

A CURRICULUM GUIDE FOR YEAR 3 STUDENTS AND THEIR PARENTS

The purpose of this curriculum guide is to provide parents and students with an outline of:

1. The Curriculum Structure in Year 3
2. Assessments and Reports in Year 3
3. Details about Courses in Year 3
4. Assessment Tasks for Year 3

We hope this curriculum guide helps to clarify many of the questions and concerns pertaining to Year 3 academic issues at Arab Unity School, Dubai.

It is strongly recommended that students keep this book for future guidance and information throughout Year 3.

Arab Unity School, Dubai.

<http://www.arabunityschool.ae/>



Head of Primary



Deputy Head of Primary

Head of Primary Welcome Note

Dear Parents and Students,

Thank you for taking the time to read through our Year 3 Curriculum Handbook. We hope that you find the booklet informative in regard to the school, curriculum, assessments and reports.

My name is Lizy Rosaline and I have been the Head of Primary at AUS since January 2023. I feel privileged to lead such a wonderful section of the school and I am delighted that we can offer your child the best possible education in their formative years.

At AUS, we have high expectations of our children and believe in setting challenging, but achievable targets for them. Every child is unique in their own way and our aim is to bring out the best in every one of our students, across a number of curriculum and extra-curricular areas.

Teachers and Teaching Assistants in the Primary School are experienced, hard-working and dedicated. They provide a caring and safe learning environment for all children in their care and deliver the UK National Curriculum to our students. We are proud to offer a varied selection of innovative and enrichment opportunities for our students and take part annually in many internal and external school competitions and events.

We recognise that parents play an important role in the education of their children, and we welcome your views and suggestions throughout the school year. We value the support that parents offer and work in partnership with our school community to ensure our students receive a high standard of education, both inside and outside of the classroom walls.

Throughout your child's learning journey at AUS, the Primary School aims to promote academic, social and emotional intelligence, ensuring that each and every one of our students is well equipped and able for the next chapter in their school life to begin.

Ms. Lizy Rosaline

Head of Primary, Arab Unity School, Dubai.

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SECTION 1: SCHOOL INFORMATION

INTRODUCTION

Arab Unity School (AUS-DXB) offers the internationally recognised National Curriculum for England and prepares students to take the International General Certificate of Secondary Education (IGCSE) courses, the Advanced Subsidiary (AS) and A Level Examinations of the Universities of Cambridge and London (UK), consistently producing results well above the UK national average, year after year. The school is an approved center for the University of Cambridge Local Examinations Syndicate and for London University.

INNOVATIVE BUILDING AND FACILITIES

The school provides high quality, affordable education to students of all nationalities. The well designed classrooms and vibrant campus are well suited to create the perfect creative blend so necessary for a multi-cultural setting that well suites learning and provides quality education that is the hallmark of AUS schools.

Our additional facilities include: an indoor sports hall, outdoor football pitch, basketball court, cricket nets, outdoor multi-games courts, music, art and science labs, ICT labs, library and indoor play areas.

EXTRA-CURRICULAR ACTIVITIES

School teams and clubs are established in basketball, football, cricket, badminton, swimming, athletics, Eco, Arabic and ELL (English Language Learners). After school activities such as performing arts, art and craft, public speaking, clay modelling, performing poetry, gardening, jewelry making, debate, henna designing are also offered to engage the interest and enthusiasm of all students.

TEXTBOOKS

At Arab Unity School, we plan and deliver creative, engaging lessons across all areas of the National Curriculum. In the Primary School, we do not use textbooks in the large majority of our subjects, including English, Maths and Science.

SECTION 2: CORE COURSES

MANDATORY COURSE DESCRIPTIONS:

Arabic (For Arabs and Non-Arabs)

Islamic (For Arabs and Non – Arabs) or PSHE (For non-Muslims)

Moral, Social and Cultural Studies (For Arabs and Non – Arabs)

English

Mathematics

Science

Moral Education



SECTION 2: CORE COURSES

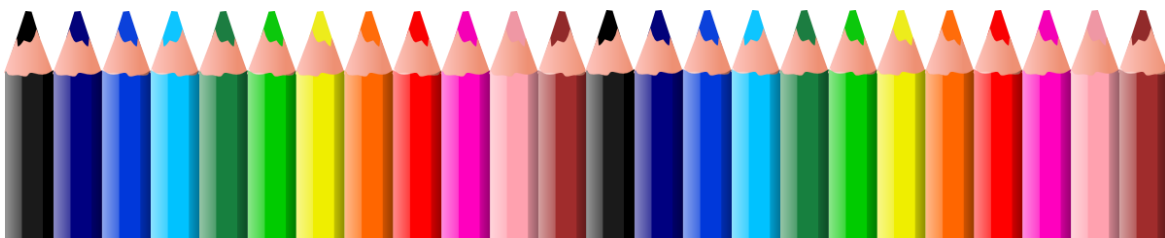
CURRICULUM STRUCTURE:

All Year 3 students at AUS will study the following courses:

Arabic	240 minutes per week (6 Lessons)
Islamic / PSHE	80 minutes per week (2 Lessons)
MSC	80 minutes per week (2 Lesson)
English	200 minutes per week (5 Lessons)
Mathematics	200 minutes per week (5 Lessons)
Science	120 minutes per week (3 Lessons)
Humanities	80 minutes per week (2 Lessons)

In addition to these compulsory courses, students also have an opportunity to study National Curriculum courses in:

Art	40 minutes per lesson (1 Lesson)
Computing	40 minutes per week (1 Lesson)
Music	40minutes per week (1 lesson)
Physical Educational	80 minutes per week (2 Lessons)



SECTION 2: CORE COURSES

اللغة العربية للطلاب الناطقين بها

القسم : اللغة العربية للناطقين بها

المعلم : سهام البلتاجي

المنهج : منهج اللغة العربية للطلاب العرب التابع لوزارة التربية والتعليم .

وفقا لوزارة التربية والتعليم يجب على كل الطلاب العرب دراسة اللغة العربية من الصف الأول حتى الصف الثاني عشر .

وصف المنهج :

يعتمد المنهج الوزاري لدولة الإمارات العربية المتحدة على أسس وطرائق التعلم العالمية لإكساب اللغات لأبنائها، وتأتي اللغة العربية على رأس أولوياتها بفروعها المختلفة، حتى يتمكن الطلاب من إتقانها ويكونوا قادرين على تطوير مهاراتهم اللغوية وجعلهم يقرؤون بصورة مستقلة، يحللون، يناقشون، يُبدعون، يبحثون.

وذلك من خلال تكيف الطالب مع عدد ساعات لتعلم اللغة العربية (275 دقيقة) في الأسبوع لطلاب الصف (3) وذلك حسب توجيهات الوزارة

- المهارات التي ينبغي على الطالب إتقانها لهذا العام حسب معايير الوثيقة الوطنية :

- مهارة الكتابة : أن يكتب بدقة نصوصاً تظهر توجهها نحو التنظيم والترتيب متلائمة مع المهمة والغاية مع مراعاة القواعد الإملائية .
- مهارة القراءة : أن يصف المتعلم جميع الشخصيات في النص ويحدد تطور الأحداث والصراع بأنواعه وأن يميز بين وجهات النظر ويشرح كيف تختلف ويستنتج علاقة السبب والنتيجة بالأحداث والمفاهيم العلمية .
- مهارة الاستماع : أن يستمع بتركيز إلى نصوص متنوعة مراعيًا آداب الاستماع مظهرًا تفاعلاً مع المسموع ويناقش القضايا الشائعة من خلال التبادل المتعدد للأفكار حول معلومة أو مادة .
- مهارة التحدث : أن ينشئ بسهولة وسائل المساعدة التقليدية الصوتية والمرئية لتعزيز عروضه التقديمية الشفوية ويقدمها بتسلسل منطقي للأحداث مظهرًا فهمًا عميقًا للموضوع ومستخدماً لغة مجازية عندما يقتضي الأمر .

التقييم

طرق التقييم هي كل من (اختبارات ، مشاريع كبرى ، عروض تقديمية) وتكوينية (مسابقات ، إملاء ، مناقشات ، لعب أدوار ، وأنشطة دراسية أخ

ARABIC STUDIES



SECTION 2: CORE COURSES

ARABIC B:

Faculty: Arabic for non-Arabs

Course: MOE Arabic curriculum (non-Arabs)

According to the Ministry of Education ruling, it is compulsory that students study Arabic from year 2 to 11.

Students receive 6 Arabic lessons per week (40 minutes each).

Course Description:

Arabic for Non - Arabs: This course is designed for non-native speakers and uses a communicative language approach. This approach focuses on the importance of making learning the language communicative and relevant to everyday life through utilising activities and topics that focus on the receptive skills mainly, listening and the productive skills mainly, and speaking. By focusing on those communicative skills we aim to produce learners who are "functional" in the language and who understand the nuances of the Arab culture they live in. In addition to that, students will learn to write from right to left Arabic script and alphabet. Students should start to read and write with a certain degree of fluency

What will students learn?

Students receive 6 Arabic lessons a week (40 minutes each). We have two sections for each year group (Arabic for Arabs and Arabic for Non-Arabs)

According to the framework for learning Arabic as an additional language:

YEARS OF STUDY	LISTENING	SPEAKING	READING	WRITING
Two Years	<ul style="list-style-type: none">The listener can recognize a number of words and common expressions in their context, and then understands them, including words derived from other languages.The listener may understand more than one expression at a time, and may need repetition to do so.	<ul style="list-style-type: none">The speaker can communicate about very familiar topics using memorized words and expressions that are limited to the context in which the language was acquired.The speaker can respond to direct questions using two or three words at a time, or using some memorized language.The speaker frequently pauses as he searches for simple words, or he repeats the words and phrases of the person he is conversing with. He sometimes uses words from his mother tongue.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.

Assessment:

Assessment methods are both summative (tests, major projects, and presentations) and formative (quizzes, dictation, discussions, role-plays, and other class activities).



SECTION 2: CORE COURSES

التربية الإسلامية

الإسلامية

رئيسة قسم التربية الإسلامية : لينا إسماعيل عبد السلام

المنهج : التربية الإسلامية الخاصة بالعرب



يجب على جميع الطلاب المسلمين دراسة مادة التربية الإسلامية وذلك طبقاً لقواعد وزارة التعليم.

وصف المنهج:

سيقوم الطلاب بدراسة حصتين للتربية الإسلامية في الأسبوع و سوف تكون المدة الزمنية للحصة خمسة وخمسون دقيقة، كما ينقسم الطلاب في المرحلة الدراسية إلى قسمين: قسم التربية الإسلامية للعرب وقسم التربية الإسلامية لغير العرب .

ونأمل أن يكون كل طالب مسلم من طلاب مدرسة كامبردج الدولية فخوفاً بكونه مسلماً وأن تتكون لديه المعرفة الأساسية للدين الإسلامي، كما أن هدفنا هو أن يتعرف الطلاب المسلمون على العقيدة والأخلاق الإسلامية والتي أكدها القرآن الكريم والسنة النبوية فيمكنهم حينها تطبيق ما تعلموه في مواقفهم الحياتية، كما نولي اهتماماً للمناسبات الدينية مثل عيد الفطر وعيد الأضحى حتى يدرك الطلاب أهميتها.

سوف يقوم الطلاب بدراسة سيرة سيدنا محمد صلى الله عليه وسلم؛ فهو قدوتنا في الإسلام و سوف يستخلص الطلاب الدروس المستفادة من سيرته العطرة وتطبيقها في حياتهم.

منهج التربية الإسلامية للطلاب العرب

يستند منهج كامبردج للتربية الإسلامية إلى المنهاج الدراسي الموصى به في دولة الإمارات العربية المتحدة والذي يهدف إلى تطوير المتعلمين فيما يلي:

- الوعي الكامل لمفاهيم (الإسلام) و(الإيمان) عن طريق ممارسات دينية متوافقة مع الواقع .
- الوعي بكيفية تغلغل القضايا الروحية والأخلاقية مثل (الإحسان) في الخبرات الحياتية والتي تتعلق بحياة الطلاب الخاصة.
- احترام التقاليد الدينية والثقافية لدولة الإمارات العربية المتحدة والعالم أجمع.
- تطوير المهارات العقلية كالبحث و التفكير الناقد لتمكين الطلاب من اتخاذ قرارات مستنيرة وخيارات صحيحة. وفقاً لتعاليم الدين الإسلامي الصحيح .

التقييم :

سيتم تقييم الطلاب من خلال التقييم المبدئي و التقييم الختامي و أيضاً من خلال ملاحظات المعلم - تلاوة و حفظ القرآن الكريم و تفسيره.



SECTION 2: CORE COURSES

ISLAMIC B:

Faculty: Islamic

Course: MOE Islamic curriculum (Arabs – Non- Arabs)



According to the Ministry of Education ruling, it is compulsory that Muslim students study Islamic studies.

Students receive 3 Islamic lessons per week (40 minutes each).

Course Description:

Students receive 3 Islamic lessons per week (40 minutes each). We have two sections for each year group (Islamic for Arabs and Islamic for Non-Arabs)

We hope every Muslim student at AUS is proud to be a Muslim and learns the basic knowledge of the religion. Our aim is acknowledging all Muslim students regarding the pillars of Islam, the Islamic faith and morals and is able to efficiently apply to life. To increase the knowledge of Islam we share with students, the stories of prophets, manners of living in a Muslim's life. We also pay attention to the religious occasions such as Eid Al-fitar and Eid Aladha, so that students realise their importance and value.



What will students learn?

Islamic Education Syllabus is based on UAE recommended Curriculum of study and aims to develop in learners the following:

- An understanding of the concepts of commitment (Islam) and faith (Imaan) in a religious tradition.
- An awareness of how spiritual and moral issues (Ihsaan) permeate life experiences and the manner in which those may relate to students' own lives.
- A respect for the diverse range of religious and cultural traditions in the UAE and the wider world.
- A range of investigative, critical and moral thinking skills to enable them to make informed choices and decisions.

Assessment:

A student's assessment will include formative and summative evaluations. Informal assessments will include teacher observations, whole class and group discussions, oral recitation, and daily coursework sheets. Formal assessments include projects, quizzes, tests, and oral testing for Qurán memorization and Suwar's meanings.

SECTION 2: CORE COURSES

MORAL, SOCIAL AND CULTURAL STUDIES:

Faculty: Social Studies

Course: MOE - MSC curriculum

According to the Ministry of Education ruling, it is compulsory that student's study MSC Moral social and Cultural Studies. Students receive 2 social studies lessons a week (80 minutes).

Course Description:

The Moral Social Cultural (MSC) Studies program builds upon the integrity of Moral Education and Social Studies through a refined and re-organised scope of familiar learning outcomes into one common framework. It explores the ways in which different peoples acquire and use resources and the way in which they organize and govern themselves to create productive societies. Students also learn the mutual impact people and landforms have on each other and the importance of geography in understanding the human condition. To assist students in their studies they learn to use maps, globes and a wide range of print and electronic resources. Social Studies units are often integrated with the writing program to provide an authentic context for student writing.

What will students learn?

Topics of study include but are not limited to:

- Moral Studies: Developing the individual as a moral being. Developing the language, understanding and skills of moral thinking and reasoning. Applying moral thinking to the individual in a variety of social contexts, as well as to the development of others in their school, family and local communities.
- Social Studies: Equipping individuals with a grounding in the common knowledge of the past, human geography, sociology, economics, information literacy and information processing to create an awareness of the commonality of humanity and to understand the value of lifeline learning.
- Cultural Studies: Infusing individuals with knowledge of milestones of UAE national social, economic, and cultural development, heritage and national identity symbols, and the rights and responsibilities of living in the UAE as a global citizen.



The study will focus on the following key areas:

- History-students show knowledge of how significant events and developments have impact and play a role in constituting other communities in the region over different periods of time and in different places.
- Geography- students are able to show knowledge of the earth, its properties and how such are related to human interactions as well as between human societies and the natural environment.
- National Identity- students show sense of belonging and loyalty to his/her country and society. Students are able to share the basis and different forms and duties of the government and role of members of the society.

- Economics-Students understand how markets operate and the role of government in the development of national economy.
- Sociology - How and why communities and societies are formed. Reasons for social change and social transitions across geographical regions and time periods.

Moral	Social & Cultural	History	Geography
<p><u>Tolerance and Respect for Difference</u></p> <p>Compare similarities and differences in people from various backgrounds.</p> <p>Explain the importance to accept and respect people who are different.</p> <p>Identify people, place and items that deserves respect.</p> <p>Demonstrate how one should be treated and how one should treat others.</p> <p>Identifying ways in which we can be compassionate.</p> <p><u>Self- Identity and Working with Others</u></p> <p>Roles played by different members of your school community.</p> <p>To identify the acceptance and unacceptance of different behaviour in school, home playground etc.</p> <p>Meaning and importance of group work.</p> <p>Identify important elements of group work.</p> <p><u>Resilience and Perseverance</u></p> <p>Discuss what is meant by resilience and perseverance; and identify resilience and perseverance in individuals or groups of people who demonstrate these qualities.</p>	<p><u>UAE Community</u></p> <p>The UAE during the last century.</p> <p>Recall events in the history of the UAE using a timeline.</p> <p>Natural Resources in the UAE.</p> <p>Describe life by the sea in the past.</p> <p>Identify the importance of pearl diving and fishing to people living in the coastal areas.</p> <p>Understand the importance of trade in the past and present.</p> <p>Know the importance of camel for people in the desert.</p> <p>Hospitality as an important part of Emirati culture.</p> <p>Importance of oasis for the people living in the desert.</p> <p>Understand the difference between man-made and natural features.</p> <p><u>What Can Artefacts and Symbols Tell Us</u></p> <p>Describe the distinguishing features of a variety of artefacts from the past.</p> <p>Describe in simple terms the work that archaeologists do.</p> <p>Appreciate that people in the past were as creative and inventive as people today.</p> <p><u>Schools in the UAE</u></p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>*Use timeline to place events in order</p> <p>*Understands timeline can be divided into BCE and CE/BC and AD.</p> <p>*Which was more impressive - The Bronze Age or The Iron Age.</p> <p>*Use evidence to find out how things changed during a time period.</p> <p>Where and when the first civilization appeared - Ancient Sumer and The Indus Valley.</p> <p>The important achievements of earliest civilizations.</p> <p>Why should we preserve our locality?</p>	<p>Locate different countries around the globe using maps - main focus Europe and Asia.</p> <p>Name and locate countries and cities of United Kingdom and the UAE on a map - geographical regions and key topographical features (hills, mountains, desert, seas, rivers and coast).</p> <p>Describe and understand key aspects of physical geography - Landforms Around the World (mountains, oceans, sea, river, desert, oasis, valley-Wadi).</p> <p>Describe and understand key aspects of human geography</p> <p>-</p> <p>*Types of settlement and land use</p> <p>*Distribution of natural resources.</p> <p>Identify the position and significance of Latitude, Longitude, Equator, Northern and Southern Hemisphere, the Tropic of Cancer and Capricorn, and the Prime Meridian.</p>

Identify and talk about their own strengths and use them to overcome difficulties.	<p>Learn the difference between schools in the past and the present.</p> <p>Realize how school technologies are changing the way people learning.</p> <p>Healthcare in the UAE: Identify what people need to do to stay healthy and happy.</p> <p>Famous Landmarks in the UAE Identify famous tourist attractions in the UAE.</p> <p>Understand the importance of tourism to improve the country's economy.</p> <p>Airports and Seaports Identify the importance of airport and seaport in the UAE and explain how it is linked to export and import.</p>		
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Assessment: Assessment methods are both summative (tests, major projects, and presentations) and formative (quizzes, discussions, role-plays, and other class activities).

SECTION 2: CORE COURSES

ENGLISH:

Faculty: English

Course: National Curriculum for England

English is a mandatory course that is studied substantially from FS-2 onwards. Students receive 5 English lessons per week (40 minutes each).

Course Description:

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

What will students learn?

Year 3 students will be taught:

YEAR 3 Reading	Writing	Grammar and Vocabulary
<ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)• to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.• develop positive attitudes to reading and understanding of what they read by:• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read	<ul style="list-style-type: none">• use further prefixes and suffixes and understand how to add them• spell further homophones• spell words that are often misspelt• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]• use the first two or three letters of a word to check its spelling in a dictionary• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• increase the legibility, consistency and quality of their handwriting [for example,	<ul style="list-style-type: none">• Formation of nouns using a range of prefixes [for example super-, anti-, auto-]• Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]• Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]• Sentence• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next,

<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<p>by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <ul style="list-style-type: none"> • Text • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Introduction to inverted commas to punctuate direct speech <p>Terminology for pupils</p> <ul style="list-style-type: none"> • preposition, conjunction • word family, prefix • clause, subordinate clause • direct speech • consonant, consonant letter • vowel, vowel letter • inverted commas (or 'speech marks')
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Assessment:

Student assessment will include informal and formal assessment. Assessment will include observation of class participation, oral presentations, written anthologies, extended writing, vocabulary, spelling tests, reading responses, and reading comprehension.

SECTION 2: CORE COURSES

MATHEMATICS:

Faculty: Mathematics

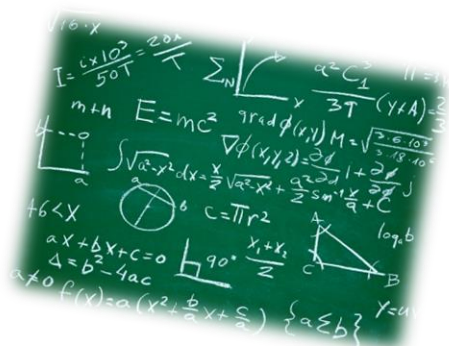
Course: National Curriculum for England

Mathematics is a mandatory course that is studied substantially from FS-2 onwards. Students receive 5 English lessons per week (40 minutes each).

Course Description:

The National Curriculum for Mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions



What will students learn?

In Year 3 students will be taught:

Number	Measurement	Geometry	Statistics
<ul style="list-style-type: none"> • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas. • add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens 	<ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 	<ul style="list-style-type: none"> • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a 	<ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

<ul style="list-style-type: none"> • a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction a • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • compare and order unit fractions with the same denominator solve problems that involve all of the above 	<ul style="list-style-type: none"> • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year 	<ul style="list-style-type: none"> • complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	
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Assessment:

Student assessment will include informal and formal assessment. Assessment will also include completion of homework, class participation, quizzes, tests, mathematical investigations, and projects.

SECTION 2: CORE COURSES

SCIENCE:

Faculty: Science

Course: National Curriculum for England

Science is a mandatory Course in Year 3. Students receive 3 Science lessons per week (40 minutes each).

Course Description:

The National Curriculum for Science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

What will students learn?

Year 3 students will be taught:

Working Scientifically	Biology	Chemistry	Physics
<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays 	<ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • identify that animals, including humans, need the right types and amount of nutrition, 	<ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows changes. • compare how things move on different surfaces

<p>or presentations of results and conclusions</p> <ul style="list-style-type: none"> • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 	<p>and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> • identify that humans and some other animals have skeletons and muscles for support, protection and movement 		<ul style="list-style-type: none"> • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • 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 • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing
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Assessment:

Student assessment will include informal and formal assessment. Assessment will also include class participation, quizzes, tests, scientific investigations, and projects.



SECTION 3: FOUNDATION COURSES

ART:

Faculty: Art

Course: National Curriculum for England

Students broaden specified studio skills in the areas of drawing, painting, printmaking, and design. Emphasis is on the development of artistic skills in various media. Creative problem solving and experimentation continue, with an aim to begin development of personal style. Students receive 1 Art lesson per week (40 minutes).



Course Description:

The National Curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

What will students learn?

Throughout Key Stage 2 (Year 3-6) students will be 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
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Assessment:

Teacher observation, participation in class, sketchbook, and projects are used to assess students

SECTION 3: FOUNDATION COURSES

COMPUTING:

Faculty: Computing

Course: National Curriculum for England

Students will learn basic office productivity skills to be used in their core curriculum classes throughout the year. Students will use logical reasoning to explain how simple algorithms work. They will create and debug simple programs; to predict the behavior of programs. Students receive 1 Computing lesson per week (40 minutes).

Course Description:

Computing is taught as a standalone subject and is integrated throughout the curriculum as a teaching tool.

Students today are using the immense power of digital media to explore, connect, create, and learn in ways never before imagined. With this power, young people have extraordinary opportunities, and yet they face potential pitfalls, too. Some issues faced includes cyberbullying, digital cheating, and safety and security concerns. These issues underscore the need for students to learn and for teachers to teach digital literacy and citizenship skills. So as to ensure our students are safe and secured online, we have embedded “Digital Citizenship” as part of our curriculum, using the curriculum designed by Common sense media.

What will students learn?

This scheme is taught discreetly by the ICT team, building on the ICT concepts and topics from primary school. It is designed to offer a full range of differentiated and applied activities in order that all pupils can access ICT regardless of ability and can use it as a tool for a given purpose. In addition, ICT is regularly used by teachers throughout the school in their own subject areas further developing the knowledge and skills base of the students.

Assessment:

Student assessments will include informal and formal assessments. Assessment will also include class participation, quizzes, tests, and projects.



SECTION 3: FOUNDATION COURSES

MUSIC:

Faculty: Music

Course: National Curriculum for England

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Students receive 1 Music lesson per week (40 minutes).

Music as a compulsory subject is expected to be taught to and experienced by all children in Key Stages 1 & 2.



Course Description:

The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

What will students learn?

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organizing and manipulating ideas within musical structures and reproducing sounds from aural memory.

- Play and perform in solo and ensemble contexts, using their voices and playing musical. Instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related
- Dimensions of music and listen with attention to detail and recall sounds with increasing aural memory
- Understand musical theory
- Appreciate and understand a wide range of high-quality live and recorded music and digital learning using through I pad's and tablets (Garage band & Music Maker Jam)
- From different traditions and from great composers and musicians
- Develop an understanding of the history of music

Assessment:

Teacher observation, participation in class, projects, singing, writing and playing instruments are used to assess students level of understanding.

SECTION 3: FOUNDATION COURSES

PHYSICAL EDUCATION:

Faculty: Physical Education

Course: National Curriculum for England

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Students receive 1 Physical Education lesson per week (40 minutes).

Course Description:

The National Curriculum for P.E. aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives



What will students learn?

Throughout Key Stage 2 (Year 3-6) students will be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Assessment:

The course is designed to test students' understanding of the material using a variety of assessment methods including skill performance tests, written tests and quizzes, in addition to daily points allotted for attendance and participation.

SECTION 4: ASSESSMENT

INTRODUCTION

Assessment Background

Assessment is an integral part of Teaching and Learning and is required to optimise all students' learning and teachers' teaching by providing a picture of progress and achievements and to identify the next steps to success.

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment is an ongoing process that arises out of the interaction between teaching and learning.

Purpose of Assessment

The purpose of assessment is to collect information. In education, assessment occurs when a teacher collects information about students' skills, understanding, knowledge and attitudes. Teachers collect this information in numerous ways. Some methods are quite structured, such as examinations, tests, practical work and checklists. Others are unstructured, such as conversations, questionnaires, observation schedules and student self-assessment. Teachers use these procedures to build a profile of what the student knows, understands and can do. Each piece of information is used as an indicator and is woven into the profile of the student. The more information put into the profile, the more accurate it will be.

The assessment programme at AUS has been designed to ensure that by reporting on a student's progress the system is fair, valid, reliable, easy to understand and transparent. Assessment at AUS is an ongoing process. For each assessment period a number of activities are planned by Year Leaders and Heads of Faculty in order to assess the students' skills, knowledge and understanding. These activities vary from subject to subjects in accordance with the requirements specific to that subjects.

ASSESSMENT POLICY AND PROCEDURES

Overview

- The purpose is to promote and monitor the progress of students at Arab Unity School, Dubai via a comprehensive assessment and reporting system that records data on a centralised system, enabling management information to be analysed and reports produced for a variety of audiences
- It is fundamental to our mission that we are open and clear when making judgements about students' progress. We believe that students and parents have an entitlement to assessment information through a precise, informative and understandable reporting system
- This information should tell students and parents how progress is being monitored, what targets and support are required, what an individual's attainment is and how comparable this is in relation to his or her peers

Student Responsibilities

- Complete the prescribed work requirements in each subject by the due date
- Complete all assessment tasks
- Maintain a good record of attendance, punctuality, progress, homework and effort
- Initiate contact with teachers concerning absences from class, missed assessments, extension request and other issues pertaining to assessment
- Collect and keep assessment tasks
- Completed assessment tasks must be given to the assigned teacher

Staff Responsibilities

- Develop a teaching programme that adheres to the AUS assigned curriculum
- Provide students with a course overview and assessment guidelines
- Ensure assessments are fair, valid and reliable
- Maintain accurate records of student's achievement and assessment
- Meet school and external agency timeframes for assessment and reporting
- Inform students and parents of academic progress

Alleged Malpractice in Assessment Tasks or Examinations

Allegations of cheating, plagiarism or unsatisfactory conduct will be reported to the appropriate Head of School for investigation. If the Head of school is satisfied that there is clear evidence of malpractice, the award of zero (0) will be recorded for the Assessment Task. The outcome in such cases will be conveyed in writing to parents.

External Assessments at AUS

AUS takes part in Baseline (FS student test), The Cognitive Abilities Test (CAT4), and Progress Tests (PT English, Maths and Science) and IGCSE.

Baseline:

These test measures a pupil's stage in language, literacy and mathematics upon completion of FS-2. The assessment contains a mixture of oral and touch based questions, with full-colour illustrations that will be highly appealing to young children. There are three sections that measures literacy, language and mathematics on entry and, optionally literacy and mathematics at the end of the Foundation Stage.

Used together the assessment provides a more rounded view of each pupil which compliments teacher's observational assessments.

The Cognitive Abilities Test (CAT4):

CAT4 assesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a comprehensive profile of a pupil's reasoning abilities, and as such the core abilities related to learning.

The resulting data can then be used to identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. The more we know about a pupil, the better position we should be in to offer a learning environment and ways of teaching and learning that allow pupils to maximise their potential. Information about a pupil's reasoning ability will be key to many decisions and is considered alongside attainment data and other factors known to impact on learning, such as attendance and attitude.

Progress Tests (PT)

These are nationally benchmarked assessments. They will be used year-on-year to support teachers at CIS in identifying current levels of attainment and monitoring progress. The group of tests reflects the English National Curriculum as well as the other UK curricula, making it up-to-date and highly relevant.

Year	Baseline	CAT4	Progress Test
FS1	✓		
FS2	✓		
1	✓		
2	✓		✓
3	✓		✓
4	✓	✓	✓
5	✓		✓
6	✓		✓
7	✓	✓	✓
8	✓	✓	✓
9	✓	✓	✓

Target Setting

Targets for students be generated from external assessments: CAT4

National Curriculum Point Score

National Curriculum point scores are used to track students' education at AUS from Year 1 - 9. Each point score in a subject describes a set of knowledge, skills and understanding in that subject. Students are graded using the point score.

POINT SCORE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
9									
8									
7									
6									
5									
4									
3									
2									
1									

At Expected Point Score	Slightly Below Expected Point Score	Beyond Expected Point Score	Working Below Expected Point Score
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SECTION 5: REPORTING

REPORTING TO PARENTS

Reporting Overview

The aims of reporting:

- Reports should provide parents with an accurate picture about pupils' achievements and progress, in clear and accessible language
- Reports should reflect attainment and achievement within the National Curriculum
- Reports should be based on evidence from formative assessment and recording
- Reports should be manageable for teachers to produce
- Reports should have a positive effect on pupils' attitudes and motivation
- Reports should support pupils' learning by setting targets
- The reporting process should provide opportunities for pupil involvement
- The reporting process should be part of a continuing dialogue with parents and encourage parental involvement and support

Direct contact between Staff and Parents:

- **Parent Coffee Morning** (see school calendar for dates) – Parents are invited to come into school to meet senior leaders and discuss any areas of learning regarding their child's progress
- **Parent Teacher Meeting** – Three times during the school year, for parents to meet with classroom teachers and discuss progress, attainment, effort and attitude to learning

Year 3 Point Score Thresholds

	Year 3	Year 3	Year 3
POINT SCORE	ENGLISH	MATHS	SCIENCE
9	96% above	96% above	90% above
8	85%-95%	90%-95%	86%-89%
7	75%-84%	85%-89%	80%-85%
6	70%-74%	75%-84%	76%-79%
5	65%-69%	65%-74%	70%-75%
4	55%-64%	55%-64%	60%-69%
3	35%-54%	45%-54%	40%-59%
2	25%-34%	25%-44%	20%-39%
1	1%-24%	1%-24%	1%-19%

At Expected Point Score	Slightly Below Expected Point Score	Beyond Expected Point Score	Working Below Expected Point Score
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Scholastics in Islamic/Arabic and MSC

	Year 3	Year 3	Year 3
POINTSCORE	ARABIC	ISLAMIC	MSC
9	96% above	96% above	96% above
8	85%-95%	85%-95%	85%-95%
7	75%-84%	75%-84%	75%-84%
6	70%-74%	70%-74%	70%-74%
5	65%-69%	65%-69%	65%-69%
4	55%-64%	55%-64%	55%-64%
3	35%-54%	35%-54%	35%-54%
2	25%-34%	25%-34%	25%-34%
1	1%-24%	1%-24%	1%-24%

At Expected Point Score	Slightly Below Expected Point Score	Beyond Expected Point Score	Working Below Expected Point Score
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