

Where values build character.



**CURRICULUM
HANDBOOK**

Year 3

2025 - 2026

Discover
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
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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 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 Values School



A very warm welcome to Year 3 at GEMS Metropole School!

The Year 3 team are thrilled to support your child as they commence their learning journey in our Values School, where they will explore new and exciting opportunities throughout the year.

This year, we aim to nurture greater independence and resilience in your child, helping them grow into conscientious and responsible learners who are well-prepared for the challenges ahead.

We are fortunate to have a passionate, experienced, and skilled team of teachers in Year 3, all eager to strengthen our partnership with you through more opportunities for parental involvement and by celebrating your child's successes.

We look forward to an exciting, memorable year ahead—one that your child will carry with them for years to come!

Sean Sweeney
Head of Year 3





Primary School Leadership Team



Emily Shepherd
Head of Forest School



Simon Longdon
Head of Values School



Lucy Nicholls
Deputy Head of Primary



Erin Nelson
Deputy Head of Primary



Lauren McAuley
Assistant Head of Primary



Debbie Simpson
Assistant Head of Primary



Melissa Sweeney
Assistant Head of Primary



Brendan Eveleigh
Assistant Head of Primary

School Values

Excellence

At GEMS Metropole School, we develop students to strive for excellence in all areas of life. Through high academic expectations, personalised support, and a wide range of enrichment opportunities, we guide students to set ambitious goals and work confidently towards achieving them. We help them build the resilience, focus, and self-belief needed to excel—both in and beyond the classroom.

Care

We develop students to be caring, compassionate individuals who value the wellbeing of themselves and others. By embedding kindness, empathy, and respect into our daily routines, we teach students to build strong relationships and contribute positively to their communities. Our wellbeing programmes, peer support systems, and service-learning opportunities ensure students grow with a deep sense of social responsibility.

One Team

At GEMS Metropole School, we develop students to thrive as team players and collaborative leaders. We help them understand the value of unity, communication, and shared goals through group projects, house activities, and team-based challenges. Students learn to listen, contribute, and support others—skills essential for success in school and in life. Together, we build a culture where every voice matters.

Always Learning

We develop students to be curious, reflective, and lifelong learners. Through inquiry-based learning, self-assessment, and real-world problem solving, we teach students how to think critically and adapt to new situations. We encourage them to embrace mistakes as part of the learning process and to stay open to growth. At GEMS Metropole School, learning is a continuous journey—and we walk it together.

Leadership

Leadership at GEMS Metropole School 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 reflects the GEMS Education core values and is delivered through a creative and curiosity-driven curriculum. We are committed to providing a high-quality education within a happy, supportive, and nurturing environment where every child feels empowered to explore, take risks and think independently. Lessons are thoughtfully planned to be challenging, engaging, and purposeful - igniting imagination and inspiring a love of learning. Our approach encourages enquiry, critical thinking, decision-making and problem-solving, with students actively involved in shaping their own learning journey. Opportunities for leadership are embedded across the curriculum, and high expectations are upheld by all members of our school community, ensuring a culture of ambition, respect and continuous growth.

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 and inspiring leadership curriculum, students at the Values School are given regular opportunities to develop their leadership skills and take ownership of their own projects throughout the year. As part of this, students participate in half-termly Leadership days focused on core leadership skills, where they explore what it means to be a leader and how to lead effectively. In Year 3, the curriculum also places emphasis on responsibility and effective communication, helping students to develop the tools needed to work collaboratively and lead with confidence. Each year, students take part in a Social Responsibility Project, allowing them to apply their leadership skills in a real-world context by planning and delivering an initiative that benefits their school or local community.





Termly Topic Overviews

Term 1A: *Catastrophe! Natural Disasters*: What would it feel like to live through a natural disaster and how can we globally support people who do?

This half term, students will dive into the dramatic world of natural disasters. From earthquakes and volcanoes to landslides, tsunamis, floods, tornadoes, and thunderstorms—no extreme event will be left unturned! We'll kick off the topic with an exciting Hook Day, where students will invent their own natural disaster and watch an exclusive video from Mr. Nizar, sharing how his team responded to the Dubai floods of 2024.

Throughout the unit, students will investigate how natural disasters are increasing in intensity due to climate change, explore where in the world these events occur most frequently, and examine how communities—particularly those living in poverty—are most vulnerable. Together, we'll ask: Are we at risk living in Dubai?

To complement their learning, students will also unleash their creativity by producing striking volcanic artwork in Art. Get ready for a half term full of explosive learning and eye-opening discoveries!

Term 1B: *Prehistoric Throwbacks*: How did early humans show respect for each other and the world around them?

Welcome to the Stone Age – a time that spans millions of years of human history! This term, get ready to journey back to one of the earliest and most fascinating periods of human culture. We'll kick off our topic with a one-day immersive experience—life in a cave! With no modern technology allowed, students will learn how to survive in the wild, explore forest life, and create authentic Stone Age cave paintings. Could *you* survive like a Stone Age hunter-gatherer? Our learning will be brought to life even further with a visit to the Sharjah Desert Park & Natural History Museum, giving us a deeper understanding of how humans lived and adapted over time.

As we move from the Stone Age into the Bronze and Iron Ages, we'll reflect on how and why things changed—looking closely at environmental shifts, evolving lifestyles, changing work ethics, and the development of tools and technology. To round off the topic, students will apply their creativity and problem-solving skills in Design & Technology by building their very own Stone Age huts. It's time to step back in time and discover how the past shaped the world we live in today!

Termly Topic Overviews

Term 2: *Protect Our Rainforests*: How can we show compassion for the people, animals and plants that depend on the rainforest?

To launch this unit, students will be immersed in an engaging mystery: *Who killed the lemur?* The corridor will be transformed into a crime scene, sparking curiosity and critical thinking. Pupils will be introduced to a range of suspects and will apply their inference and writing skills to produce a newspaper report based on their investigation. As the unit progresses, students will be introduced to the work of Sir David Attenborough, exploring his impact in raising global awareness about environmental conservation and the protection of rainforests. In English, pupils will write persuasive letters to Sir David, drawing on their learning about rainforest ecosystems. Geographically, students will study the locations of major rainforests around the world, examine the two main types of rainforest climates, and investigate the diverse species that inhabit them. In Science, this learning will be complemented by a focus on plant life—its structure, function, and essential role in our ecosystems. By the end of the unit, students will have developed a strong understanding of the critical role rainforests play as the 'lungs of our planet' and the human actions that are threatening their survival. The unit aims to foster environmental awareness, empathy, and a sense of responsibility in our students as future global citizens.



Termly Topic Overviews

Term 3A: *Rock Stars*: What can rocks teach us about being strong, unique and important in our world?

This engaging topic introduces children to the fascinating world of rocks through hands-on learning and creative exploration. The unit begins with an interactive *carousel activity*, where pupils observe, sort, and classify different types of rocks based on their properties such as texture, color, and hardness.

Children will conduct an *erosion experiment* to understand how rocks change over time, deepening their understanding of natural processes. To bring creativity into the classroom, pupils will each *paint a rock to represent themselves*, celebrating individuality and uniqueness. The topic takes a global perspective as pupils explore *rocks from around the world*, with a special focus on *sandstones found in the UAE*, helping them connect local geography with global diversity.

A key theme running throughout the unit is *diversity*. Pupils will reflect on the variety found in rocks and draw parallels to human diversity - recognising that just like rocks, every person is unique and valuable. To reinforce this message, links will be made with *Moral, Social and Cultural Studies*, where pupils will explore the values of *Respect and Tolerance*, promoting a deeper understanding of community and inclusion.

Term 3B: *Myths and Marvels*: How did the Ancient Greeks demonstrate leadership in influencing our world today?

Have you ever wondered what life was like in Ancient Greece? Now's your chance to find out! This term, we'll journey back in time - dressed as Ancient Greeks - to explore one of the most remarkable civilizations in history. From incredible inventions and stunning art to powerful myths and groundbreaking technology, we'll uncover how Ancient Greece continues to influence our world today.



One of the highlights of the term will be our exciting entrepreneurial project, where students will plan, create, and sell their own Ancient Greek-inspired artefacts during a special Parent Shared Learning event. It's always a standout moment in the Year 3 calendar!

Along the way, students will delve into the world of Greek mythology, crafting their very own myths, and will put their creativity to the test by designing and building a model of an Ancient Greek landmark.

Get ready for a term full of discovery, creativity, and a deeper understanding of how the Ancient Greeks helped shape the modern world!

Year 3 Curriculum

English: Reading

The Reading curriculum here at GEMS Metropole School 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 School 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 Values School.

English: Writing

At GEMS Metropole School, 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. 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.

In Year 3, students will have the opportunity to write a range of fiction, non-fiction and poetry including adventure and suspense narratives, explanation and instructional texts, a holiday brochure and poetry including rhyming poems and cinquains. Our writing texts are linked in with an overriding topic that term.

Year 3 Curriculum

Year 3 English Overview by Terms

Term 1

In Term 1A, the students will begin the year through 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. The students will then create a narrative based on an empathy story 'how to heal a broken wing' which links in nicely to our value focus that term which is Empathy. In Term 1B, 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.

Term 2

In Term 2A, Year 3 students will have the opportunity to complete three different writing types: a fiction, non-fiction and poetry piece. The narrative will be supplemented through a focus on the story – the Incredible Book Eating Boy. The Non-Fiction writing will evoke passion as it looks at Climate Action and the students will use their learning on the Rainforest to prompt their ideas. Finally, students will be given the opportunity to create a rhyming poem based on protecting our Rainforests. This term will provide a comprehensive understanding of different writing styles while deepening their knowledge of rainforests.

Term 3

In Term 3A, the focus will shift to holiday brochure writing linked to the text 'Skara Brae'. 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. They will be introduced to a different form of poetry – a cinquain – and create a poem linked to our overriding topic – Diversity, Rocks and Difference.

In the final part of the year, the students will write to inform as they a 'how to create' text which is linked to their Ancient Greek Enterprise Event.

Year 3 Curriculum

Mathematics

At GEMS Metropole School, we follow the White Rose Mathematics curriculum and long-term planning framework, supplemented by a variety of additional resources to enrich our lessons. Our approach to teaching mathematics is grounded in the principles of mastery, which ensures high expectations for all pupils.

Central to our teaching is the Concrete-Pictorial-Abstract (CPA) approach, which supports children in developing a deep and secure understanding of mathematical concepts. This structured method begins with the Concrete stage, where students engage with physical objects and manipulatives. They then progress to the Pictorial stage, using visual representations to deepen their understanding, before moving on to the Abstract stage, where they apply formal mathematical strategies and symbols.

To support fluency and mental agility, we also use *Race to Mars*, a dedicated programme designed to strengthen pupils' Mental Maths skills in a fun and engaging way.

Through a range of teaching strategies and resources, we aim to help pupils build strong foundations in mathematical understanding, enabling them to approach new concepts with confidence as they progress through their learning journey.



Year 3 Curriculum

Year 3 Mathematics Overview by Terms

Term 1

In Term 1, we begin the year teaching the students about Place Value. The students then move onto focus on the four main operations: Addition and Subtraction, and Multiplication and Division. 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.

Term 2

Term 2 begins with a focus on Length & Perimeter, we explore different types of measure and converting between these including cm, m and mm. This learning fits in effortlessly with our learning on the Rainforests and specifically how they are reducing in size. We also measure and calculate the perimeter of 2d shapes. The students move onto learn about fractions. Children are introduced to adding and subtracting fractions with the same denominator as well as learning about unit and non-unit fractions. In the Fractions unit, we add fractions involving a whole and use multiplication and division facts to find and recognise equivalent fractions. 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 millilitres 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 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! The students will explore how shadows are formed and at what times of the day a shadow is longer and why this is.

During Term 1B, 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.

Term 2

Our Term 2 unit in Year 3 is based on 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. This will link to our overriding topic which is based on the Rainforests.

Term 3

In this term, the students 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. 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 3B, we will move on to animals, including humans. 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! Students will learn about muscles and how these support movement also. This is a fun, engaging topic where real life links are used throughout.

Year 3 Curriculum

Moral, Social and Cultural Studies

At GEMS Metropole School, we follow the UAE Ministry of Education's Moral, Social, and Cultural Studies curriculum, which is structured across three core domains: Moral, Social and Cultural. Each domain is delivered through distinct and purposeful approaches that support the development of well-rounded, responsible and culturally aware students.

The Social domain focuses on society, citizenship and how people live and interact. The curriculum is designed to build students' understanding of local history and geography. It fosters a strong sense of national identity and heritage, while encouraging students to think critically about their communities, the wider world and their role within it.

The Moral domain nurtures students' ethics, values and personal responsibility, helping them to develop strong character and a sense of integrity. Key values such as respect, empathy and tolerance are emphasised to promote responsible and compassionate citizenship.

The Cultural domain incorporates elements of global history and geography to help students understand the beliefs, languages, traditions and customs of different cultures. These lessons deepen students' appreciation of diversity, broaden their global perspectives and encourage respect for cultural heritage and shared human values.



Year 3 Curriculum

Year 3 Moral, Social & Cultural Studies Overview by Terms

Term 1

To begin the year, and in line with our topic on Natural Disasters, students will explore natural resources in the UAE and examine how natural disasters may occur in different environments such as the sea, desert oasis and urban areas. They will compare life in a desert oasis with life in coastal cities, as well as the differences between marine and desert environments. As part of this unit, students will also investigate how the UAE has changed over time. Through our Moral unit we will study themes of self-identity and working with others. Through carefully selected stories, students will develop collaboration skills and build confidence in working as part of a team. They will be placed in different group settings to practise supporting their peers and contributing effectively to shared goals.

Term 2

In Term 2, The students focus on Institutions and Communities. They 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. Students will also be taught about Artefacts and Symbols that we use to learn about the past and the students' become detectives by examining a variety of artefacts. Using the same skills as archeologists, the children will look at what they can tell us about the past. They will understand how artefacts are so important.

Term 3

In Term 3, we will have a focus on tolerance and respect for difference. During this 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. This will explore difference and how it is important we respect and appreciate our differences. They end the year learning about producers and consumers which ties nicely in with our Ancient Greeks Enterprise event!

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 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, 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

Music

In Year 3, students receive weekly Music lessons taught by specialist teachers. Singing skills are developed through the use of accurate vocal techniques and expression. Listening skills are enhanced by exploring a variety of musical styles and engaging with guided questioning to deepen musical understanding. In composition, students are introduced to traditional musical notation and begin to explore how music is structured. From Year 3 onwards, students also have the opportunity to join the Primary Choir, which represents GEMS Metropole School at events throughout the academic year.



Year 3 Curriculum

Art and Design

At GEMS Metropole School, 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 the Values School, 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 GEMS 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.

We recommend a useful website, should students wish to continue with their learning at home: www.duolingo.com.



Year 3 Curriculum

Computing and Innovation

At GEMS Metropole School, computing is delivered through the Kapow Primary Computing Curriculum, which ensures a well-rounded, progressive approach to developing students' digital skills.

In Year 3, students build on their prior knowledge through a balance of digital literacy, information technology and computing systems. They begin exploring block-based coding and are introduced to programming concepts in an accessible and engaging way, applying these to control simple digital and physical systems.

Students also develop their skills in creating digital content for a variety of purposes, using tools to combine text, images and sound. Media and design are introduced through carefully structured activities that encourage creativity and problem-solving. A strong emphasis is placed on E-Safety throughout, with students learning how to stay safe, make responsible choices online and understand their digital footprint. As part of our broader digital learning vision, students also experience innovative technologies to further inspire curiosity and engagement in computing.



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 تعقيداً وتنوعاً، 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 3, 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 - neighbourhood - 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:

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

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

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

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

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

القضايا المعاصرة والمجتمع: يتم تعريف الطلبة بأهمية التعاون والعمل الجماعي في المجتمع، وتشجيعهم على المشاركة في الأنشطة الخيرية 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.



Year 3 Curriculum

Values in Action

At GEMS Metropole School, our Values in Action programme is delivered through one dedicated hour each week and forms a key part of our commitment to the Moral element of the UAE Moral, Social, and Cultural (MSC) framework.

This programme follows the Positive Education Enhanced Curriculum (PEEC), which is designed to develop students' character, wellbeing, and sense of moral responsibility. At the heart of the curriculum are 24-character strengths - such as kindness, perseverance, honesty and courage - which are explicitly taught and modelled throughout the school. These strengths are closely aligned with our school values: *One Team, Excellence, Care, Leadership* and *Always Learning*, as well as our unique Gemstones, which further reinforce the importance of personal growth and positive behaviour.

Lessons are interactive and engaging, incorporating drama and role play to help students explore real-life situations and apply character strengths in meaningful ways. These activities encourage empathy, perspective-taking and collaborative problem-solving, making the learning experience both impactful and memorable. Through reflective discussions and practical application, students learn to recognise and develop their strengths, build positive relationships and grow into responsible, ethical citizens who contribute positively to their communities.



Year 3 Curriculum

Extra-Curricular Opportunities

At GEMS Metropole School, learning extends beyond the classroom through a vibrant programme of extra-curricular activities offered before school, during lunchtime and after school. These opportunities allow students to explore their passions, develop new skills and build confidence in a supportive environment. From sports and music to journalism and debate, there's something to inspire every learner. Alongside our on-campus activities, students also benefit from enriching off-site educational visits. These trips provide real-world context to their studies, promote independence and deepen their understanding of the world around them.

Values and Social Responsibility

At the heart of our school's ethos is a strong commitment to developing values and social responsibility, closely aligned with our core values of Leadership, Excellence, One Team, Always Learning and Care.

We deliver this through a well-rounded and engaging programme that includes Values in Action lessons, built on the Positive Education Enhanced Curriculum, which help students understand and live out these values in meaningful ways.

Our Values in the Community home projects encourage pupils to demonstrate leadership and care by taking initiative and contributing to their communities. Through participation in the Junior Duke award scheme, students strive for excellence as they tackle challenges that build confidence, independence and resilience.

Our Care Packages initiative reinforces the importance of empathy and service, promoting a strong sense of community and compassion. Working collaboratively across all these programmes fosters a One Team spirit, ensuring our students grow into responsible, capable and values-driven individuals.



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 practise. 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.

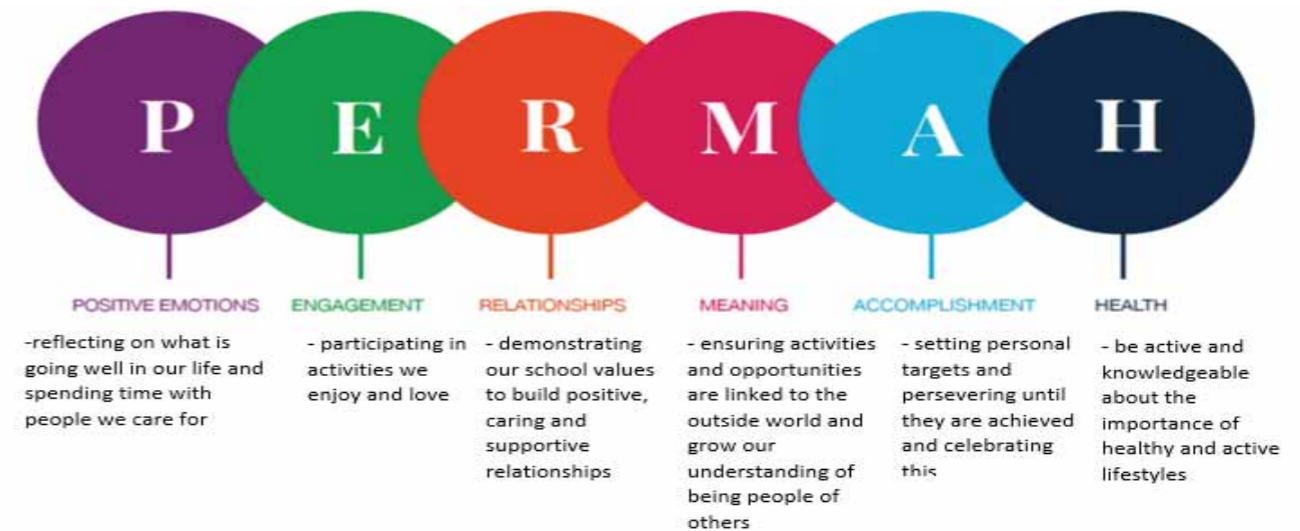
Student Wellbeing

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: 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 information.

Weekly Whole School Newsletter

Every Friday, you will receive the school newsletter, which contains important updates for the entire school. It includes messages from the principal, information on Care and Support, Arabic and Islamic studies, Al Noor Centre, and various ongoing activities.

Head of Values School Newsletter

This newsletter contains a wider view of what is happening within the school.

GO4Schools / School Reports


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


Parent-Teacher Meetings


Your child's class teacher will host 2 parent-teacher meetings over the course of the year. This is an opportunity for you to book an appointment to meet with your teacher and discuss your child's academic and social progress and take a look at their work in books.





 Honsho Rd. Motor City, Dubai, United Arab Emirates

 +971 4 550 7200

 registrar_mts@gemsedu.com

 gemsmetropoleschool-dubai.com