



CURRICULUM HANDBOOK

Year 3

2024 - 2025

EXPERIENCING
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

GEMS
EDUCATION



Introduction

Welcome to the Values School

On behalf of all the staff at GEMS Metropole School, it is a pleasure to welcome you and your family this academic year.

Our Values School, also known as the Junior School, embraces traditional values, with high expectations in a school where academic excellence, empathy and future leaders thrive. We believe that education should not simply be about delivering a curriculum and assessments, but that real learning stems from stimulating intellectual curiosity, a strong grounding and nurturing a love for the subjects taught. With a focus on values, we aim to ensure all students are equipped with the skills and identity to lead in a globalised and forward-thinking world.

Parents are strong partners in our learning and it is a pleasure to invite you in to share our journey through the year to a variety of exciting events.

Simon Longdon
Head of Junior School



Welcome to Year 3

Hello and welcome to Year 3 at GEMS Metropole School.

The Year 3 team are really excited for your child to continue their learning journey into Key Stage 2 and embark on new and exciting opportunities.

This year aims to develop your child's independence and resilience in order to become conscientious and responsible learners, that are ready for the challenges that Key Stage 2 may hold.

We are very lucky to have such an experienced, enthusiastic and skilled group of teachers in Year 3 this year, who are looking forward to more opportunities for parental involvement and showcasing your child's wonderful achievements.

We look forward to providing each and every student with a thrilling and memorable year which they will remember for a long time!

Sean Sweeney
Head of Year 3





Junior School Leadership Team



Simon Longdon
Head of Junior School



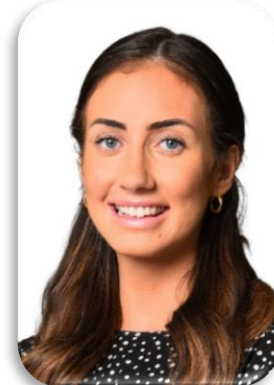
Lucy Nicholls
Deputy Head of Primary
Achievements



Chris Ebbinkhuysen
Deputy Head of Primary
Pastoral



Brendan Eveleigh
Assistant Head of Primary
Year 3 and Year 4



Melissa Jones
Assistant Head of Primary
Year 5 and Year 6



School Values

Respect

Respect at GEMS Metropole means valuing ourselves, others, and our surroundings. We cultivate an environment where students appreciate differences, treat everyone with dignity, and maintain a courteous attitude towards peers, staff, and the wider community. Through various initiatives, including assemblies, workshops, and classroom activities, we emphasise the importance of respect in building a harmonious and effective learning environment.

Kindness

Kindness is at the heart of our school ethos. We encourage students to act with thoughtfulness and generosity in their daily interactions. Through our buddy systems, charity drives, and community service projects, we provide opportunities for students to practise kindness, experiencing the joy of giving and the importance of supporting one another. Our staff model kindness in their interactions, creating a nurturing atmosphere where every student feels valued and cared for.

Compassion

Compassion at GEMS Metropole is about recognising the struggles of others and responding with understanding and support. We integrate compassion into our curriculum through lessons on social responsibility and empathy, and by promoting activities that involve caring for others. Our school counsellors and teachers work closely with students to develop their ability to respond to others' needs with sensitivity and concern.

Empathy

Empathy involves putting oneself in another's shoes to understand their feelings and perspectives. We cultivate empathy through interactive activities such as role-playing, storytelling, and discussions that challenge students to consider different viewpoints. Our inclusive practices at GEMS Metropole ensure that every voice is heard and respected, helping students build strong, empathetic relationships with those around them.

Leadership

Leadership at GEMS Metropole is about empowering students to take initiative, inspire others, and contribute positively to their communities. We offer numerous opportunities for leadership development, including student council, extra-curricular masterclasses and school ambassador programmes. We believe that every student has the potential to lead, and we provide the guidance and resources they need to develop their leadership skills in a supportive and encouraging environment.



The Metropole Curriculum Journey

At GEMS Metropole School, our programme of learning embodies the GEMS Education core values and ensures that students receive a high-quality education in a happy, supportive and nurturing environment, where they are encouraged to explore and take risks. Teachers plan challenging, well-organised and interesting lessons which engage and motivate our students. There are regular opportunities for leadership, enquiry-based learning, critical thinking, decision-making and problem solving where students are encouraged to take an active role in the learning opportunities they encounter. All staff have high expectations of both students and each other.

Early Years Foundation Stage Curriculum – FS1 and FS2

Children learning in Foundation Stage follow the statutory Early Years Foundation Stage framework (EYFS) for teaching and development. This stage is very important in a child's life as it helps prepare your child for school 'readiness' as well as for their future learning and successes. Children learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. All 7 areas of learning are used to plan children's learning and activities. Teachers make sure that the activities are suited to your child's unique needs.

The National Curriculum of England Years 1-11

From Years 1-11 students follow The National Curriculum of England and are exposed to a wide range of compulsory subjects which includes: Mathematics, English, Science, Computing, Design and Technology, History, Geography, Art and Design, Music, Physical Education, Modern Foreign languages. The national curriculum is a non-textbook curriculum which provides pupils with an introduction to the essential knowledge they require to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievements.

Ministry of Education Curriculum

Alongside the Early Years Curriculum and National Curriculum of England, students also study the Ministry of Education Curriculum. Through this, students learn Arabic, Islamic Studies and Moral, Social and Cultural Studies. The UAE leaders along with GEMS Metropole promote the learning and using of Arabic language as it is considered a fundamental pillar of the Emirates national identity, its people's history and its deep-rooted traditions. The Arabic framework supports both native and non-native Arabic speakers. This framework illustrates the levels expected to be achieved by the learner in each of the four language skills (listening, speaking, reading and writing). Where Arabic is the student's non-native language, the curriculum links the achievement of these levels to the number of years spent in studying Arabic, regardless of the learner's current grade.



Leadership Curriculum

Through a bespoke inspiring leadership curriculum, students in the Values School are exposed to and have opportunities to develop their leadership skills as well as lead on their own projects across the year groups. Students will have dedicated lessons which focus on the teaching of core leadership skills. Within these lessons, students learn what a leader is, what it means to be a leader and ultimately, how to be an effective leader. Each term, the students will have a leadership day during which they will be involved in a range of tasks from team building exercises, developing problem solving, social responsibility tasks and leading other year groups in activities. At the end of every academic year, students are involved in a leadership conference led by our students in which they can share their learning with the wider Metropole community. .



High Performance Learning at GEMS Metropole

GEMS Metropole School is accredited as a World Class High Performance Learning School! Students at Metropole develop the language and skills to help them explain the current stage of their learning and the next steps they need to take to improve and deepen their understanding. The High Performance Learning approach recognises that all learners have the potential to achieve the very highest results and develops the attitudes and performance characteristics required for this to happen.

High Performance Learning is based around a framework that includes 30 generic characteristics that students need to develop to be high performing learners. These are based around, 'How we think' and 'How we behave'. High Performance Learning is embedded throughout the curriculum at Metropole and across the wider school. We truly believe that all students can be high performance learners and we strive for all our students to have a performance mind-set and reach their potential and beyond!



Termly Topic Overviews

Term 1A: Could you survive the Stone Age?

Welcome to the Stone Age - a period covering millions of years of history! This term, get ready to travel back in time to the Stone Age experiencing the earliest periods of human culture. We will launch this topic by experiencing life in a cave for one day only! With no technology allowed, we will learn how to live in a forest and make Stone Age cave paintings. Do you think you could survive, as well as understanding the chronology of this fascinating time? We will reflect on how and why things changed over time. Together, we will examine changes in environment, lifestyles, work ethics and of course the development of stone and metal technology as we move into the Bronze and Iron age. By the end of this topic, we will be excited to create our very own stone age huts by applying our design & technology skills.

Term 1B: Why do some natural disasters occur?

Have you ever wondered what you would do if you heard a siren go off? You're about to find out! In this half term, students need to be prepared to get wild, wet and windy as we get blown around the globe exploring where on earth, we can find the worst natural hazards such as; earthquakes, volcanoes, landslides, tsunamis, floods, tornadoes and thunderstorms. To get us excited for this adventure, we will have to create our own natural disaster that happens in our Year 3 corridor! Throughout this topic, students will examine how natural disasters are becoming more intense due to climate change and how people who are living in poverty are becoming more vulnerable; we will also evaluate if we are at risk living in Dubai.

Term 2A: What does it take to be an agile archaeologist?

During this term in Year 3, we will go on an exciting discovery in becoming experts in paleontology. We will kick start this topic with a trip to Aventura Park, where we explore how archeologists reach remote archeological sites. Linking with our Science topic of Rocks and Fossils, we will look at how fossils are formed and even make our own! With inspiration from our trip, we will be using our geographical skills to create our very own maps of an archaeological site and will be following these to take on a fossil hunt!

Termly Topic Overviews

Term 2B: Who were the Greeks and what did they achieve?

Do you ever wonder what life was like as an Ancient Greek? Well, now you can find out! We will travel back in time dressed as Greeks to explore one of the most fascinating civilisations in history and its many wonders. During this topic, we will discover the people, the inventions, the art, the technology and the mythology of the Ancient Greeks which has shaped the present day. During this term, we will conduct an entrepreneurial activity linked to Greek artefacts and jewellery. We will also showcase our knowledge and understanding through writing our own Greek Myths and by designing and constructing our very own landmark!

Term 3: Would you venture deep into the rainforest?

To start this unit, the children will participate in bush tucker trials in mixed tribes to assess if they're ready to take on the adventure of trekking through the mysteries of the tropical rainforests. They will learn about the layers of the forest and its animal inhabitants, and the unique climate found in the tropics. The students will explore some of the conservation issues surrounding the destruction of rainforest habitats and create a debate to evaluate if they are for or against this process. Throughout this topic, students will also get hands on by studying seasonal foods and creating their very own rainforest picnic to enjoy in the nature of our school farm! Pupils will also have the opportunity to visit Green Planet – an indoor vertical rainforest in Dubai - with a host of exotic plants and animals linked to this wonderful eco-system.





Year 3: Curriculum

English: Reading

The Reading curriculum here at GEMS Metropole focuses on word reading and comprehension by encouraging students to maintain positive attitudes to reading and demonstrating an understanding of what they read through the reading strategies. Reading lessons at GEMS Metropole are taught as a whole class that develop students' fluency as they read aloud with expression and intonation, fostering their verbal reasoning skills to aid comprehension on the class texts. To support students' progress and development in reading we ensure we make strong links between home and school reading. Students are assessed termly on reading skills through the NGRT reading assessment. Throughout the school year there are ample opportunities for students to engage in a range of book-based activities as well as our student leadership opportunities for students in the Junior School.

English: Writing

At GEMS Metropole, the English curriculum is based upon the National Curriculum of England with some adaptations to suit the needs of our students in the UAE and focuses on spelling and transcription, vocabulary, grammar, punctuation, handwriting and composition.

English writing lessons are taught using the 'The Write Stuff' approach by Jane Considine to bring clarity and consistency to the mechanics of writing and to enable our students to write effectively and coherently. In 'The Write Stuff' approach to writing, children explore high-level, rich vocabulary and are taught grammar in context through different writing lenses on the Writing Rainbow. There are three lenses used to support children in their writing:

Fantastics – ideas for writing **Grammartastics** – tools for writing **Boomtastics** – writing techniques

With the approach, pupils will write for a range of purposes. They will use their vast knowledge of vocabulary to excite, inform and entertain the reader. Pupils will also be able to understand and use a range of grammatical devices.

At GEMS Metropole, children begin their English journey in FS where lessons will centre around and build upon a range of Nursery rhymes and Traditional Tales, such as Humpty Dumpty and Incy Wincy Spider. As children move through Key Stage 1, they will begin to retell familiar stories orally and in written form, before going onto invent their own characters and stories. Children will also be introduced to non-fiction writing where they will write instructions, information texts and much more.



Year 3 Curriculum

Year 3 English Overview by Terms

Term 1

In Term 1A, Year 3 students will embark on an exciting journey of narrative story writing in English under the overarching theme of the Stone Age. They will learn to create imaginative stories featuring characters, settings and adventures from this prehistoric era, enhancing their creativity and storytelling skills. In Term 1B, the focus will shift to non-chronological report writing, where students will explore the theme of natural disasters. They will research and write informative pieces about various natural disasters, such as earthquakes, floods and hurricanes, developing their ability to organise information clearly and effectively. This term will help students build a solid foundation in both creative and factual writing.

Term 2

In Term 2A, Year 3 students will explore empathy story writing in English under the overarching theme of dinosaurs. They will develop their storytelling skills by crafting narratives that emphasise understanding and sharing the feelings of characters, both human and dinosaur, set in the prehistoric world. This will help students build emotional intelligence and creativity. In Term 2B, the focus will shift to holiday brochure writing under the theme of ancient myths and marvels. Students will learn to write engaging and informative brochures that describe mythical destinations and legendary sites, combining factual writing with imaginative elements. This term will enhance their ability to persuade and inform through vivid and descriptive language.

Term 3

In Term 3A, Year 3 students will delve into letter writing in English under the overarching theme of rainforests. They will learn to craft detailed and expressive letters, imagining themselves as explorers or inhabitants of the rainforest, describing their experiences and observations. This will enhance their ability to convey information and emotions through written communication. In Term 3B, students will shift their focus to magazine article writing, continuing with the rainforest theme. They will research and write informative and engaging articles about various aspects of rainforest life, such as wildlife, plants, and conservation efforts, developing their skills in factual reporting and descriptive writing. This term will provide a comprehensive understanding of different writing styles while deepening their knowledge of rainforests.

Year 3 Curriculum

Mathematics

At GEMS Metropole, we follow the White Rose Mathematics curriculum and long-term plan, using additional lesson resources from a variety of other resources. Mastery teaching ensures high expectations for all pupils, and the use of the Concrete-Pictorial-Abstract approach. This approach develops children's understanding.

Teaching Mathematics involves employing a range of approaches to help students develop a deep and secure knowledge and understanding of mathematics at each stage of their learning so that by the end of every school year children will have acquired mastery of the mathematical facts and concepts they've been exposed to, equipping them to move on confidently and securely to more advanced material.

Our teaching ensures high expectations from all pupils and the use of the Concrete-Pictorial-Abstract approach. This approach develops children's understanding from Concrete (handling objects, resources, manipulatives), on to Pictorial (visual images and representations), and then Abstract (symbolic stage with more formal strategies).





Year 3 Curriculum

Year 3 Mathematics Overview by Terms

Term 1

In Term 1, we learn Place Value, Addition and Subtraction, and Multiplication and Division and we introduce the pupils to Fractions. Within place value, children build on their understanding of thousands, hundreds, tens and ones. Throughout our first topic of place value, we focus on the concept of concrete, pictorial and abstract to help support learning. We then use our place value knowledge to help us with addition and subtraction. In our multiplication and division unit, we progress through the different written methods of calculation up to multiplying and dividing 3-digits by one digit with exchanges. We improve times table recall through a variety of approaches throughout the academic year. In Fractions, children are introduced to adding and subtracting fractions with the same denominator as well as learning about unit and non-unit fractions.

Term 2

In Term 2, we continue our learning on Fractions and learn about Statistics, Length & Perimeter and Properties of shape. In the Fractions unit, we add fractions involving a whole, and use multiplication and division facts to find and recognise equivalent fractions.

In Length & Perimeter, we explore different types of measure and converting between these including cm, m and mm. We also measure and calculate the perimeter of 2d shapes. In our properties of shape topic, the pupils learn to recognise different types of angles, different types of lines and properties of 2d and 3d shape. Pupils also learn about tenths, recognising tenths as a decimal and placing fractions on a number line. In Statistics, pupils will interpret and present data using bar charts, pictograms and tables. They will solve one-step and two-step questions using information presented in different forms of chart, pictograms and tables.

Term 3

In Term 3 we study money, mass & capacity and time. Children will be taught to read, write and convert time between analogue and digital 12- and 24-hour clocks. We also solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. They will also find and compare the duration of events using their knowledge of hours, minutes and seconds. When learning about money, children will be taught how to add and subtract amounts of money. They will then be shown differing methods for finding change and applying these skills through real life links. In the mass & capacity module, children will read scales with missing intervals, measure mass in grams and kilograms and add & subtract mass in g or kg. In terms of capacity, they will measure capacity using litres and milliliters and will again add and subtract using l and ml. Towards the end of the year, they will have problem solving projects linked to designing a school playground which will link in many of the topics from the year including length & perimeter, time and time intervals as well as money.

Year 3 Curriculum

Science

At GEMS Metropole School our science lessons are of a practical, investigative nature. Children are allowed time to explore which further develops the children's natural inquisitive nature. Exploring leads to open-ended discussions about science in real life contexts and helps the children to understand the world they are living in and their place within it. Within their lessons, children learn to ask scientific questions and discover how science affects their future. Our lessons are based upon the National Curriculum of England and have been amended to suit the needs of the UAE. In the primary school, science is taught by class teachers and is incorporated throughout other subjects and the relevant topic at the time. This ensures a holistic approach in the acquisition of scientific skills and knowledge. Children have science lessons on a weekly basis and cover both knowledge and working scientific skills within these. 'Working scientifically' specifies the understanding of the nature, processes and methods of science.



Year 3 Curriculum

Year 3 Science Overview by Terms

Term 1

Our first Science unit in Year 3 is Plants. This is a smooth and gentle transition from the Year 2 curriculum. We will begin by recapping the parts of a plant and their functions. We will investigate what environment a plant needs to grow and question whether this is the same for all plants. We will challenge ourselves by linking our knowledge of plants with the life cycle and explore pollination, seed formation and seed dispersal. During Term 1B, we will be exploring Light. The students will need their torches as we investigate patterns in shadows, reflective materials and they will explore how we need light in order to see things. We will analyse how light can also be dangerous and describe ways we can protect ourselves from the sun!

Term 2

During Term 2A, we will become mini-paleontologists by describing how fossils are formed and understanding why there are different types. During this unit, we will dig beneath our feet comparing rocks and become confident in understanding the rock cycle, describing how they are linked to volcanoes. We will complete a range of science investigations to compare the properties of rocks and their physical appearance and link this with soil. In Term 2B, we will move on to animals, including humans, which links to our rainforest topic. We will segment animals into groups and understand what nutrition they need when they can't make their own food. We will explore why our skeletons are so important for support, protection and movement!

Term 3

During Term 3 we will expand our knowledge of the world of forces and magnets! The students will compare how some forces require two surfaces to meet, but magnets can act at a distance. We will experiment with objects which repel and identify some magnetic materials. To finish our scientific skills, in Term 3B we will be revising the content from Year 3 and applying this knowledge into our scientific skills.

Year 3 Curriculum

Moral, Social and Cultural Studies

At GEMS Metropole we follow the Moral, Social and Cultural Studies curriculum as published by the Ministry of Education in the UAE. This curriculum focuses on three 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. Moral, Social and Cultural Studies outcomes are incorporated across all areas of the curriculum from Year 2 to Year 6 for two 40-minute lessons each week. When teaching Moral, Social and Cultural Studies, we aim to contribute to the making of better global citizens through the development of human capital capabilities, promoting the values of tolerance and respect and being responsible for looking after the place where they live as well as the wider world. We provide students with an awareness of the world around them to help them navigate and be successful in the future, making informed and reasoned decisions as members of a tolerant and culturally diverse society. This will include deepening their understanding of social, political and economic systems. At the end of each term, students will complete a project to enhance their Moral, Social and Cultural knowledge and skills.





Year 3 Curriculum

Year 3 Moral, Social & Cultural Studies Overview by Terms

Term 1

During Term 1, we will focus on the following themes: Self Identity and Working with Others and What Can Artefacts and Symbols Tell Us? Through stories in the first unit, the students will use collaboration skills to develop confidence in working as a team. The children will be put in various different teams to see how they can support their peers. Then, the students will become detectives by visiting virtual museums to examine a variety of artefacts. Using the same skills as archeologists, the children will look at what they can tell us about the past.

Term 2

During Term 2, we will focus on the following themes: Tolerance and Respect for Difference and the UAE Community. During the first unit, the children will explore and discuss how they would like to be treated and how they can apply these techniques to help others feel good too. Finally, the students will learn about natural resources in the UAE and natural disasters that may occur by the sea, desert oasis and in the city.

Term 3

During Term 3, we will focus on the following themes: Resilience & Perseverance and UAE Institutions and Communities. To start the last term, the children will learn the importance of resilience and how to show perseverance in projects and scientific investigations. To end the final term, the students will explore Healthcare, Higher Education, Famous Landmarks, Malls and Shopping Centres, including an exploration of how these all play an important part in the economy of the UAE.

Humanities

At GEMS Metropole School, each year group has a range of topics which are taught throughout the course of the year. The topics are history or geography based and usually alternate each half term, giving an even divide of both humanities subjects. Topics begin with an exciting hook, which allows children to explore the new unit and develop a desire and curiosity to learn. The cross-curricular topic is then linked within a variety of curriculum subjects, creating a fully immersive learning experience. History and geography are taught through 'discovery time' at GEMS Metropole, allowing flexibility and creativity within the subjects, as there are no set restrictions on time and content. We provide children with the skills and resources to inquire about topics and independently research and discover new learning. Throughout the topics, children are working towards answering a big question which they showcase in a finale – a final showcase or project which has driven their learning for the term.

Year 3 Curriculum

Physical Education

In our P.E. lesson plans for Year 3, pupils are introduced to formal games like football, cricket, rounders, and netball through fun and supportive activities that teach rules, skills and simple gameplay tactics, such as defending as a team. Pupils extend their abilities in dance and gymnastics to include observing and reflecting on their own and others' performances.

In addition to formal games, units include plenty of opportunities to help build our pupils' overall fitness through additional agility and flexibility activities. Moreover, Year 3 will partake in sports such as Gymnastics, Dance, Football, Handball, Netball, Swimming, Athletics and much more. Children will learn body control skills in Gymnastic rolls, jumps and sequences whilst increasing their flexibility through static and dynamic stretches. Furthermore, Year 3 will be working in teams to solve problems in outdoor settings through Handball, Football and Netball whilst building on attack and defense skills. Passing and dribbling skills will be a focus in football. In Athletics, Year 3 will be completing running and jumping challenges.



Year 3 Curriculum

Physical Education

In Year 3, we introduce students to 'Performing Arts' through the disciplines of Drama, Dance and Music. Students are taught by specialist performing arts teachers once a week in their class groups. In Music we continue to develop students singing skills by teaching them how to sing with expression using accurate vocal technique. We develop students' listening skills by sharing a range of musical styles with them, exploring what they hear through a range of questioning. In composition, we introduce the students to traditional musical notation, and look at how music is structured within compositions. We also introduce our Primary Choir from Year 3, who represent Metropole at a variety of events throughout the academic year. In Dance, students are taught short, simple choreographed routines, exploring simple introductory dance techniques. They will also be given the opportunity to choreograph their own routines in small groups to selected pieces of music. In Drama, students continue to build on their knowledge and skill of storytelling and characterisation, by introducing the technique of improvisation performance studies.



Year 3 Curriculum

Art

At GEMS Metropole, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. In KS2, pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils are taught to create works to record their observations and use them to review and revisit ideas. Students will gain an understanding of new techniques, including drawing, and painting with a range of materials. They will also be able to gather knowledge about great artists, architects and designers in history.



Year 3 Curriculum

Modern Foreign Languages

In Year 3, students are introduced to learning a Modern Foreign Language (MFL) at Metropole School. Students receive one hour of MFL teaching per week, and this lesson is taught by a member of the MFL department in a specialist language classroom.

Unlike other year groups, students in Year 3 spend the first half of the year learning French, and the second half of the year learning Spanish. Our aim in Year 3 is to excite pupils into wanting to study an additional language, therefore we strive for the lessons to be fun, interactive and engaging. Throughout the year, students will be introduced to the cultures of France and Spain, as well as being taught useful key vocabulary.

At the end of Year 3, students need to make a choice. Students will have to decide whether to study French or Spanish from Year 4 onwards. At the time of making this decision, students will have been introduced to both languages, so they can then make an informed decision on which language they would like to continue with in Year 4. If a student is new to the school, they will also have to make this choice and will be assigned their preferred option. Please note that students continue with their choice of language throughout their time at Metropole School, and unfortunately, are not allowed to move between subjects.

There is no formal homework in KS2 MFL; however, should students wish to continue with their learning at home, we recommend www.Duolingo.com and www.Languagenut.com



Year 3 Curriculum

Computing and Innovation

At Metropole we deliver a high-quality computing education which will equip pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. In Year 3, students are given exciting opportunities to start exploring computing programmes and write simple block coding using online platforms. Building on these skills, students apply their computational thinking to programming hardware - such as robots - to complete simple courses.

Moving forward with this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Students create digital documents, such as posters, presentations and information texts, for a range of purposes. Media is also a focus; students are shown how sound and video interlink and the basic ways this can be edited. Projecting ourselves into the future of technology, Metropole offers students virtual and augmented reality experiences using specialist headsets and software.

In Year 3, they will be shown how it works and begin to use it. Computing ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Throughout their lessons students are informed about the importance of E-Safety and how their actions online can have an impact on others as well as how to keep themselves safe.





Year 3 Curriculum

Arabic A

في السنة الثالثة، يهدف منهاج اللغة العربية إلى بناء وتعزيز المهارات التي تعلمها الطلبة في السنة السابقة، مع التركيز على توسيع معارفهم وقدراتهم اللغوية. يتم تعريف الطلبة بنصوص أكثر تعقيدًا وتنوعًا، ليتعلم الطلبة قراءة وفهم القصص القصيرة والنصوص المعلوماتية، كما يتم تعليم التلاميذ كيفية استخلاص الأفكار الرئيسية والتفاصيل الداعمة، وتنمية مهارات التحليل النقدي والتفكير الاستنتاجي. يواصل الطلبة تعلم قواعد النحو والإملاء بشكل أكثر تفصيلاً، بما في ذلك التعرف على الصفات والظروف واستخدامها في الجمل، وتعلم كيفية تصريف الأفعال في الزمن الماضي والمضارع. بالإضافة إلى ذلك، يتم تعزيز مهارات الكتابة من خلال تمارين متنوعة تتضمن كتابة فقرات ومقالات قصيرة تعبر عن أفكارهم وتجاربهم، كما يُشجع الطلبة على استخدام مخيلتهم في كتابة القصص القصيرة والنصوص الوصفية، مما يساعدهم على تحسين إبداعهم وقدرتهم على التعبير الكتابي. كما يتم تعزيز مهارات الاستماع والتحدث من خلال أنشطة جماعية مثل الحوار والمناقشات والعروض التقديمية. يسعى المنهاج إلى تعزيز حب اللغة العربية لدى الطلبة من خلال استخدام الأنشطة التفاعلية والألعاب التعليمية والأنشطة الثقافية مثل الأناشيد والقصص الشعبية، مما يجعل عملية التعلم ممتعة ومحفزة.

Arabic B

By the end of Year 2, students will be able to use grammatical concepts (speaking and writing) imitating patterns through pictures and drawings. In writing, the students will be able to know the spelling of most visual words from their linguistic environment, including names, verbs and letters related to the following: the self (noun, gender, body parts, feelings) - home - neighborhood - street - school - transportation - animal - plant - some professions - prepositions - Pronouns - demonstrative nouns - relative nouns - adverbs - interrogative objects. In listening and speaking, the students will be able to listen to familiar topics spoken in clear and sound Arabic, be aware of the vocabulary and linguistic styles they have learned, interacting with verbal and non-verbal language gestures.

Year 3 Curriculum

Islamic

في السنة الثالثة، يهدف منهاج التربية الإسلامية إلى تعزيز المعرفة الدينية لدى الطلبة وتوسيع فهمهم لمبادئ الإسلام وأخلاقه. يتم تقسيم المنهاج إلى ستة محاور رئيسية تشمل مختلف جوانب التربية الإسلامية، تشمل هذه المحاور ما يلي

يتعلم الطلبة المزيد عن أركان الإيمان الستة وأهميتها في حياة المسلم، بما في ذلك الإيمان بالله، الملائكة، الكتب السماوية، الإيمان والعقيدة الرسل، اليوم الآخر، والقدر خيره وشره. يتم تعزيز فهمهم للعقيدة الإسلامية من خلال الأنشطة التفاعلية والمناقشات

يركز هذا المحور على تعليم الطلبة كيفية أداء الصلاة بشكل أكثر تفصيلاً، بما في ذلك الركوع والسجود والتشهد. يتم تعريفهم بأهمية: العبادات الزكاة والصيام في الإسلام، وكيفية تطبيق هذه العبادات في حياتهم اليومية. كما يتعلمون كيفية أداء الطهارة بشكل صحيح

يحفظ الطلبة سوراً إضافية من القرآن الكريم مثل الكوثر، والماعون، وقريش، والفيل، ويتعلمون تفسير هذه السور وفهم: القرآن الكريم معانيها. يتم تعزيز مهارات التلاوة والتجويد لدى الطلبة، مع التركيز على أهمية القرآن في توجيه حياتهم اليومية

يتم تقديم قصص إضافية من حياة النبي محمد صلى الله عليه وسلم وأصحابه، مع التركيز على القيم والأخلاق المستفادة من: السيرة النبوية هذه القصص. يتعلم الطلبة المزيد عن الأحداث الهامة في السيرة النبوية وكيفية تطبيق الدروس المستفادة في حياتهم

يتم تعزيز القيم الإسلامية الأساسية مثل الصدق، الأمانة، الاحترام، التعاون، والإحسان، من خلال الأنشطة الصفية: الأخلاق والقيم الإسلامية والمناقشات. يتم توجيه الطلبة نحو السلوك الإيجابي في المدرسة والمنزل، مع التأكيد على أهمية التعامل بلطف واحترام مع الآخرين

يتم تعريف الطلبة بأهمية التعاون والعمل الجماعي في المجتمع، وتشجيعهم على المشاركة في الأنشطة الخيرية: القضايا المعاصرة والمجتمع والمجتمعية. يتعلم الطلبة حقوق وواجبات المسلم تجاه الآخرين، وكيفية تطبيق هذه القيم في حياتهم اليومية لتعزيز روح التعاون والمشاركة الفعالة في المجتمع

من خلال هذه المحاور، يسعى المنهاج إلى تعزيز القيم الإسلامية والمعرفة الدينية لدى الطلبة، مما يساعدهم على تطوير شخصياتهم بشكل متوازن ويعزز انتماءهم لدينهم ومجتمعهم



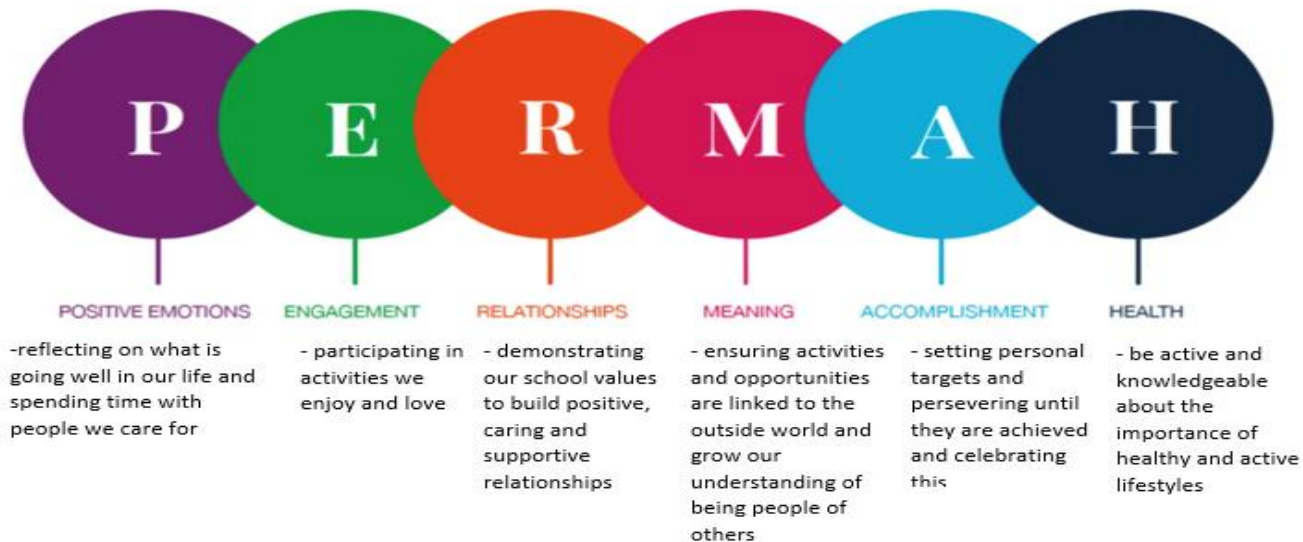
Student Wellbeing

At GEMS Metropole School, we are committed to promoting and supporting the positive mental health and wellbeing of our students. We recognise that mental health and emotional wellbeing is just as important as physical health. Individuals are better prepared for a happier fulfilled life when they are healthy, safe and thriving.

GEMS Metropole School supports the UAE vision for wellbeing by sharing the following vision:

'We are proactive in promoting wellbeing, allowing us all to personally thrive'.

This vision is based on a proactive, positive psychology model, reinforced through the PERMAH framework allowing our community to build their personal sense of happiness and wellbeing, rather than a reactive only approach. Across the school we achieve this through LEAD time, assemblies, happiness rooms, pastoral curriculum, school events, Metropole Mustangs, School Farm and through the 4-school model we have here at GEMS Metropole.





Year 3 Curriculum

Leadership Curriculum

Through a rich and inspiring leadership curriculum, students in the Junior School are exposed to and have opportunities to develop their leadership skills as well as lead on their own projects across the year groups. Students will have weekly lessons which will be dedicated to core leadership skills.

Within these lessons, students learn what a leader is, what it means to be a leader and ultimately, how to be an effective leader. Each term, the students will have a leadership day, during which they will be involved in a range of tasks from team building exercises, developing problem solving, social responsibility tasks and leading other year groups in activities.

At the end of every academic year, students are involved in a leadership conference lead by our students in which they can share their learning with the wider Metropole community. Key Skills to be developed through the Junior leadership programme:

- Management**
- Empathy**
- Teamwork**
- Responsibility**
- Organisation**
- Presentation**
- Optimism**
- Loyalty**
- Empowerment**

All students have a leadership portfolio which they develop and add to over their time in the Junior School to showcase their learning and their own personal leadership journey.

Year 3 Curriculum

Extra Curricular Opportunities

At GEMS Metropole education does not belong solely in the classroom. Opportunities for enrichment activities help students to develop their interest and abilities, provides valuable learning experiences outside their studies and promotes independence and inter-personal skills. Educational visits off-site are complemented by numerous cultural events in school. Our curriculum also includes specific events to enrich the lives of our students: dedicated days to learn about key life skills such as internet safety and eco weeks supplement our students' learning. We offer a fantastic range of extracurricular activities: our pupils are lively and curious, so we love to feed their enthusiasm!

Masterclass

We run a fantastic Masterclass program which gives students opportunities to get involved in a wide range of projects, societies and activities, creative and performing arts as well as academic subjects. Many activities are run by our own staff, but we also work with external organisations and specialist providers to ensure a high-quality offer for students. Masterclass is a timetabled lesson in which students get to select the activity they take part in to further develop a skill or to learn a new one! Activities range from arts and crafts to water polo, rounders, and theatrical face painting. In every year group there is a wide range of activities to suit every child's passion.



Year 3 Curriculum

Resources to support my child

Each week, there will be a home learning letter sent out with suggested activities to consolidate the learning in class. Within this there will be weekly spellings to learn.

Reading

Year 4 children are expected to read daily for 20 minutes. Reading books should be kept inside the children's school bags to carry between home and school each day. Children should be aiming to change books at least once a week. A useful website to practise comprehension is also <https://readtheory.org/>

Maths

We subscribe to Times Tables Rockstars. This interactive website/app allows children to practise their times tables skills through gamification. It can be found in the App store for your child's iPad. As well as Times Tables Rockstars, children are encouraged to revisit key concepts using White Rose videos to support with strategies and understanding: <https://whiterosemaths.com/homelearning?year=year-3>

Another useful app to practise key skills is **Prodigy**.





Year 3 Curriculum

Assessment

At GEMS Metropole School, we believe that accurate, regular and robust assessments are essential tools necessary for ensuring successful teaching and learning. Assessment is a continuous process integral to learning and teaching.

It is how teachers gain knowledge of their students' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Assessment is at the heart of teaching and learning: We ensure that assessment is central to classroom practice. Teachers will plan tasks, activities and questions which will help students demonstrate their knowledge, understanding and skills.

Assessment for learning focuses on how students learn: We recognise that every student is unique and students learn in different ways. We help students become aware of how they learn as well as what they learn.

Assessment for learning is a key skill for all educators: We ensure that all staff are skilled in assessing students' learning, identifying the next steps and helping the students to progress effectively. Through the triangulated use of CAT4, Progress Tests, PASS and teacher judgement.

Assessments are always sensitive, constructive and accurate: We ensure that all assessments are accurate, meaningful and are used to inform teaching and learning. We ensure that students are suitably challenged to fulfil their full potential.

Assessments motivate learners: We are aware of how students' confidence can be affected by comments on their work. We celebrate what each student can do, emphasising progress, achievement, effort and attitude.

Assessment for learning helps students understand their goals and the criteria by which they are assessed: We use assessment to help students know how to improve and to reflect on their own learning. We work in partnership with parents and carers, sharing information about their child's progress and help them support their child's learning.



Year 3: Communications

Year 3 Communication

Over the year, we will communicate with you in a variety of ways. You can expect to receive communication for your children in the following ways:

Class Email

Each week, your child's class teacher will email out information specific to your child's class. This will include learning that has happened that week as well as what will be coming up in the following week. It will also detail any upcoming events, trips or important communication.

Weekly Junior Newsletter

Every Friday, you will have access to the Junior School newsletter. This includes information relevant to the Junior School and can be accessed through the class teacher's weekly email.

Head of Junior School Newsletter

This will be received monthly and will be available in the Junior School newsletter. This newsletter contains a wider view of what is happening within the Junior School.

GO4Schools / School Reports

You will receive two reports each term which will be available on GO4Schools for you to review & download.



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