

Primary Curriculum Overview 2022-23:




Grade 3

Maths Curriculum Overview - Cambridge Primary Framework following Collins International Primary Maths scheme					
Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<ul style="list-style-type: none"> • Reading and writing numbers to 1000 • Counting and sequences • Place value and ordering • Addition and subtraction 	<ul style="list-style-type: none"> • Addition and subtraction • Fractions • Time • 2D shapes, symmetry and angles • 3D shapes 	<ul style="list-style-type: none"> • Counting and sequences • Place value, ordering and rounding • Multiplication and division • Times tables 	<ul style="list-style-type: none"> • Multiplication • Division • Position, direction, movement and reflection • Statistics 	<ul style="list-style-type: none"> • Addition • Subtraction • Money • Fractions 	<ul style="list-style-type: none"> • Statistics and chance • Length, perimeter and area • Mass • Capacity and temperature







Science Curriculum Overview - Cambridge Primary Framework following Collins International Primary Science scheme					
Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<p>Living things including animals</p> <p>Plants</p>	<p>Materials</p> <p>States of matter</p>	<p>Humans and other animals</p>	<p>Earth, Moon and Sun</p>	<p>Forces, lights and magnets</p>	<p>Review</p>






English Curriculum Overview - Cambridge Primary Framework following a text-based approach

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<p>Different stories by the same writer</p>  	<p>Myths and legends (A)</p> 	<p>Poems with different structures</p> <p>Shape poems Kennings Haiku Limerick</p>	<p>Myths and legends (playscripts)</p> <p>Egyptian Cinderella</p> 	<p>Myths and legends (B)</p> <p>Various texts</p> 	<p>Information texts and Instructions</p> <p>Various texts</p> 
<p>Formal and informal letters</p> 	<p>Instructions</p> 	<p>Adventure Stories</p> <p>Various texts</p> 	<p>Poems from different cultures</p> <p>Various texts</p>		

Connected Curriculum Overview - Topic-based units covering the wider curriculum					
Subjects:	Term 1		Term 2		Term 3
	Scavengers and Settlers 		Time and Place, Earth and Space 		Temples, Tombs and Treasures 
Art					
Design, Technology and Innovation					
Geography					
Health and Wellbeing					
History					
ICT and Computing					
International					
Music Sept. 22 edit	'Developing Notation Skills' learning about all the Foundational Elements of Music with a focus on notation.	'What Stories Does Music Tell Us About the Past?' - the broad Social Theme of 'Music Is a Storyteller and Time Traveller'.	'How Does Music Make the World a Better Place?' - the broad Social theme of 'Music Is a Changemaker'	. 'Sharing Musical Experiences' - learning about all the Foundational Elements of Music.	'How Does Music Make a Difference to Us Every Day?' - an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'. Rehearse songs and dances for the School Show

Physical Education			
Science			

Discrete Curriculum Overview						
Subjects:	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Art Skill focus for Grade 3 *Colours of the World *Shapes and Spaces Abstract and Imaginary Forms	<u>Drawing</u> Texture drawing Observational drawing Face and body proportions using guidelines Setting drawing Generating new characters/adding movement and changing form <u>Art/Artist Focus</u> Portrait artist Van Gough Divinci	<u>Paint & Colour</u> Colour mixing and pairing Warm and cold colours Colours in cultures Positive and negative spaces Colour in Portraits <u>Art/Artist Focus</u> FAuvism Picasso African patterns 	<u>Print</u> Mono printing Collograph printing Positive and negative spaces <u>Art/Artist Focus</u> M.C. Escher 	<u>Clay</u> Shape construction Figurine models in action <u>Art/Artist Focus</u> Human form sculptures in diff cultures  	<u>Construction</u> Using textured paper/fabrics in collages Look at the use of colour/ shapes in textile designs <u>Art/Artist Focus</u> Indigenous Australian art 	<u>Fabric and Fibre</u> Textile art Weaving using colour <u>Art/Artist Focus</u> Textiles around the world Textile artist Isabelle Moore 

						
Music	Pulse, Rhythm and Duration Write a 2 bar rhythm Moving to the beat Explore different versions of the same song Sing a variety of simple songs	Timbre Review instruments and families Explore various timbres of the instruments and every day sounds Play simple melodies on a variety of instruments Singing in the range of do-so	Melody Sing and hand sign do re mi fa so la ti Sing a variety of songs with actions Play largo from The New World Symphony, Dvorak	Recorder and Tempo Learn the basics of recorder playing including breath control and saying t into the instrument beginning with si la sol Explore singing slow and fast tempos	School Show Rehearse songs and dances for the School Show	School Show Rehearse and perform songs and dances for the School Show
Drama	Elements of Acting Control Confidence Cooperation	Importance of group work skills in theatre Be able to respond	Mime Gesture Clowning Weight and	Mime continued Be able to use dramatic techniques	School show rehearsals Be able to respond to a	School show rehearsals Be able to use



	Concentration/Focus	to a performance expressing likes and dislikes, giving supporting evidence	resistance Rhythm The fixed point Height/climbing/falling and depth	to explore characters and issues <i>Supported IPC/English</i>	performance by commenting on characters, story and effects	character, action and story in plays they improvise and script
PE	Target , Ball Skills Dodgeball Skittleball Volleyball Swimming	Invasion Football Benchball Basketball Swimming	Athletics Sports day preparations	Hand-Eye Coordination TBall Unihock Badminton Tennis Table tennis	Coordination and Balance Gymnastics	Health and Fitness Handball Table tennis
ICT and computing	Be able to creatively use software for a particular purpose Understand that some images available on the internet are free from copyright Be able to create graphs/charts using digital tools/software Be able to select an appropriate tool to collect and record required information Be able to combine images, text and	Understand that programs respond to input to produce an output Be able to use a search engine to find required information Be able to fact check by cross referencing with more than one source Be able to combine images, text and audio to effectively communicate to an audience Be able to select an appropriate tool to	Be able to use a search engine to find required information Be able to fact check by cross referencing with more than one source Be able to combine images, text and audio to effectively communicate to an audience	Understand that programs respond to input to produce an output Be able to use a search engine to find required information Be able to create graphs/charts using digital tools/software Understand that some digital environments are controlled while others are open Be able to use digital tools to explore real and	Be able to use a search engine to find required information Be able to fact check by cross referencing with more than one source Be able to select an appropriate tool to collect and record required information Understand that some images available on the internet are free from copyright Be able to use	Be able to use a search engine to find required information Be able to combine images, text and audio to effectively communicate to an audience Be able to select an appropriate tool to collect and record required information

	<p>audio to effectively communicate to an audience</p> <p>Be able to fact check by cross referencing with more than one source</p> <p>Be able to use a search engine to find required information</p>	<p>collect and record required information</p> <p>Be able to creatively use software for a particular purpose</p>		<p>imaginary situations</p> <p>Be able to creatively use software for a particular purpose</p>	<p>digital tools to explore real and imaginary situations</p>	
PSHE	<ul style="list-style-type: none"> Personal Goals Family and relationships 	Health and Wellbeing	<ul style="list-style-type: none"> Personal Goals Safety and the changing body 	Citizenship	<ul style="list-style-type: none"> Personal Goals Economic wellbeing 	Transition
French (additional for non-native students)	<p>Cultural Awareness: To understand the benefit of learning more than one language</p>	<p>Listening: To be able to recognise numbers (0-20), colours and days of the week</p> <p>Speaking: To know the numbers (0-20), colours and the days of the week</p> <p>Speaking: To know simple connectives to join simple short</p>	<p>Speaking: To know how to greet a variety of people in the WL and know how to respond to introductions</p> <p>Speaking: To be able to introduce themselves and respond appropriately to introductions</p>	<p>Reading: To be able to match key vocabulary including common nouns, to pictures (Family, shopping)</p>	<p>Listening: To be able to follow a simple instruction</p> <p>Speaking: To be able to hold a short conversation using appropriate intonation</p> <p>(Food, animals)</p>	<p>Writing: To be able to write sentences on a range of topics using given frameworks</p> <p>(School, directions)</p>

		phrases	Writing: To know of any differences of the WL alphabet compared with English including punctuation			
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Arabic Curriculum Subjects - Oman Ministry of Education

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Islamic Studies A	الوحدة الأولى : مقرر التلاوة والحفظ (سورة البلد)	الوحدة الثانية : مقرر التلاوة والحفظ سورة الفجر(1-16)	الوحدة الثالثة : سورة الفجر (17-30) تابع الوحدة الثالثة : سورة الغاشية	الوحدة الأولى : مقرر الحفظ والتلاوة (سورة الأعلى)	الوحدة الثانية : (سورة الطارق) الوحدة الثالثة : (سورة البروج)	تابع الوحدة الثالثة : سورة البروج الوحدة الرابعة : سورة الانشقاق
Arabic A	المحور الأول :الحياة حول.	المحور الثاني :علوم واكتشافات.	تابع المحور الثاني : علوم واكتشافات	المحور الثالث: ألوان في بيئتي	تابع المحور الثالث: ألوان في بيئتي	المحور الرابع : طرائف ولطائف
Social Studies A	المحور الأول بلادي عمان	تابع المحور الأول : بلادي عمان	المحور الثاني:وطني الغالي .	تابع المحور الثاني : وطني الغالي .	المحور الثالث	المحور الرابع
Islamic Studies B	Unit One: Recitation and Memorization Course : (Surat Al-Balad)	The second unit: the decision to recite and memorize Surat Al-Fajr (1-16)	The third unit: Surat Al-Fajr (17-30) Continue to the third unit: Surat Al-Ghasheya	Unit One: Memorization and Recitation Course (Surat Al-A'la)	The second unit: (Surat Al-Tariq) The third unit: (Surat Al-Buruj)	Continue to the third unit: Surat Al-Buruj Fourth Unit: Surat Al-Inshiqaq
Arabic B	first unit: acquaintance	The second unit: continue the acquaintance in Arabic .	third unit : Places . Jobs.	The second part of the study of places.	Unit one: hobbies	unit two : verbs.

Connected Curriculum Overview - Topic-based units <i>(additional for non-native students)</i>		
	Living Together 	Bienvenue en France 
Art		
Design, Technology and Innovation		
Geography		
Health and Wellbeing		
History		
ICT and Computing		
Music		

International		
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