence.
Preposition	A linking word in a sentence, used to show where things are in time or space. For example, 'under', 'after', 'next', 'behind'.
Reported speech	See indirect speech .

ENGLISH

The list below includes many of the common terms you and your child may come across in English in Year 3 with an explanation of what they mean and where appropriate an example.

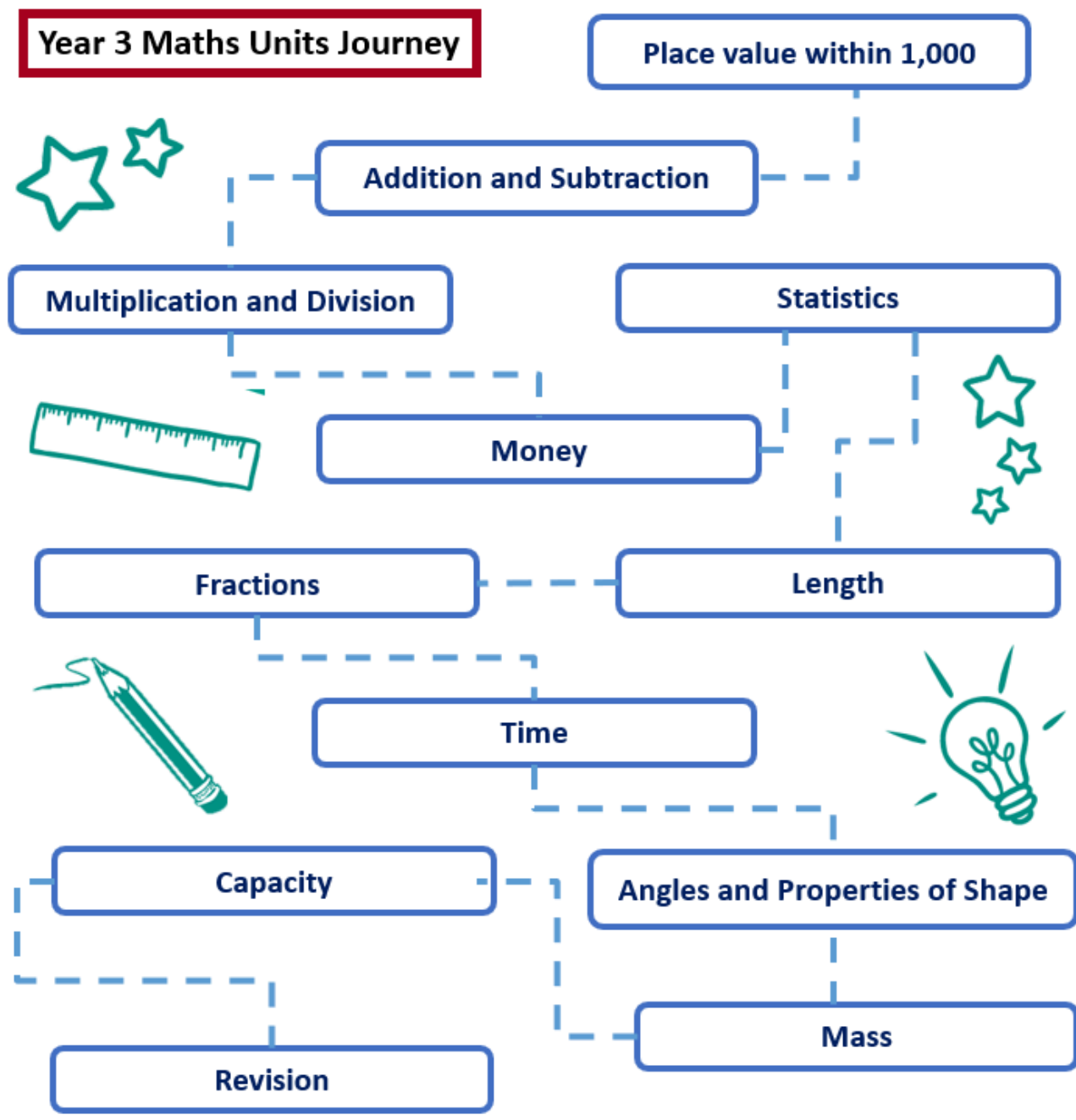
KEY WORDS

Root word	A basic word with no prefix or suffix added to it. Adding prefixes and suffixes can change the meaning of a root word.
Simple sentence	Has a subject and one verb . See also compound sentence and complex sentence .
Speech marks	Punctuation marks used to demarcate direct speech in a sentence. See also inverted commas .
Subject	The subject of a sentence is the thing or person carrying out the main action. For example, ' <u>The cow</u> ate the grass'.
Subordinate clause	A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction . It does not express a complete thought, and if read on its own it requires additional information. For example, 'I take my dog to the park every day, even though <u>sometimes it is raining</u> '. Subordinate clauses contain a subject noun and a verb.
Vowel	The letters a, e, i, o and u.
Word family	A group of words which may share a common root word or morphology . For example, 'happy', 'unhappy', 'happiness', 'happily', 'unhappiness', 'unhappily'.

MATHS

At GEMS Winchester School Dubai, we follow the Pearson Power Maths curriculum, which is a UK Curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in Mathematics. The philosophy behind Power Maths is that being successful in Maths is not just about rote learning of procedures and methods, but about problem solving, thinking and discussion.

In Year 3, children become more confident in their use of numbers, which is built upon in their lessons. Children learn the key skills that form the basis of their Mathematics education, including place value, counting, money and problem solving.



SCIENCE

At GEMS Winchester School Dubai we follow the Pearson Science Bug International scheme of work for Science. This programme aligns to the UK National Curriculum and focuses on hands-on, practical Science. The Science units from Years 1 to 6 also build on each other across the years vertically and during Year 3, they complete six units of work outlined below:

Topic	Description
Movement and Feeding How do doctors replace a hip bone?	This unit links to children's learning in Year 1 Parts of Animals and Year 2 Feeding and Exercise. Children will learn that animals including humans need the right types of nutrition to thrive and grow. They will also explain the role of muscles and skeleton.
Light and Shadows How can we make shadows change?	In this unit children will explore the differences between light sources and reflectors. They will be able to describe how shadows are formed and will explore the relationship between light, objects and the formation of shadows.
What Plants Need Why are plants important to the world?	In this unit children will explore what plants need to grow well. They compare how plants grow in different soils and investigate the amount of water needed to help a plant grow well.
Rocks and Soils How do we see?	This unit builds on Year 1 Identifying Materials, Year 1 Comparing Materials and Year 2 Uses of Materials. In this unit children will recognize that below the surface the Earth is rock. They will recognise that there are different rocks and soils which have different properties and appearances.
Parts of Plants How do the different parts of the plant help it to survive?	This unit builds upon Year 1 Plants and Year 2 Growing Plants units. In this unit children will learn about the parts of flowering plants. They will identify and name the basic parts of the flowering plant and recognize and describe the functions of these parts. They will learn about the process of pollination.
Magnets and Forces Can you make a tool that can move something on the floor far away from you?	In this unit children will explore the properties of magnets and magnetic materials. They will also learn about forces in the context of pushes and pulls and will work scientifically and collaboratively to investigate friction, by exploring the movement of a toy car over different surfaces.

Year 3 children will have been learning the seven science skills throughout their Primary career and will focus on these during practical Science lessons.



1. Asking Questions

2. Making Predictions

3. Setting up tests

4. Observing and Measuring

5. Recording Data

6. Interpreting Results

7. Evaluating

MOE SUBJECTS

The Ministry of Education subjects are Arabic, Islamic and Moral, Social, Cultural Education.

1 ISLAMIC STUDIES

2 ARABIC A/B

3 MORAL, SOCIAL, CULTURAL STUDIES

ISLAMIC STUDIES

In Year 3, children will recite the following chapters: Al Kafiroom, Al Asr and Al Qadr and will practically apply the rules of Tajweed. They will memorise some Dhidr and Du'a to recite in their daily life. The children will explore what the rules and manners of Wudu and performing good ablutions are. Under the divine revelation, the students will learn: Prophet loves to work and some Islamic manners. In addition to this, Islamic values and morals are integrated into the curriculum topics: truthfulness, dining manners, and Allah the Most Kind. Under the Islamic rulings and aims, children will learn about Purity, Nullifiers and fasting in Ramadan. Finally, the belief in the prophets will be adequately explored as well as "Fatima (RA)" and "Ali Bin Abi Talib (RA)".



ARABIC

ARABIC A - FOR ARAB STUDENTS

The children will explore topics connected to being healthy, community helpers and different jobs and careers. They will start forming opinions about the world and discuss these in Arabic, which will improve their writing skills as well as their speaking skills. In Year 3, children will also learn several short poems including, 'An ant taught me', and 'Spaceship'. The children will create vocabulary banks and use features of the stories they learn within their own written stories. They will also be challenged to use adjectives and action words in their writing, which helps their written work to be interesting and engaging for all readers. Grammar such as nouns, verbs adverbs and noun phrases will be identified in texts and used by children in their writing.

ARABIC B - FOR NON-ARAB STUDENTS

The children will learn about various topics including: Body Parts, School, In The House, and The Five Senses. The children will recognise several familiar words and expressions and will learn how to ask a question about somebody's name or age. They will also use the days of the week and simple common expressions in different simple situations. The children will be taught to write phrases and fill forms with simple limited personal information and they will read simple texts that consist of familiar words. They will extend their writing by joining two simple sentences using the connectives, 'and', and 'then'. The children will also be taught to use their developing phonic knowledge to write simple sentences about family and friends.



MOE SUBJECTS

MORAL. SOCIAL, CULTURAL STUDIES

At GEMS Winchester School Dubai we follow the Moral, Social and Cultural Studies (MSCS) curriculum as published by the Ministry of Education in the UAE from Year 2 to Year 6. The curriculum focuses on 3 domains; moral, social and cultural. There are 10 strands that fit into these domains; character morality, individual and community, history, geography, sociology, economics, information literacy, information processing, heritage and civics. When teaching MSC, we aim to contribute to the making of better global citizens by promoting the values of tolerance and respect and being responsible for looking after the place where they live as well as the wider world.



FOUNDATION SUBJECTS

Foundation subjects include:

1 PHYSICAL EDUCATION

2 ART

3 MUSIC

PHYSICAL EDUCATION

In Year 3, children receive one 60-minute PE lesson, taught by a specialist teacher, per week. Throughout their lessons, the children are exploring more complex skills, techniques and tactics and are acquiring sound knowledge of the rules that govern activities.

Children are taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best



FOUNDATION SUBJECTS

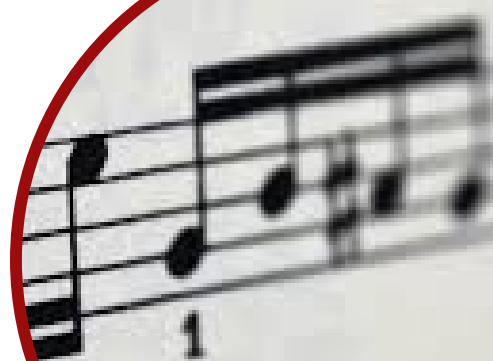
ART

In Year 3, children build on their knowledge of concepts such as line, form, pattern and symmetry. They will do this by looking, thinking, and talking about art and creating their own artwork. They will start to annotate images in their sketchbooks and will look at a wider range of artists. They will start to evaluate the success of their own work and will develop their skills in drawing, painting, printing and sculpture using a variety of materials.

MUSIC

In Year 3, we teach Music using the Music Express scheme in line with the UK National Curriculum. In their Music activities, children are encouraged to discern between varying sounds and musical elements. These activities help children to develop a critical awareness and appreciation of music through participation in both expressive and creative elements. They will also play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy. They will also begin to use and understand the musical staff and other musical notations and will start to develop an understanding of the history of music.

Students also learn to play the recorder.



COMPUTING

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.

- 2014 UK National Curriculum

The core of Computing is computer science, in which children are taught the principals of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, children are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that children become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

In Key Stage 2 children will be taught to:

- Design, write and debug programs that accomplish specific goals
- Use sequence, selection and repetition in programs
- Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks, including the internet
- Use search technologies effectively
- Select, use and combine a variety of software on a range of digital services to design and create programs, systems and content
- Use technology safely, respectfully and responsibly

THEMATIC TOPIC OVERVIEWS

TERM 1 - TRIBAL TALES

Let's travel back to prehistoric times!



This term the children are going to learn about the Stone Age, the Bronze Age and the Iron Age. They will explore what people's daily lives were like and about the epic battles they fought. As children explore the Bronze Age they will build monuments and investigate their shadows, linking with their Science learning. Finally they will travel to the Iron Age to learn about hill forts and the properties of iron.

TERM 2 - HEROES AND VILLAINS

Get ready to embark on an epic adventure as we dive into the world of heroes and villains!



We'll be exploring what it truly means to be a hero or a villain, uncovering their fascinating traits and thrilling stories. From legendary characters in literature and history to everyday heroes in our communities, we'll investigate the qualities that make someone a hero and the choices that lead others down a darker path.

TERM 3 - TREMORS

What happens when the Earth shakes?



Children will carry out research to find out about the Earth's layers and the location of volcanoes. They will work as archeologists to locate Mount Vesuvius on a map and find out what it was like to live in Pompei during the eruption. Using their model making skills, children will build earthquake-proof structures and test them out!

COMMUNICATION AT WSD

Contact



us



Contact Person	Email Address
Reception	enquiries_wsd@gemsedu.com
Parent Relations Executive	Dyan Del Mundo dyan.d_wsd@gemsedu.com
Admissions	Nitya Nair: nitya.n2_wsd@gemsedu.com Amal Auguthy: amal.a4_wsd@gemsedu.com
Accounts Officer	Winrose Njeri Ireri winrosenjeri.i_wsd@gemsedu.com
ICT Support	Helpdesk WSD: helpdesk_wsd@gemsedu.com
Manager of School Operations	Andrew Rodrigues: andrew.r_wsd@gemsedu.com
School Clinic	Clinic WSD: clinic_wsd@gemsedu.com

