

Mathematics:

Number System/Number patterns, Skip counting (5, 10, 100 to 1000)
 Number facts/fact families, Odd and even numbers, Addition and subtraction facts of 100
 Addition and subtraction facts of 20 (using 2-digits) Rounding and halving numbers, Solve worded problems
Math Standards:
3.OA. Operations and Algebraic Thinking
 3.OA.1. Interpret products of whole numbers (5×7 as total objects in 5 groups of 7 objects each)
 3.OA.2. Interpret whole-number quotients of whole numbers ($56 \div 8$ as 56 objects are partitioned into equal shares)
 3.OA.3. Use multiplication & division within 100 to solve word problems involving equal groups, arrays, & measurement
 3.OA.4. Determine unknown whole number in multiplication or division equation relating three whole numbers
 3.OA.5. Apply properties of operations as strategies to multiply & divide
 3.OA.6. Understand division as an unknown-factor problem
 3.OA.7. Fluently multiply & divide within 100, using strategies; know all products of two one-digit numbers
 3.OA.8. Solve two-step word problems using the four operations
 3.OA.9. Identify arithmetic patterns & explain using properties of operations
3.NBT. Number and Operations in Base Ten
 3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100
 3.NBT.2. Fluently add & subtract within 1000 using strategies & algorithms
 3.NBT.3. Multiply one-digit whole numbers by multiples of 10 (10–90) (place value & properties of operations)

Key Vocabulary:

English	Math	Science
Adjective, Adverb, noun, pronoun, connective, verb, regular and plural nouns, irregular verbs, simple and compound sentence, period, comma. Weekly spellings/High frequency words	Odd, even, rounding, addition, subtraction, equals, plus, minus, take away, multiply, times, numbers, fact families, place value, skip counting, word problems.	Investigations, analyse, experiment, hypothesis, predict, conclusion, guess, organisms, life cycle, growth, birth, reproduction, death, survive, ecosystems

ELA

Narrative (5weeks) Matilda by Rod Dahl - Talk4Writing
Poetry (3 weeks) Poems about myself, friends and family
Reading:
 RL.3.1. Ask & answer questions to demonstrate understanding of text, referring to text
 RL.3.3. Describe characters in a story & explain how their actions contribute to events
 RL.3.5. Refer to parts of stories, dramas, & poems when writing or speaking about a text; how each part builds
 RI.3.1. Ask & answer questions to demonstrate understanding of text, referring explicitly to text
 RI.3.2. Determine main idea of text; recount key details & explain how they support main idea
 RI.3.5. Use text features & search tools to locate information relevant to given topic efficiently
 RF.3.3d. Read grade-appropriate irregularly spelled words
 RF.3.4. Read with sufficient accuracy and fluency to support comprehension
 RF.3.4a. Read on-level text with purpose and understanding
 RF.3.4b. Read on-level prose & poetry orally with accuracy, appropriate rate, & expression on successive readings
Writing:
 W.3.3. Write narratives to develop real or imagined experiences or events using effective technique
 W.3.3a. Establish a situation & introduce narrator &/or characters; sequence that unfolds naturally
 W.3.3b. Use dialogue & descriptions of actions, thoughts, & feelings to develop events or characters
 W.3.3c. Use temporal words and phrases to signal event order
 W.3.3d. Provide a sense of closure
 W.3.4. Produce writing in which development & organization are appropriate to task & purpose
 W.3.5. Develop & strengthen writing as needed by planning, revising, and editing
 W.3.6. Use technology to produce & publish writing (using keyboarding skills); collaborate with others
 W.3.8. Recall information from experiences or gather information from print & digital sources; notes; sources
 W.3.10. Write routinely over extended & shorter time frames for discipline-specific tasks, purposes, & audiences
Speaking and Listening:
 S&L.3.1. Engage effectively in range of collaborative discussions with diverse partners on grade 3 topics & texts
 S&L.3.1a. Come to discussions prepared, having read or studied required material; draw on to explore ideas
 S&L.3.1b. Follow agreed-upon rules for discussions

SCF:

Critical thinking, digital competencies, creative skills, independent learning, cultural awareness/citizenship/Global and Environmental awareness, leadership, problem – solving, self-confidence, self-direction initiative.

Who We Are...
BIG QUESTION: How are we as individuals unique?
Term I. Part I.
2nd September to 14th October

FOOD TECH/DT

Student will use hand stitches to sew UAE flag.

Moral Education

Unit I. Equality and Appreciation

Computer Literacy

P2. Create, edit, and format text on a slide. To create a media presentation about UAE traditions and culture. P3. Use painting and drawing applications to create and edit work.
 DT: -To know how to find out about the needs and wants of particular individuals and groups
 -To be able to work out a set of design criteria for a product
 -To be able to use design criteria to come up with some suitable ideas for my product

Music/dance

Play rhythmic and melodic ostinatos on classroom instruments.

STEM

2 projects – 1. Ecosystem mapping (2 weeks)
 2. Life cycle engineering of a new species. (3 weeks)

Language:
 L.3.1a. Explain function of nouns, pronouns, verbs, adjectives, & adverbs & functions in sentences
 L.3.1b. Form and use regular and irregular plural nouns
 L.3.1c. Use abstract nouns (e.g., childhood)
 L.3.1d. Form and use regular and irregular verbs
 L.3.1e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses
 L.3.1f. Ensure subject-verb and pronoun-antecedent agreement. *
 L.3.1h. Use coordinating and subordinating conjunctions
 L.3.1i. Produce simple, compound, and complex sentences
 L.3.2. Demonstrate command of conventions of standard English capitalization, punctuation, & spelling when writing
 L.3.2a. Capitalize appropriate words in titles

Science

Life Cycle and traits (Frog/Human/Chicken life cycle)
 LS 1.1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
 LS 3.1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
 LS 3.2 Use evidence to support the explanation that traits can be influenced by the environment.
 LS 4.2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
Engineering and Design
 ETS 1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
 ETS 1.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
 ETS 1.3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Art

Self portraits
 Study Artist Marc Chagall – Paris through a window.
 Children create a window/story of their life journey through a window.
 Study of Louis Bourgeois – Sculpture Artist - children will create a clay model of an animal that represents themselves or family.

PE

Girls will be introduced to locomotor skills where they will learn to correctly demonstrate some the following:

- Spatial awareness
- Hopping, skipping, jumping, galloping, sliding, leaping
- Jumping rope
- Walking, jogging, sprinting

English Social Studies

Our Family/Family history (Timeline of their life so far)

Arabic Traditions – how have they changed from past to present

	Topic: Who We Are
Entry points	Class display - 'Who am Eye display' Guess the staff member's eyes game in the playground. Create a funky self-portrait of their personality. Math – Figure it Out game. Link Maths to information about themselves.
Outcomes	Small show and tell presentation of what the children would like to be when they are older and what they would like to achieve in life. (Can dress up in character)
Experiences	Invite parents/grandparents in to discuss how times have changed in the Arab world and traditions in the family. Trips – Sheikh Zayed Museum. 121 Hotel. Car Museum and Souq.

Pupil Voice	<ul style="list-style-type: none"> Children say what they like and dislike. Describe themselves as a person Explain traditions/culture Recording pupil voice using their iPad apps
Evaluation	<p>National Identity Family and culture traditions Sense of community/self Place in society Compare similarities and differences of past and present UAE</p>

