

# Year 3 are learning to ...

Aspire- To what you want to be  
 Acquire- All the learning experiences you can  
 Achieve- Your dream

**Help your child become a better READER**  
 Questions to ask your child while reading fiction text.

- Who is the main character?
- What is the setting in the story? Does the setting change?
- What was the problem in the story and how was it solved?
- Did the character change during the story? How?
- How are you like the main character? How are you different?
- What do you predict will happen next in the story?
- Why do you think the author chose this title for the story?
- Do you like the title of the story? Why or why not?
- Can you think of a different title for the story?
- Which character from the story would you choose to be your friend? Why?
- Which part of the story was the most exciting? Why?
- Did you like the end of the story? Why or why not?
- Which parts in the story could really happen? Which parts could not really happen?

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**How can I help my child SUCCEED in school?**

- Stay involved and feel free to contact your child's teacher with any questions or concerns.
- Ask your children about school and encourage them to talk about their day.
- Do not talk negatively about your child's teacher or school.
- Read with your child every night.**
- Make sure your child is getting plenty of sleep and is ready for school each day.
- Help your child with his/her homework every night.
- Teach your children to be responsible for their actions and their schoolwork.

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Help your child become a better **READER**

Questions to ask your child while reading nonfiction text.

- What is the main idea of the text?
- Can you tell me something you already know about this topic?
- What did you learn from reading the text?
- Are there any words that you do not know what they mean?
- What are some new words that you learned?
- Do you have any questions after reading this?
- Were there any features (diagrams, charts, pictures) that were important?
- Where could you find out more information about this topic?
- What questions would you ask the author about this topic?
- What would be a good title for this text?
- Can you think of another book that you have read about this topic? How was it similar? How was it different?
- Did you like the text? Why or why not?

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How can I help my child with **MATH**?

- Count your steps as you take a walk. Count by 1's, 2's, 5's, and 10's.
- Give your child story problems to try and solve. Have your child **explain** how to solve the problem.
- Let your child help you cook. Cooking involves a lot of counting and measuring.
- Help your child learn math vocabulary.
- Give your child coins to practice counting money.
- Have children point out patterns they find.
- Show your child that math is in our everyday lives.

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## English National Curriculum **Core** Subjects (British)

Our topic this term is **Royal Families**. We will be exploring the question **'Who rules the world?'** to help us to learn about the British Royal Family. We will be using our inquiry skills to develop our understanding of the world around us.

<u>English</u>	<u>Maths</u>	<u>Science</u>
<p><u>In Reading we are learning to:</u></p> <ul style="list-style-type: none"> <li>• read aloud and to understand the meaning of new words with prefixes</li> <li>• read further exception words.</li> <li>• increase their familiarity with a range of books.</li> <li>• checking that the text makes sense to them by asking and answering questions.</li> <li>• predict what might happen from details stated and implied.</li> <li>• talk about the books that have been read to us and we have read ourselves.</li> </ul> <p><u>In Writing we are learning to:</u></p> <ul style="list-style-type: none"> <li>• spell words that are often misspelt</li> <li>• write simple sentences from memory.</li> <li>• Begin to use cursive handwriting</li> <li>• Use a wider range of conjunctions, adverbs and adjectives.</li> <li>• discussing and recording ideas</li> <li>• compose and rehearse sentences orally</li> <li>• in narratives, creating settings, characters and plot</li> <li>• proof-read for spelling and punctuation errors by reading aloud their own writing.</li> </ul>	<p><u>We are learning to:</u></p> <p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> <li>• count from 0 in multiples of 50 and 100</li> <li>• find 10 or 100 more or less than a given number</li> <li>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• compare and order numbers up to 1000</li> <li>• read and write numbers up to 1000</li> </ul> <p><u>Addition and Subtraction</u></p> <p><i>Add and subtract numbers mentally, including:</i></p> <ul style="list-style-type: none"> <li>• a three-digit number and ones</li> <li>• a three-digit number and tens</li> <li>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> </ul> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p>	<p><u>Our Science topic is 'Forces and Magnets'.</u></p> <p><u>We are learning to:</u></p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• describe magnets as having two poles</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>



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## مواد القسم العربي (السنة الثالثة / الصف الثاني) الفصل الدراسي الأول

### التربية الوطنية: بحسب معايير الوثيقة الوطنية الوطنية لمعايير للتربية الوطنية

#### نحن نتعلم كي

- نتعرف على مفهوم الكرة الأرضية
- نستنتج الظواهر الجغرافية الناجمة عن حركتي الأرض اليومية والسببية
- نستخدم نموذج الكرة الأرضية والخريطة لتحديد موقع القارات السبع والمحيطات.
- نتعرف على مفهوم الموقع الجغرافي.
- نحدد موقع دولة الإمارات العربية المتحدة بالنسبة للدول المجاورة لها.
- نميز بين المعالم الطبيعية وتلك التي صنعها الإنسان في مدينته (البحيرات – حدائق – طرق)
- نتعرف على بعض المفاهيم مثل (الصناعة – التجارة).
- نصمم خرائط وأشكالاً جغرافية مختلفة
- نصف أدواراً ومسؤوليات (دور الأب والأم)
- نصف العادات والتقاليد والموروث الشعبي التي تشكل هويتنا.
- نوضح معني الكلمات باللهجة العامية (المريحانة – الخروقة – الغميضة – الصقلة – التحميدة )
- نفسر أهمية الشخصيات التاريخية وارتباطها بالأحداث مثل دور الشيخ زايد بن سلطان آل نهيان – رحمه الله – في تأسيس الاتحاد
- نبين مساهمات الشخصيات التاريخية في مجتمعه في بناء الدولة و نهضتها (إنجازات الشيخ زايد بن سلطان آل نهيان و الشيخ راشد بن سعيد آل مكتوم – رحمهما الله
- نتعرف على أسماء حكام الإمارات السبع.

### التربية الإسلامية: بحسب معايير الوثيقة الوطنية لمعايير للتربية الإسلامية

#### نحن نتعلم كي:

- أولاً: القرآن الكريم: نسمع السور القرآنية الآتية: (آية الكرسي/العصر/ الشرح)
- نفسر المعنى الإجمالي للسور المقررة.
- نطبق آداب التلاوة
- ثانياً: الحديث الشريف:
- نسمع اثنين من الأحاديث النبوية الشريفة.
- 1- لا يؤمن أحدكم حتى يحب لأخيه.
- 2- أرأيتم لو أن نهراً بباب أحدكم..
- نستنتج أهم الهدايا النبوية التي تضمنها الأحاديث الشريفة.
- ثالثاً: العقيدة الإيمانية:
- نستدل على صفات الله تعالى (اللطيف /الخبير).
- نعرف باثنين من أولى العزم من الرسل (نوح / إبراهيم) عليهما السلام.
- رابعاً: السيرة النبوية.
- نحدد أهم الأعمال التي قام بها النبي –صلى الله عليه وسلم وهو في كنف عمه.
- نستخلص أهم صفات علي بن أبي طالب – رضي الله عنه.
- خامساً: أحكام العبادات.
- نربط بين الطهارة والعبادة.
- نميز بين أنواع الطهارة (الحدث / الخبث)
- نستخلص نواقض الوضوء.

### اللغة العربية: بحسب معايير الوثيقة الوطنية لمعايير اللغة العربية

#### نحن نتعلم كي:

#### أولاً القراءة

- ننشئ كلمات جديدة باستبدال صوت في وسط الكلمة أو حذفه أو تغيير الأصوات في الكلمات.
- نطبق معرفتنا بقواعد الصوتيات في التحليل والتركيب
- نقرأ العناوين في الكتب والصحف والمجلات واللافتات قراءة صحيحة.
- نقرأ قراءة جهريّة سليمة مراعية التنغيم والضبط السليم في حدود 30 كلمة في الدقيقة الواحدة على أن تكون الكلمات مشكولاً شكلاً تاماً.
- نقرأ بطلاقة ونطق سليم من خلال معرفتنا باللام القمرية – اللام الشمسية – الهمزة – التاء المربوطة – أنواع التنوين الثلاثة، على أن تكون الكلمات مشكولة شكلاً تاماً .
- نتعرف معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي من خلال: السياق المعجم البسيطة الرموز الموجودة في الرسومات.
- نحدد العناصر الفنية: (الشخصيات، المكان والزمان، الأحداث الرئيسية) مستخلصين مغزاهما معبرين عن رأينا فيها

#### ثانياً: الكتابة

- نكتب فقرة مضمنين إيهاها جملة رئيسة وتفصيل داعمة وجملة خاتمة.
- نكتب قصة من خلال ترتيب الجمل البسيطة واللوحات المصورة محققين التتابع المنطقي .
- نكتب المتعلم بطاقة تهنئة ودعوة وجملاً إرشادية مفيدة .



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## MOE Subjects for Non- Arabs (Year 3 Term 1)

### **UAE SS: Objectives as in UAE framework**

#### We are learning to:

- Understand how The U.A.E has developed over the last century (100 years)
- Identify the different kinds of Technology now and in the past.
- Understand how the U.A.E was formed and recognize the symbols of the U.A.E.

### **Islamic B: Objectives as in UAE framework**

#### We are learning to:

- Identify the meaning of Allah names the most kind اللطيف the all aware one الخبير
- Recite Surat Al-Asr with tajweed.
- Know the meaning for the whole Surat.

### **Arabic B :objectives as in UAE Arabic for Non-Arabs Framework**

#### WE are learning to:

##### Reading:

- The reader can recognize all letters of the alphabet in their different forms and placements in words.
- The reader can recognize a number of words and expressions within context, including words borrowed from other languages.
- The reader rarely understands more than a single sentence, and usually needs to reread.

##### Writing :

- The writer can copy familiar words and phrases using letters he learned.
- If given enough time and hints, the writer can write a limited number of words and phrases from memory, but errors are to be expected.
- The writer can write a limited number of memorized words and phrases in a familiar context. he shows good accuracy when writing about several simple familiar topics.
- The writer can fill out official forms with simple limited personal information.



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## English National Curriculum **Foundation** Subjects (British)

<p><b><u>Geography/History</u></b></p> <p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>● Ask questions about historical information</li> <li>● Develop our understanding of changes over time</li> <li>● Use our chronological knowledge and understanding to find out about how the past effects the present.</li> </ul>	<p><b><u>Computing</u></b></p> <p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>● use technology responsibly.</li> <li>● recognise acceptable and unacceptable behaviour and content.</li> <li>● understand why they need to keep personal information private when using technology.</li> <li>● know they should ask for help if they feel unsure about any online content or contact and who to ask.</li> </ul>	<p><b><u>P.E</u></b></p> <p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>● use running, jumping, throwing and catching in isolation</li> <li>● use running, jumping, throwing and catching in combination to play competitive games with basic principles of attacking and defending</li> </ul>
<p><b><u>Music</u></b></p> <p><i>We are learning to:</i></p> <ul style="list-style-type: none"> <li>● Use voice and copy a given scale</li> <li>● Improvise repeated patterns</li> <li>● Perform simple rhythmic and melodic patterns on an instrument to accompany a song</li> <li>● Perform given compositions/ songs from memory</li> </ul>	<p><b><u>Key Dates and Events</u></b></p> <ul style="list-style-type: none"> <li>● Assemblies</li> <li>● Drawings By Me</li> <li>● Competition dates             <ul style="list-style-type: none"> <li>● ECA's</li> </ul> </li> <li>● Parent Teacher Meetings             <ul style="list-style-type: none"> <li>● Term dates</li> </ul> </li> </ul>	



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## **Contact**

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## Curriculum Guide and Helping at Home

Subject:	Links:
English:	<a href="http://www.topmarks.co.uk/Interactive.aspx?cat=40">http://www.topmarks.co.uk/Interactive.aspx?cat=40</a> <a href="http://interactivesites.weebly.com/language-arts.html">http://interactivesites.weebly.com/language-arts.html</a> <a href="http://www.starfall.com">www.starfall.com</a> <a href="http://sheppardssoftware.com/web_games_vocab.htm">http://sheppardssoftware.com/web_games_vocab.htm</a> <a href="http://www.fun4thebrain.com">www.fun4thebrain.com</a>
Reading:	<a href="http://www.kizphonics.com/products/">http://www.kizphonics.com/products/</a> <a href="http://www.softschools.com/language_arts/">http://www.softschools.com/language_arts/</a> <a href="http://www.bbc.co.uk/bitesize/ks1/literacy/">http://www.bbc.co.uk/bitesize/ks1/literacy/</a> <a href="http://www.phonicsplay.co.uk/freeIndex.htm">http://www.phonicsplay.co.uk/freeIndex.htm</a> <a href="https://learnenglishkids.britishcouncil.org/en/grammar-vocabulary">https://learnenglishkids.britishcouncil.org/en/grammar-vocabulary</a>
Maths:	<a href="http://www.topmarks.co.uk/Interactive.aspx?cat=40">http://www.topmarks.co.uk/Interactive.aspx?cat=40</a> <a href="http://www.starfall.com">www.starfall.com</a> <a href="http://www.fun4thebrain.com">www.fun4thebrain.com</a> <a href="http://interactivesites.weebly.com/language-arts.html">http://interactivesites.weebly.com/language-arts.html</a> <a href="http://www.topmarks.co.uk/Interactive.aspx?cat=8">http://www.topmarks.co.uk/Interactive.aspx?cat=8</a> <a href="http://interactivesites.weebly.com/math.html">http://interactivesites.weebly.com/math.html</a> <a href="http://www.bbc.co.uk/bitesize/ks1/math/">http://www.bbc.co.uk/bitesize/ks1/math/</a> <a href="http://www.starfall.com">www.starfall.com</a> <a href="http://sheppardssoftware.com/math.htm">http://sheppardssoftware.com/math.htm</a> <a href="http://www.mathsisfun.com">www.mathsisfun.com</a> <a href="http://www.fun4thebrain.com">www.fun4thebrain.com</a>
Science:	<a href="http://www.topmarks.co.uk/Interactive.aspx?cat=62">http://www.topmarks.co.uk/Interactive.aspx?cat=62</a> <a href="http://interactivesites.weebly.com/science.html">http://interactivesites.weebly.com/science.html</a> <a href="http://sheppardssoftware.com/science.htm">http://sheppardssoftware.com/science.htm</a> <a href="http://www.softschools.com/science/">http://www.softschools.com/science/</a> <a href="http://www.bbc.co.uk/bitesize/ks2/science/">http://www.bbc.co.uk/bitesize/ks2/science/</a>

### National Curriculum:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)



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