



# Curriculum Mapping

## 2021 – 2022

### Grade 3



**POI 2021 - 2022**

	UOI 1	UOI 2	UOI 3	UOI 4
	05 SEPT – 04 NOVEMBER 9 WEEKS	07 NOV – 20 JAN 9 WEEKS	23 JAN – 31 MAR 9 WEEKS	03 APR – 09 JUNE 10 WEEKS
KG 1	<b>WHO WE ARE</b> Every day I can learn more about me and who I am	<b>HOW THE WORLD WORKS</b> Understanding materials determines how people use them.	<b>SHARING THE PLANET</b> Living things have specific needs in order to grow and stay healthy.	<b>HOW WE EXPRESS OURSELVES</b> We use self-expression to communicate our ideas and feelings.
KG 2	<b>WHO WE ARE</b> Making and keeping friends are important life skills.	<b>SHARING THE PLANET</b> Plants are an important part of our environment.	<b>HOW WE ORGANISE OURSELVES</b> People play different roles in communities to which they belong.	<b>HOW WE EXPRESS OURSELVES</b> Through play we express our feelings and ideas and come to new understandings.
GRADE 1	<b>WHO WE ARE</b> Family relationships contribute to shaping our identity.	<b>WHERE WE ARE IN PLACE AND TIME</b> The history of my country can teach me about myself.	<b>HOW THE WORLD WORKS</b> All living things go through a process of change	<b>HOW WE EXPRESS OURSELVES</b> Stories can engage their audience and communicate meaning

	UOI 1	UOI 2	UOI 3	UOI 4	UOI 5	UOI 6
	05 SEPT – 14 OCT 6 WEEKS	17 OCT – 25 NOV 6 WEEKS	28 NOV – 27 JAN 7 WEEKS	30 JAN – 17 MAR* 7 WEEKS [PYPX 16-17 Mar]	20 MAR – 28 APR* 6 WEEKS	01 MAY – 09 JUNE 6 WEEKS
GRADE 2	<b>WHO WE ARE</b> Citizens of a community have rights and responsibilities.	<b>WHERE WE ARE IN PLACE AND TIME</b> Homes may be influenced by a variety of factors.	<b>SHARING THE PLANET</b> Animals depend on their habitat for survival.	<b>HOW THE WORLD WORKS</b> Light comes from varying sources and affects us in different ways.	<b>HOW WE ORGANISE OURSELVES</b> Communication connects people and communities.	<b>HOW WE EXPRESS OURSELVES</b> The natural world inspires creative expression.
GRADE 3	<b>HOW WE ORGANISE OURSELVES</b> Communities work together to make and follow agreements.	<b>HOW WE EXPRESS OURSELVES</b> People recognize important events through celebrations and traditions.	<b>WHO WE ARE</b> The choices we make contribute to the well being of ourselves and others.	<b>HOW THE WORLD WORKS</b> People apply their understanding of forces to improve, invent, and create.	<b>SHARING THE PLANET</b> Water is a natural resource that sustains our planet and all living things.	<b>WHERE WE ARE IN PLACE AND TIME</b> Interpreting artefacts provides insight into peoples' histories.
GRADE 4	<b>HOW WE ORGANISE OURSELVES</b> Communities organise systems to manage their environment.	<b>WHO WE ARE</b> Knowledge of our cultural heritage provides an insight into how we relate to others	<b>SHARING THE PLANET</b> Children worldwide encounter a range of challenges and opportunities	<b>HOW THE WORLD WORKS</b> The earth experiences changes caused by geological forces.	<b>WHERE WE ARE IN PLACE AND TIME</b> Exploration can lead to discoveries, opportunities and new understanding.	<b>HOW WE EXPRESS OURSELVES</b> Through the arts people use different forms of expression to convey their uniqueness.
GRADE 5	<b>SHARING THE PLANET</b> Small steps can lead to global change and a more peaceful world.	<b>HOW THE WORLD WORKS</b> Matter exists in different forms which can be changed and used for a variety of purposes.	<b>HOW WE EXPRESS OURSELVES</b> People use sounds, words and images to inform, entertain and persuade specific audiences.	<b>WHO WE ARE</b>  <b>PYP EXHIBITION</b>	<b>HOW WE ORGANISE OURSELVES</b> Economic activity relies on the system of production, exchange and the consumption of goods and services.	<b>WHERE WE ARE IN PLACE AND TIME</b> Migration is a response to human circumstances and challenges.

## Overall Expectations

### **LANGUAGE**

#### **Oral language—listening and speaking**

##### **Phase 3**

Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

#### **Visual language—viewing and presenting**

##### **Phase 3**

Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

#### **Written language—reading**

##### **Phase 3**

Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

#### **Written language—writing**

##### **Phase 3**

Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

### **MATHEMATICS**

#### **Data handling**

##### **Phase 2**

Learners will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

##### **Phase 3**

Learners will continue to collect, organize, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarize a set of data. The learners will make the connection that probability is based on experimental events and can be expressed numerically.

#### **Measurement**

##### **Phase 2**

Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

### **Phase 3**

Learners will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale. The learners will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.

### **Shape and space**

#### **Phase 2**

Learners will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

#### **Phase 3**

Learners will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. Learners will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

### **Pattern and function**

#### **Phase 2**

Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

#### **Phase 3**

Learners will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations.

### **Number**

#### **Phase 2**

Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

#### **Phase 3**

Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.

## **SCIENCE**

### **Ages 5–7 years**

Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. Students will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

## **Arts**

### **Responding**

#### **Phase 2**

Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating artworks. They are aware that arts may be created with a specific audience in mind.

#### **Phase 3**

Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

### **Creating**

#### **Phase 2**

Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

#### **Phase 3**

Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their learning and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

## **PSPE**

### **Identity**

#### **Phase 2**

Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

#### **Phase 3**

Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

## **Active Living**

### **Phase 2**

Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

### **Phase 3**

Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

## **Interactions**

### **Phase 2**

Learners recognize the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.

### **Phase 3**

Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

## **Social Studies**

### **Agnes 5–7 years**

Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

## **ICT**

### **Technology in the PYP**

CURRICULUM MAPPING 2021-2022		SEMESTER 1	
GRADE 3	UOI 1	UOI 2	UOI 3
TD Theme	HOW WE ORGANISE OURSELVES	HOW WE EXPRESS OURSELVES	WHO WE ARE
<b>Unit of Inquiry</b>	<b>CENTRAL IDEA</b> Communities work together to make and follow agreements <b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>Characteristics of a successful community</li> <li>The way members of a community work together</li> <li>My role in a successful community</li> </ul>	<b>CENTRAL IDEA</b> People recognize important events through celebrations and traditions. <b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>Different types of celebrations</li> <li>How and why people celebrate</li> <li>Similarities and differences between local and global celebrations</li> </ul>	<b>CENTRAL IDEA</b> The choices we make contribute to the well being of ourselves and others <b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>Our actions affect others</li> <li>Roles and behaviours within friendships</li> <li>Building a culture of care</li> </ul>
<b>Concepts</b>	<b>Form</b> <i>What are the characteristics of a successful community?</i> <b>Function</b> <i>How do communities work together?</i> <b>Perspective</b> <i>What makes a good leader?</i>	<b>Form</b> <i>What are celebrations and traditions?</i> <b>Function</b> <i>How and why do people celebrate?</i> <b>Connection</b> <i>How are Oman's celebrations similar or different to other countries?</i>	<b>Connection</b> <i>How does the way we act affect others?</i> <b>Function</b> <i>What is my role in a friendship?</i> <b>Responsibility</b> <i>How can we build a caring culture?</i>
<b>Related Concepts</b>	Citizenship Organisations Community	Beliefs Relationships Identity	Wellness Choices Responsibility
<b>TD Subjects</b>	English Social Studies PSPE	Music Art Social Studies	PSPE Science English
<b>SDG</b>	16. Peace, justice and strong institutions 17. Partnerships for goals	3. Ensures healthy lives and promotes wellbeing for all ages. 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective accountable and inclusive institutions at all levels.	3. Good health and well being
<b>ATL Skills</b>	<b>Communication:</b> <u>Literacy Writing</u> I can use tools such as graphic organizers to plan, draft and edit my writing. Use tools such as graphic organizers to plan, draft and edit my writing. <b>Research:</b> <u>Information Literacy Gathering and Documenting</u> I can use all of my senses to notice details Use all senses to find and notice relevant details <b>Self-management:</b> <u>States of Mind Emotional Management</u> I take responsibility for my actions. Take responsibility for one's own actions. <b>Social:</b> <u>Social and Emotional Intelligence</u> I am able to manage anger and resolve conflict Manage anger and resolve conflict. <b>Thinking:</b> <u>Reflection and Metacognition</u> I can respond to reflection questions on a range of topics and experiences	<b>Communication:</b> <u>Exchanging Information Speaking</u> I am able to share my ideas clearly and logically in small and large groups Speak and express ideas clearly and logically in small and large groups. <b>Research:</b> <u>Gathering and Documenting</u> I can gather information from more than one place. Gather information from a variety of primary and secondary sources <b>Self-management:</b> <u>Managing time and self</u> I use tools to help me keep track of my time Take on and complete tasks as agreed <b>Social:</b> <u>Social and Emotional Intelligence</u> I am aware of my own and others impact as a member of a learning group. Be aware of own and others' emotions. <b>Thinking:</b> <u>Creative Thinking Generating Novel Ideas</u> I can add to or improve upon existing ideas, products or processes. Design improvements to existing ideas, products or processes	<b>Communication:</b> <u>Exchanging Information Interpreting</u> I am aware that my body language sends a message to others of how I am feeling. Recognize the meaning of kinaesthetic communication (body language). <b>Research:</b> <u>Media Literacy Consuming and Processing</u> I am beginning to ask and answer questions about the information I find online to decide whether I can trust it. Locate, organize, analyse, evaluate and synthesize information from a variety of trusted sources, social media and online networks <b>Self-management:</b> <u>States of Mind Mindfulness</u> I can focus on the present and manage internal and external distractions. Use strategies to support concentration and overcome distractions <b>Social:</b> <u>Interpersonal Relationships</u> I learn cooperatively in a group: sharing and taking turns. Learn cooperatively in a group: being courteous, sharing, taking turns.

	Respond to reflection questions on a range of topics and experiences		<b>Thinking: Creative Thinking Considering New Perspectives</b> I am flexible in my thinking and express this in a variety of ways Consider multiple alternatives, including those that might be unlikely or impossible.
<b>Learner Profile</b>	Principled Reflective Perspective	Open Minded Communicators	Reflective Balanced Risk Taker
<b>PSE</b>	<b>Interactions</b> <b>Outcomes</b> <ul style="list-style-type: none"> <li>Recognise that committing to shared goals in group situations improves individual and shared experiences and outcomes.</li> <li>Recognize the different group roles and responsibilities.</li> <li>Reflect on the process of achievement and value the achievements of others.</li> <li>Understand the impact of their actions on each other and the environment</li> </ul>	<b>Interactions</b> <b>Conceptual Understandings</b> Understanding and respecting other people's perspectives helps us to develop empathy. A person's identity evolves as a result of many cultural influences. <b>Outcomes</b> <ul style="list-style-type: none"> <li>Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences.</li> <li>Recognise other's perspectives and accommodate these to shape a broader view of the world.</li> </ul>	<b>Identity</b> <b>Conceptual Understanding</b> Different challenges and situations require different strategies. Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion. <b>Outcomes</b> <ul style="list-style-type: none"> <li>Identify and understand the consequences of actions.</li> <li>Value interacting, playing and learning with others.</li> <li>Cooperate with others.</li> </ul>
<b>Language Writing Genre</b>	<b>Focused</b> Narrative <a href="#">Framework and Features</a>	<b>Focused</b> Recount <a href="#">Framework and Features</a>	<b>Focused</b> Diary/Journal <a href="#">Framework and Features</a>
<b>Language IB Scope and Sequence</b>	<b>Reading Skills Overview</b> <a href="#">Comprehension Scope and Sequence</a> <b>Phonics</b> <b>Grammar</b> Compound sentences with <i>and/ but/ because</i> to connect ideas Synonyms and antonyms Subject verb agreement to maintain past tense. <b>Punctuation</b> Consolidate <ul style="list-style-type: none"> <li>capital letters</li> <li>full stop</li> <li>question mark</li> <li>exclamation mark</li> <li>comma in lists</li> </ul> Recognise and experiment with “ “ <b>Handwriting</b> Use a pencil for language and maths work Practise capital letters Introduction of the four handwriting joins First join; un um ig id ed eg an or ing ung	<b>Reading Skills Overview</b> <a href="#">Comprehension Skills</a> <a href="#">Scope and Sequence</a> <b>Phonics</b> <b>Grammar</b> Time connectives <ul style="list-style-type: none"> <li>words that sequence information in texts, eg first, next, finally</li> </ul> Describing points of view <ul style="list-style-type: none"> <li>writing in the first, second and <b>third person</b></li> </ul> Tense <ul style="list-style-type: none"> <li>past</li> <li>present/ future</li> </ul> <b>Punctuation</b> Quoted (direct) speech <ul style="list-style-type: none"> <li>Kim said, 'I want to go home'</li> </ul> <b>Handwriting</b> Use a pencil for language and maths work Introduction of the four handwriting joins Third join; od pg re ve oon oom Fourth join; wl vl of ff fl flo	<b>Reading Skills Overview</b> <a href="#">Comprehension Skills</a> <a href="#">Scope and Sequence</a> <b>Phonics</b> <b>Grammar</b> Write from modelled paragraphs - powerful verbs and vivid description <b>Punctuation</b> Consolidate <ul style="list-style-type: none"> <li>capital letters</li> <li>full stop</li> <li>question mark</li> <li>exclamation mark</li> <li>comma in lists</li> </ul> <b>Handwriting</b> Use a pencil for language and maths work Practise capital letters Practise the break letters b p q y j z

	Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk		
<b>Outcomes</b>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and speak appropriately in small and large group interactions</li> <li>• Use language to explain, inquire and compare</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Participates in shared reading</a></li> <li>• Beginning to use expression to show awareness of punctuation when reading out loud</li> <li>• Apply reliable phonetic strategies when decoding print <ul style="list-style-type: none"> <li>- sounding out, syllables</li> </ul> </li> <li>• Uses meaning, contextual, visual cues to decode unknown words <a href="#">[Resource]</a></li> <li>• Reads CVC words automatically without the need for sounding and blending.</li> <li>• Self corrects</li> <li>• Having read a text, can find the answers to questions <a href="#">Comprehension</a> <ul style="list-style-type: none"> <li>- both written and oral</li> </ul> </li> <li>• Ask questions to understand what the author is trying to say to the reader</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writes a narrative highlighting the taught framework and features.</li> </ul> <p><i>Framework</i></p> <ul style="list-style-type: none"> <li>- title</li> <li>- an opening that establishes setting and</li> <li>- introduces characters</li> <li>- initiating event</li> <li>- conflict/problem</li> <li>- resolution</li> </ul> <p><i>Features</i></p> <ul style="list-style-type: none"> <li>- Chronological; events that happened in a particular order</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Follow multi step directions</li> <li>• Listen to a variety of oral presentations and respond with increasing confidence</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Participates in shared reading</a></li> <li>• Understand sound symbol relationships and apply reliable phonetic strategies when decoding.</li> <li>• Use a range of strategies to self-monitor and self-correct <a href="#">[Resource]</a> <ul style="list-style-type: none"> <li>- context, rereading, reading on</li> </ul> </li> <li>• Discuss own experiences and relate them to fiction and non fiction texts</li> <li>• Discuss personality and behaviour of characters, commenting on reasons why they may react in particular ways.</li> <li>• Beginning to use expression to show awareness of punctuation when reading out loud</li> <li>• Having read a text, can find the answers to questions <ul style="list-style-type: none"> <li>- both written and oral</li> </ul> </li> <li>• Make inferences about a story based on own knowledge and experience <a href="#">Comprehension</a></li> <li>• Begin to explain cause and effect</li> <li>• Can locate specific information on a given page in response to a question</li> <li>• Is beginning to use contents and index to locate information in non-fiction texts</li> <li>• Begin to skim and scan for information <a href="#">Resource</a></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writes a recount highlighting the taught framework and features.</li> </ul> <p><i>Framework</i></p> <ul style="list-style-type: none"> <li>- Introduction - who, when, where</li> <li>- Description of who, when, where</li> <li>- Series of events in order</li> <li>- Detail of events</li> <li>- Conclusion - something about the whole thing</li> </ul> <p><i>Features</i></p>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Express thoughts, ideas and opinions <ul style="list-style-type: none"> <li>- discuss them</li> <li>- respect contributions of others</li> </ul> </li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Participates in shared reading</a></li> <li>• Understand sound symbol relationships and apply reliable phonetic strategies when decoding</li> <li>• Uses meaning, contextual, visual cues to decode unknown words</li> <li>• Use a range of strategies to self-monitor and self-correct <a href="#">[Resource]</a> <ul style="list-style-type: none"> <li>- context, rereading, reading on</li> </ul> </li> <li>• Recognise and use the different parts of a book - title, contents, index</li> <li>• Locate some key information in a nonfiction text.</li> <li>• Draw connections between personal experiences and the worlds of texts</li> <li>• Beginning to read between the lines using clues from texts and illustrations, to discuss thoughts, feelings and actions. <a href="#">Comprehension</a></li> <li>• Compare opinions about characters, events and settings in texts</li> <li>• Having read a text, can find the answers to questions <ul style="list-style-type: none"> <li>- both written and oral</li> </ul> </li> <li>• Explain cause and effect</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writes a diary highlighting the taught framework and features</li> </ul> <p><i>Framework</i></p> <ul style="list-style-type: none"> <li>- Usually organised with headers for day and/or date.</li> <li>- May include lists and diagrams to show things the writer talked about.</li> <li>- Use chronological order (the order in which things happened).</li> <li>- Give some thoughts and feelings.</li> <li>- May end with a summary, e.g. how the writer felt about the day or event.</li> </ul> <p><i>Features</i></p>

	<ul style="list-style-type: none"> <li>- characters with recognisable qualities, often stereotypical and contrasting (hero/villain)</li> <li>- Connectives to signal time; move the setting; surprise or create suspense can be used</li> <li>- dialogue can be used</li> <li>- descriptive language is used to create images</li> <li>● Participates in shared writing and makes suggestions with a focus on <ul style="list-style-type: none"> <li>- openings</li> <li>- characters</li> <li>- Initiating event/ problem</li> <li>- Connectives to signal time; move the setting; surprise or create suspense</li> </ul> </li> <li>● Write from modelled compound sentences with <i>and/ but/ because</i> to connect ideas</li> <li>● Writes a sentence containing subject verb agreement to maintain past tense.</li> <li>● Apply punctuation learnt to everyday writing</li> <li>● Recognise and experiment with “ “</li> <li>● Generate interesting synonyms and antonyms for target words for target words</li> <li>● Use knowledge of letter patterns and morphemes to write high frequency words</li> <li>● Re-read and edit own writing for sense and accuracy</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Use tools such as graphic organizers to plan, draft writing</li> <li>● Views and discusses a wide variety of media and relates them to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>- Using action verbs</li> <li>- Written in third person</li> <li>- Written in first person</li> <li>- Time connectives (firstly, finally)</li> <li>- Written in present tense</li> <li>- Written in past tense, present/ future tense</li> <li>● Participates in shared writing and makes suggestions with a focus on <ul style="list-style-type: none"> <li>- Description of who, when, where</li> <li>- Detail of events</li> <li>- Conclusion - something about the whole thing</li> </ul> </li> <li>● Write from modelled sentences with words that sequence information in texts, eg first, next, finally</li> <li>● Write from modelled sentences in the first, second and third person</li> <li>● Write from modelled sentences with quoted (direct) speech</li> <li>● Writes a sentence containing subject verb agreement to maintain past, present/ future tense.</li> <li>● Re-read and edit own writing for sense and accuracy</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Use tools such as graphic organizers to plan, draft writing</li> <li>● Realises that text and illustrations in reference materials work together to convey information</li> </ul>	<ul style="list-style-type: none"> <li>- Usually written in 1st person e.g. I, me.</li> <li>- May be informal or casual.</li> <li>- May include simple notes.</li> <li>- Usually in the past tense, but the writer will say some things in the present tense, such as how he or she feels now.</li> <li>● Write from modelled paragraphs - powerful verbs and vivid description</li> <li>● Use knowledge of letter patterns and morphemes to write high frequency words</li> <li>● Apply punctuation learnt to everyday writing</li> <li>● Re-read and edit own writing for sense and accuracy</li> <li>● Write using joined letters with growing legibility and fluency</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Use tools such as graphic organizers to plan, draft writing</li> <li>● Realises that visual information reflects and contribute to the understanding of context</li> <li>● Discuss personal experiences that connect with visuals images</li> </ul>
<b>Maths</b>	<b>IB scope and sequence</b>	<b>IB scope and sequence</b>	<b>IB scope and sequence</b>
<b>Outcomes</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Model numbers to thousands or beyond using the base 10 place</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Uses place value understanding to round whole numbers to the nearest 10 or</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Multiply single digit numbers by 2, 3, 4, 5 and 10 - 50</li> </ul>

	<p>value system</p> <ul style="list-style-type: none"> <li>- read, write, compare and order whole numbers up to thousands and beyond</li> <li>- partition into thousands, hundreds, tens, and units</li> <li>- compare three digit numbers, use &lt; and &gt; signs and find a number between</li> </ul> <ul style="list-style-type: none"> <li>• Group, partition and rearrange collections - 1000 in hundreds, tens, ones to facilitate efficient counting</li> </ul> <p><b>Mentally calculate:</b></p> <ul style="list-style-type: none"> <li>• All pairs of multiples of 10 - 100, e.g. <math>30 + 70 = 100</math>, or <math>60 + ? = 100</math></li> <li>• What must be added to any two-digit number to make the next multiple of 10</li> <li>- <math>52 + ? = 60</math></li> </ul> <p><b>Pattern and function</b></p> <ul style="list-style-type: none"> <li>• Describe and continue number sequences - 1000</li> <li>- 10/ 100 more/ less</li> <li>- skip counting 10, 20, 50, 100</li> <li>- odd/ even</li> <li>• Uses tools such as number lines, number grids</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Understand the use of standard units to measure mass and volume</li> <li>- gram, kg</li> <li>- ml, Lt</li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>• Collect data and organise into categories using lists and tables</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>• Create and interpret simple grid maps to show position and pathways</li> </ul>	<p>hundred.</p> <ul style="list-style-type: none"> <li>• Use mental and written strategies for addition of three digit numbers (no regrouping - 1000)</li> <li>- may use vertical / horizontal setting out</li> <li>- use the language of + eg. add, plus, sum</li> <li>• Use mental and written strategies for subtraction of three digit numbers (no regrouping - 1000)</li> <li>- may use vertical / horizontal setting out</li> <li>- use the language of- eg. take away, minus, difference</li> </ul> <p><b>Mentally calculate:</b></p> <ul style="list-style-type: none"> <li>• Addition and subtraction facts for all numbers to 20</li> <li>- drawing on knowledge of inverse operations [ e.g. <math>9 + 8</math>, <math>17 - 9</math> ]</li> </ul> <p><b>Pattern and function</b></p> <ul style="list-style-type: none"> <li>• Extend and create patterns in numbers to 1000</li> <li>- skip counting backwards and forwards: 10, 20, 50, 100, 200, 500</li> <li>• Uses tools such as number lines, number grids</li> <li>• Describe the rule for a pattern in a variety of ways</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Understand relationships between units</li> <li>- mm / cm/ m</li> <li>- <math>10\text{mm} = 1\text{cm}</math>, <math>100\text{cm} = 1\text{m}</math></li> <li>• Use a variety of tools to measure</li> <li>- trundle wheel, ruler, tape measure</li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>• Displays collected data as a line graph</li> <li>- scale represents different quantities</li> <li>• Interprets information on graphs</li> <li>- line and bar graphs</li> <li>- answers questions and solves problems</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>• Understands term “polygons” <ul style="list-style-type: none"> <li>- properties of polygons</li> <li>- names regular polygons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Divide numbers to 20 by 2, 3, 4, 5 and 10 [no remainder]</li> <li>• Model and represent unit fractions to a complete whole</li> <li>- Whole, <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>,</li> <li>- Eg <math>\frac{1}{3}</math>, <math>\frac{2}{3}</math>, <math>\frac{3}{3}</math>, whole</li> </ul> <p><b>Mentally calculate:</b></p> <ul style="list-style-type: none"> <li>• Recall multiplication facts of 2, 3, 5 and 10</li> <li>• Recall related division facts of 2, 3, 5, 10</li> </ul> <p><b>Pattern and function</b></p> <ul style="list-style-type: none"> <li>• Understand that x is repeated addition</li> <li>• Understand that ÷ is repeated subtraction</li> <li>• Understand the inverse relationship between x and ÷</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Tell the time to the hour and half hour</li> <li>- digital</li> <li>• Tell the time to the quarter hour</li> <li>- analogue</li> <li>- use language of <i>past</i> and <i>to</i></li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>• Conduct chance experiments</li> <li>- identify and describe possible outcomes</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>• Understand that 2D and 3D shapes can be created by putting together and/ or taking apart other shapes</li> </ul>
<p>Science</p>	<p><b><u>LIVING THINGS</u></b>  <b><u>Our five senses</u></b>  Cambridge Science Grade 3</p>	<p><b><u>LIVING THINGS</u></b>  <b><u>Looking after plants</u></b>  Cambridge Science Grade 3</p>	<p><b><u>LIVING THINGS</u></b>  <b><u>Looking after ourselves</u></b>  Cambridge Science Grade 3</p>

	<p>Unit 4 4.1-4.3 Hearing and touch Taste and smell Sight</p> <p><i>How do my senses allow me to find out about the world? Causation</i></p>	<p>Unit 1 1.1 - 1.4 Plants and their parts Plants need light and water Transporting water Plant growth and temperature</p> <p><b>What contributes to plant growth? Connection</b></p>	<p>Unit 2 2.1 - 2.4 Food groups Healthy diet Unhealthy diet Exercise and sleep</p> <p><i>How do I maintain a healthy lifestyle? Responsibility</i></p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Explores the 5 senses hearing, touch, taste, sight and smell</li> <li>• Identifies the ways we use the 5 senses to learn about our world.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that plants have roots, leaves, stems and flowers</li> <li>• Know that plants need healthy roots, leaves and stems to grow well</li> <li>• Know that water is taken through roots and transported through stem</li> </ul>	<ul style="list-style-type: none"> <li>• Explains function of each food group</li> <li>• Explains the adequate, varied diet needed to keep healthy</li> <li>• Explains how exercise is needed to keep healthy</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Collect evidence in a variety of contexts to answer questions or test ideas</li> <li>• Draw conclusions from results and begin to use scientific knowledge to suggest explanations</li> <li>• Measure using simple equipment and record observations in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and compare objects, living things and events</li> <li>• Present results in drawings, bar charts and tables</li> <li>• Suggest ideas, make predictions, and communicate these</li> <li>• With help, think about collecting evidence and planning fair tests</li> </ul>	<ul style="list-style-type: none"> <li>• Collect evidence in a variety of contexts</li> <li>• Suggest ideas, make predictions and communicate these</li> </ul>
<b>Social Studies</b>	<p><b>Human systems and economic activities</b> Identify roles, rights and responsibilities in society Investigate how services and systems influence societal rights and responsibilities.</p>	<p><b>Social organisation and culture</b> Identify the reasons why people celebrate Research how people celebrate using a variety of sources Compare and contrast celebrations observed by others</p>	<p><b>Social organisation and culture</b> Identify the people and organisations in the community that assist in the health and well being of its citizens</p>
<b>Art</b>	<p><b>Painting</b> <i>Collaboration - why is it important?</i> <b>Causation</b> <b>CURRICULUM CONTENT</b> Names / Fonts / Writing Line &amp; Colour Graphic design Typograh Design - line/colour and design. (Typography) Experimenting with different lines, colours and fonts.</p>	<p><b>3D Form</b> <i>How do celebrations relate to cultures and customs? Connection</i> <b>Connection</b> <b>CURRICULUM CONTENT</b> Create secondary colours Creates textures and marks making using different tools Research worldly celebrations and create a craft from a different culture used for a celebration. Can relate to a festival happening at this time of year.</p>	<p><b>Drawing</b> <i>Why is it important to pay attention to our health? Function</i> <b>Function</b> <b>CURRICULUM CONTENT</b> Drawing, observational skills, composition, cropping, viewfinder Drawing from observation, using a viewfinder to select an area of a piece of cut fruit. Still Life drawing - fruits Observational drawings of friend Skin tones Shapes Facial measurements</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Is able to communicate their thoughts in relation to their created works</li> </ul>	<ul style="list-style-type: none"> <li>• Mixes primary colours to create secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a drawing inspired by direct observation</li> </ul>

	<ul style="list-style-type: none"> <li>Creates initial ideas - tries things out, changes their minds</li> </ul>	<ul style="list-style-type: none"> <li>Creates textures and marks making using different tools such as sponges, hands, cloth, and objects</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil and other drawing tools to create controlled mark making</li> <li>Selects and records imagery from first hand observation, experience and imagination</li> </ul>
<b>PSPE</b>	<p><b>Adventure challenge</b>  <b>The way in which people communicate can affect others within a community</b>  <b>Function:</b> <i>How do we solve problems and work together?</i>  <b>Form:</b> What are the characteristics of a community?  <b>Perspective:</b> What makes a good leader?  <b>CURRICULUM CONTENT</b>  Pair and group Problem solving activities  -Benches  -Hoops  -Trust exercises  -Blindfold leadership activities</p>	<p><b>Movement combination</b>  <b>A variety of gymnastic movements make a routine creative</b>  <b>Form:</b> <i>What are Gymnastic movements?</i>  <b>Function:</b> <i>How do we perform gymnastic movements?</i>  <b>Connection:</b> <i>How do we show our appreciation after a performance?</i>  <b>CURRICULUM CONTENT</b>  -Pike, Straddle, Tuck, Straight, Dish, Arch, Front support, Rear support, Side support, Rolls, Handstand and Cartwheel preps  Students to learn skills and create a routine.  Students to watch and respect others performance and show celebration of their work</p>	<p><b>Health related fitness</b>  <b>Personal hygiene and healthy habits influence our health and wellbeing.</b>  <b>Function:</b> <i>Why do we follow hygiene practices and routines?</i>  <b>Connection:</b> <i>What does it mean to be healthy and balanced?</i>  <b>Responsibility:</b> <i>What is the impact of our choices?</i>  <b>CURRICULUM CONTENT</b>  What does it mean by a healthy lifestyle?  -Rest/sleep  -Food - sometimes food - healthy habits -Water - Hydration/dehydration  -Exercise - why?  -Healthy habits after exercise or sleep - cleaning teeth, washing face etc....  Why do we do these?  -Mental health  -Feelings  How to deal with losing?  -Continuation from previous unit of inquiry - celebrating - The impact of teams /individuals celebrating and how this affects others.  *Activities to include games / relays and individual  -Hula hoop  -Skipping  -catching/throwing</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Develop skills to solve problems, individually, in pairs or in small groups</li> <li>Participate in small group activities to practice a common goal</li> </ul>	<ul style="list-style-type: none"> <li>Combine locomotor and non-locomotor skills in order to develop a sequence of movements.</li> <li>Display positive attitudes which recognise the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the elements which lead to a Healthy lifestyle</li> <li>Aware of the importance of physical activity in daily life.</li> </ul>
<b>Music</b>	<p><b>Rules of composition</b>  <i>How are melodic and harmonic rules important for musical compositions?</i>  <b>Causation</b>  <b>SKILLS</b>  Develop control of pulse and rhythm.  <b>CURRICULUM CONTENT</b>  Sing expressively with awareness and control of elements (timbre, tempo and dynamics).</p>	<p><b>Music as a form of expression</b>  <i>How is music a powerful tool to express emotions and thoughts?</i> <b>Connection</b>  <b>SKILLS</b>  Develop awareness of simple phrases  <b>CURRICULUM CONTENT</b>  Perform rhythmic and melodic patterns from both traditional and non-traditional notation.</p>	<p><b>Caring for musical instruments</b>  <i>Why should instruments be taken care of?</i>  <b>Responsibility</b>  <b>SKILLS</b>  Identify the different instruments  <b>CURRICULUM CONTENT</b>  Learn about the instruments within pieces of orchestral music and their respective families.</p>

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Uses known songs to develop control of pulse and rhythm</li> <li>• Develops awareness of simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Sings with others, developing ensemble skills</li> <li>• Explores and identifies melodic phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies different accompaniments</li> <li>• Sings expressively using dynamics</li> <li>• Develops the ability to sing from memory</li> </ul>
<b>ICT Integration</b>	<b>Class Democracy</b> <b>Function:</b> <i>How can we use digital tools to convey information?</i> <b>CURRICULUM CONTENT</b> Create a Poster on Class rules in Google slides	<b>We are Publishers</b> <b>Function:</b> <i>How do we use digital tools to communicate our thoughts and wishes?</i>	<b>Exploring Simulations</b> <b>Connection:</b> <i>How can we use technology and digital tools to represent real and imaginary situations?</i> <i>How do simulations bring reality into the classroom?</i>
<b>Digital Literacy and computational thinking/ Coding</b>	<b>Word Processing</b> <b>CURRICULUM CONTENT</b> Use Google Docs to create, edit, format and print simple documents.	<b>CURRICULUM CONTENT</b> Create simple publications on celebrations around the world including an eBook retelling the story of different celebrations around the world illustrated using pictures. Create greeting cards for the respective celebrations Create Greeting cards for different celebrations around the world.	<b>CURRICULUM CONTENT</b> Understand the computer simulations can represent real and imaginary situations. Learn how to explore situations, explore situations and test predictions
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Create documents in Google Docs</li> <li>• Insert images on a document</li> <li>• Format text - change font colour, font style and size</li> <li>• Add a printer to individual profiles, and print work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of publishing Apps to create simple publications</li> <li>• Use a template to create a greeting card</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT to explore what happens in real and imaginary situations.</li> <li>• Use apps/ games to develop algorithmic thinking skills</li> <li>• Identifies the algorithms used to program animations</li> <li>• Creates a simple water game depicting different sea creatures interacting with each other.</li> </ul>

CURRICULUM MAPPING 2021-2022		SEMESTER 2	
GRADE 3	UOI 4	UOI 5	UOI 6
TD Theme	HOW THE WORLD WORKS	SHARING THE PLANET	WHERE WE ARE IN PLACE AND TIME
<b>Unit of Inquiry</b>	<p><b>CENTRAL IDEA</b> People apply their understanding of forces to improve, invent, and create</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>• Different kinds of forces</li> <li>• Simple machines and how they operate</li> <li>• Using forces to create and invent</li> </ul>	<p><b>CENTRAL IDEA</b> Water is a natural resource that sustains our planet and all living things.</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>• The role of water in sustaining life.</li> <li>• The uneven distribution of earth's water.</li> <li>• Our responsibility with water and its consumption</li> </ul>	<p><b>CENTRAL IDEA</b> Interpreting artefacts provides insight into peoples' histories.</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>• How people analyze artefacts</li> <li>• What artefacts tell us about history</li> <li>• Preserving our history through artefacts</li> </ul>
<b>Concepts</b>	<p><b>Form</b> <i>What are forces?</i> <b>Function</b> <i>How machines use force to operate?</i> <b>Connection</b> <i>How can we use forces?</i></p>	<p><b>Causation</b> <i>How much water is enough?</i> <b>Connection</b> <i>What problems arise from an uneven distribution of water?</i> <b>Responsibility</b> <i>How can I be water wise?</i></p>	<p><b>Form</b> <i>What is an artefact?</i> <b>Function</b> <i>What do artefacts tell us?</i> <b>Responsibility</b> <i>Why preserve our history?</i></p>
<b>Related Concepts</b>	Forces Innovation Efficiency	Resources Sustainability Systems - water cycle	Artefacts History
<b>TD Subjects</b>	Science Maths PSPE	Social Studies English Science	Art Social Studies English Music
<b>SDG</b>	9. Industry, innovation and infrastructure	11. Sustainable cities and communities 15. Life on land	11. Sustainable cities and communities
<b><u>ATL Skills</u></b>	<p><b>Communication:</b> <u>Digital Citizenship Informed choices</u> I can choose an effective way to communicate based on my audience and my content. Make informed choices about modes of communication based on audience.</p> <p><b>Research:</b> <u>Information Literacy Synthesising and Interpreting</u> I can choose the most useful information or data. Use critical literacy skills to analyse and interpret information.</p> <p><b>Self-Management:</b> <u>States of Mind Perseverance</u> I am practicing my persistence when met with a barrier or challenge. Perseverance. Demonstrate persistence.</p> <p><b>Social:</b> <u>Interpersonal Relationships</u> I listen closely to others' and instructions</p>	<p><b>Communication:</b> <u>Exchanging Information Speaking</u> I can communicate with my peers and my teacher using digital environments and media. Communicate using a range of technologies and materials</p> <p><b>Research:</b> <u>Media Literacy Ethical use of Media Information</u> With guidance I can select and use appropriate online platforms to find information Differentiate reliable from unreliable resources.</p> <p><b>Self-Management:</b> <u>Organisation Managing Time and self</u> I can choose a strategy to help me meet my goal and ask for support when needed. Set goals that are challenging and realistic</p> <p><b>Social:</b> <u>Social and Emotional Intelligence</u> I am aware of my own and others emotions Be aware of own and others emotions</p> <p><b>Thinking:</b> <u>Creative Thinking Generating Novel ideas</u> I can use "visible thinking" strategies to</p>	<p><b>Communication:</b> <u>Literacy Writing</u> I am learning to take notes and rewrite information in my own words. Make summary notes</p> <p><b>Research:</b> <u>Information Literacy Formulating and Planning</u> I can ask questions, sort them by concept and evaluate which questions are most useful Ask or design relevant questions of interest that can be researched.</p> <p><b>Self-Management:</b> <u>States of Mind Self Motivation</u> I can find different ways to motivate myself to succeed Practice positive thinking and language that reinforces self-motivation.</p> <p><b>Social:</b> <u>Social and Emotional Intelligence</u> I am self and socially aware Be self and socially aware</p> <p><b>Thinking:</b> <u>Critical Thinking Forming Decisions</u> I can draw conclusions based on what I have learned</p>

	<p>Listen closely to others' perspectives and to instructions.</p> <p><b>Thinking: Creative Thinking</b>  <u>Considering new perspectives</u> I can formulate "what if" questions and use them to drive my inquiries  Ask "what if" questions and generate testable hypotheses.</p>	<p>plan and formulate ideas  Practise "visible thinking" strategies and techniques.</p>	<p>Draw conclusions based on what I have learned.</p>
<b>Learner Profile</b>	Risk Taker Inquirer Thinker	Caring Thinkers Reflective	Principled Thinker Caring
<b><u>PSE</u></b>	<p><b>Identity</b>  <b>Conceptual understanding</b></p> <ul style="list-style-type: none"> <li>Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous</li> </ul> <p><b>Outcome</b>  Solve Solve problems and overcome difficulties with a sense of optimism.</p> <p><b>Interaction</b>  <b>Conceptual understanding</b>  A plan of action is a necessary strategy for a group to achieve its goal.  <b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Assume responsibility for a role in a group.</li> <li>Share ideas clearly and confidently.</li> </ul>	<b>TBC</b>	<p><b>Identity</b>  <b>Conceptual Understanding</b>  Embracing and developing optimism helps us to have confidence in ourselves and our future.</p> <p><b>Outcome</b>  Reflect on their experiences in order to build a deeper understanding of self.</p> <p><b>Interaction</b>  <b>Conceptual Understanding</b>  Relationships require nurturing.  <b>Outcome</b></p> <ul style="list-style-type: none"> <li>Celebrate the accomplishment of the group.</li> </ul>
<b>Language Writing Genre</b>	<p><b>Focused</b>  Recount  <b><u>Framework and Features</u></b></p>	<p><b>Focused</b>  Narrative  <b><u>Features and Framework</u></b></p>	<p><b>Focused</b>  Report  <b><u>Framework and Features</u></b></p>
<b>Language <u>IB Scope and Sequence</u></b>	<p><b>Reading Skills <u>Overview</u></b>  <b><u>Comprehension Skills Scope and Sequence</u></b>  <b><u>Phonics</u></b>  <b>Grammar</b>  Time connectives</p> <ul style="list-style-type: none"> <li>words that sequence information in texts, eg first, next, finally</li> </ul> <p>Describing points of view</p> <ul style="list-style-type: none"> <li>writing in the first, second and third person</li> </ul> <p>Tense</p>	<p><b>Reading Skills <u>Overview</u></b> <b><u>Comprehension Skills Scope and Sequence</u></b>  <b><u>Phonics</u></b>  <b>Grammar</b>  Paragraphs - main idea and supporting detail.  Apostrophe for contractions  Track pronoun to the noun it refers to in the same sentence  <b>Punctuation</b>  Consolidate</p> <ul style="list-style-type: none"> <li>capital letters</li> <li>full stop</li> <li>question mark</li> </ul>	<p><b>Reading Skills <u>Overview</u></b> <b><u>Comprehension Skills Scope and Sequence</u></b>  <b><u>Phonics</u></b>  <b>Grammar</b>  Adjectives  Third person pronouns - he, she, it  Paragraphs - main idea, supporting detail and time connectives.  <b>Punctuation</b>  Consolidate</p> <ul style="list-style-type: none"> <li>capital letters</li> <li>full stop</li> <li>question mark</li> </ul>

	<ul style="list-style-type: none"> <li>- past</li> <li>- present/ future</li> </ul> <p><b>Punctuation</b> Consolidate</p> <ul style="list-style-type: none"> <li>- capital letters</li> <li>- full stop</li> <li>- question mark</li> <li>- exclamation mark</li> <li>- comma in lists</li> <li>- ‘ ‘ quoted speech</li> </ul> <p><b>Handwriting</b> Use a pencil for language and maths work Form and use the four basic handwriting joins Practise capital letters Further develop writing speed and stamina Produce writing which sits on the line most of the time</p>	<ul style="list-style-type: none"> <li>- exclamation mark</li> <li>- comma in lists</li> <li>- ‘ ‘ quoted speech</li> </ul> <p><b>Handwriting</b> Use a pencil for language and maths work Form and use the four basic handwriting joins Practise capital letters Further develop writing speed and stamina Produce writing which sits on the line most of the time</p>	<ul style="list-style-type: none"> <li>- exclamation mark</li> <li>- comma in lists</li> <li>- ‘ ‘ quoted speech</li> <li>- ‘ in contractions</li> </ul> <p><b>Handwriting</b> Use a pencil for language and maths work Form and use the four basic handwriting joins Practise capital letters Further develop writing speed and stamina Produce writing which sits on the line most of the time</p>
<p><b>Outcomes</b></p>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● Plan and deliver short presentations, providing some key details in logical sequence</li> <li>● Use interactive skills</li> <li>- speaking clearly</li> <li>- varying tone, volume and pace</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Participates in shared reading</a></li> <li>● Understand sound symbol relationships and apply reliable phonetic strategies when decoding multisyllabic words</li> <li>- letter-sound relationships</li> <li>- syllables</li> <li>- blending and segmenting</li> <li>● Self monitors and self corrects</li> <li>● Use expression to show awareness of punctuation when reading out loud</li> <li>● Ask questions to understand what the author is trying to say to the reader <a href="#">Comprehension</a></li> <li>● Read between the lines using clues from texts and illustrations, to discuss thoughts,</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● Plan and deliver short presentations, providing some key details in logical sequence</li> <li>● Take turns in discussion, building on what others have said</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Participates in shared reading</a></li> <li>● Understand sound symbol relationships and apply reliable phonetic strategies when decoding multisyllabic words</li> <li>- letter-sound relationships</li> <li>- syllables</li> <li>- blending and segmenting</li> <li>● Self monitors and self corrects</li> <li>● Summarise a story, giving the main points in a sequence <a href="#">Comprehension</a></li> <li>● Having read a text, can find the answers to questions</li> <li>- both written and oral</li> <li>- inferential and literal</li> <li>● Discuss the characters and settings of different texts and explore the language used</li> <li>● Use contents and index to locate information in non-fiction texts</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● Using interactive skills</li> <li>- initiating topics</li> <li>- making positive statements</li> <li>- voicing disagreement in an appropriate manner</li> <li>● Communicate in a clear, coherent manner using a variety of everyday and learned vocabulary</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Participates in shared reading</a></li> <li>● Apply knowledge of letter-sound relationships, syllables and blending and segmenting to read multisyllabic words</li> <li>● Make inferences about a story based on own knowledge and experience <a href="#">Comprehension</a></li> <li>- revise or confirm predictions as the story progresses</li> <li>● Discuss personality and behaviour of storybook characters</li> <li>- comment on reasons for why they behave this way</li> <li>● Recognise a range of text types</li> <li>- letter, poetry, play, story, novel, report</li> <li>● Develop criteria for establishing personal</li> </ul>

	<p>feelings and actions.</p> <ul style="list-style-type: none"> <li>Identify point of view in a text and suggest alternative points of view</li> <li>Use contents and index to locate information in non-fiction texts</li> <li>Skim and scan for information <a href="#">Resource</a></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writes a recount highlighting the taught framework and features</li> </ul> <p><i>Framework</i></p> <ul style="list-style-type: none"> <li>Introduction - who, when, where</li> <li>Description of who, when, where</li> <li>Series of events in order</li> <li>Detail of events</li> <li>Conclusion - something about the whole thing</li> </ul> <p><i>Features</i></p> <ul style="list-style-type: none"> <li>Using action verbs</li> <li>Written in third person</li> <li>Written in first person</li> <li>Time connectives (firstly, finally)</li> <li>Written in present tense</li> <li>Written in past tense, present/ future tense</li> </ul> <ul style="list-style-type: none"> <li>Participates in Innovation on familiar texts focusing on time connectives</li> <li>writing in the first, second and third person</li> <li>consistent use of tense</li> <li>past</li> <li>present/ future</li> <li>Write from modelled paragraphs - powerful verbs and vivid description</li> <li>Write sentences with quoted (direct) speech</li> <li>Re-read and edit own writing for sense and accuracy</li> <li>Write using joined letters with growing legibility and fluency</li> </ul>	<ul style="list-style-type: none"> <li>Skim and scan for information <a href="#">Resource</a></li> <li>Locate some key information in a nonfiction text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writes a narrative highlighting the taught framework and features.</li> </ul> <p><i>Framework</i></p> <ul style="list-style-type: none"> <li>title</li> <li>an opening that establishes setting and introduces characters</li> <li>initiating event</li> <li>conflict/problem</li> <li>resolution</li> </ul> <p><i>Features</i></p> <ul style="list-style-type: none"> <li>Chronological; events that happened in a particular order</li> <li>characters with recognisable qualities, often stereotypical and contrasting (hero/villain)</li> <li>Connectives to signal time; move the setting; surprise or create suspense</li> <li>dialogue</li> <li>descriptive language is used to create images</li> </ul> <ul style="list-style-type: none"> <li>Participates in innovation on familiar texts focusing on</li> <li>conflict/problem</li> <li>resolution</li> <li>characters with recognisable qualities</li> <li>Write from modelled paragraphs - main idea and supporting detail.</li> <li>Write from modelled paragraphs tracking the pronoun to the noun it refers to in the same sentence</li> <li>Applies apostrophe for contractions</li> <li>Use knowledge of letter patterns and morphemes to write high frequency words</li> <li>Apply punctuation learnt to everyday writing</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>Use tools such as graphic organizers to plan, draft writing</li> <li>Explains how text and illustrations in reference materials work together to convey information</li> </ul>	<p>preferences for literature</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writes a non chronological report highlighting the taught framework and features</li> </ul> <p><i>Framework</i></p> <ul style="list-style-type: none"> <li>opens with a sentence to introduce the subject</li> <li>introduction states what the report is about and includes some or all of the 5 W's</li> <li>body is a series of points with some information about each point</li> <li>similar points grouped together.</li> <li>may use subheadings</li> <li>end says something about the whole thing</li> <li>includes a diagram, picture or table</li> </ul> <p><i>Features</i></p> <ul style="list-style-type: none"> <li>Generalised participants - things in general, not one specific thing, e.g. 'Dogs like going for walks' not 'My dog ...'</li> <li>impersonal objective language</li> <li>present tense as if it is happening now</li> <li>may be written in the past tense e.g. ones about something in history</li> <li>subject specific vocabulary</li> <li>write in the 3rd person e.g. he, she, it.</li> <li>the description is factual and not emotional.</li> </ul> <ul style="list-style-type: none"> <li>Participates in innovation on familiar texts focusing on</li> <li>impersonal objective language</li> <li>similar points grouped together.</li> <li>subheadings</li> <li>subject specific vocabulary</li> <li>end says something about the whole thing</li> <li>Write from modelled paragraphs - factual description</li> <li>Write from modelled sentences - third person pronouns</li> <li>Use knowledge of letter patterns and morphemes to write unknown words</li> <li>Write using joined letters with growing legibility and fluency</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>Use tools such as graphic organizers to plan, draft writing</li> </ul>
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	<b>Viewing and Presenting</b> <ul style="list-style-type: none"> <li>Use tools such as graphic organizers to plan, draft writing</li> <li>Select and use suitable shapes, colours, symbols and layouts for presentations</li> </ul>		<ul style="list-style-type: none"> <li>Searches for, records and presents information in a variety of ways</li> </ul>
<b>Maths</b>	<b>IB scope and sequence</b>	<b>IB scope and sequence</b>	<b>IB scope and sequence</b>
<b>Outcomes</b>	<b>Number</b> <ul style="list-style-type: none"> <li>Uses place value understanding to round whole numbers to the nearest 10 or hundred.</li> <li>Use mental and written strategies for addition of three digit numbers (no regrouping - 1000) <ul style="list-style-type: none"> <li>may use vertical / horizontal setting out</li> <li>use the language of + eg. add, plus, sum</li> </ul> </li> <li>Use mental and written strategies for subtraction of three digit numbers (no regrouping - 1000) <ul style="list-style-type: none"> <li>may use vertical / horizontal setting out</li> <li>use the language of - eg. take away, minus, difference</li> </ul> </li> </ul> <b>Mentally Calculate</b> <ul style="list-style-type: none"> <li>Recall multiplication facts of 2, 3, 5 and 10</li> <li>Recall related division facts of 2, 3, 5, 10</li> </ul> <b>Pattern and function</b> <ul style="list-style-type: none"> <li>Addition and subtraction on a number line/ number grid - bridging</li> <li>37 + 24; 61 - 37;</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>Understand relationships between units <ul style="list-style-type: none"> <li>mm / cm/ m</li> <li>gr/ kg</li> <li>ml / l</li> </ul> </li> </ul> <b>Data Handling</b> <ul style="list-style-type: none"> <li>Collect data and organise into categories using lists and tables</li> </ul>	<b>Number</b> <ul style="list-style-type: none"> <li>Use the language of fractions <ul style="list-style-type: none"> <li>numerator and denominator</li> </ul> </li> <li>Model and represent unit fractions to a complete whole <ul style="list-style-type: none"> <li>Whole, <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>,</li> <li>Eg. <math>\frac{1}{3}</math>, <math>\frac{2}{3}</math>, <math>\frac{3}{3}</math>, whole</li> </ul> </li> <li>Read, write and order fractions <ul style="list-style-type: none"> <li>Whole, <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{1}{10}</math></li> </ul> </li> </ul> <b>Mentally Calculate</b> <ul style="list-style-type: none"> <li>Add or subtract a two-digit number to or from a multiple of 10, e.g. 50 + 38, 90 – 27 <ul style="list-style-type: none"> <li>partition: count on in tens and ones to find the total</li> <li>partition: count on or back in tens and ones to find the difference</li> </ul> </li> </ul> <b>Pattern and function</b> <ul style="list-style-type: none"> <li>Use properties and relationships of addition and subtraction to solve word problems - 50</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>Count and order Omani coins and notes according to their value</li> </ul> <b>Data handling</b> <ul style="list-style-type: none"> <li>Displays collected data as a bar graph <ul style="list-style-type: none"> <li>Scale represents different quantities</li> </ul> </li> <li>Interprets information on graphs <ul style="list-style-type: none"> <li>bar graphs</li> <li>answers questions and solves problems</li> </ul> </li> </ul> <b>Shape and Space</b> <ul style="list-style-type: none"> <li>Make models of 3D shapes and describe key features</li> </ul>	<b>Number</b> <ul style="list-style-type: none"> <li>Model numbers to thousands or beyond using the base 10 place value system <ul style="list-style-type: none"> <li>read, write, compare and order whole numbers up to thousands and beyond</li> <li>partition into thousands, hundreds, tens, and units</li> <li>compare three digit numbers, use &lt; and &gt; signs and find a number between</li> </ul> </li> <li>Group, partition and rearrange collections - 1000 in hundreds, tens, ones to facilitate efficient counting</li> </ul> <b>Mentally calculate:</b> <ul style="list-style-type: none"> <li>All pairs of multiples of 100 - 1000, <ul style="list-style-type: none"> <li>e.g. 300 + 700 = 1000, or 600 + ? = 1000</li> </ul> </li> <li>What must be added to any three-digit number to make the next multiple of 100 <ul style="list-style-type: none"> <li>520 + ? = 600</li> </ul> </li> </ul> <b>Data Handling</b> <ul style="list-style-type: none"> <li>Use Venn or Carroll diagrams to sort data and objects <ul style="list-style-type: none"> <li>two criteria</li> </ul> </li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>Begin to understand timelines during the unit of inquiry</li> </ul> <b>Shape and Space</b> <ul style="list-style-type: none"> <li>Understand term “polygon” <ul style="list-style-type: none"> <li>properties of polygons</li> <li>names of regular polygons</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Interprets information on tables <ul style="list-style-type: none"> <li>answers questions and solves problems</li> </ul> </li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>Manipulate shapes to create objects/ pictures</li> <li>introduce concept of tessellation [a pattern of shapes that fit together perfectly, without any gaps]</li> </ul>		
<b>Science</b>	<p><b>FORCES AND ENERGY</b>  <b>Forces and movement</b>  Cambridge Science Grade 3  Unit 6 6.1-6.5  Push and pull  Changing shape  How big is that force?  Force meters  Friction</p> <p>How forces help us in our daily lives?  <b>Connection</b></p>	<p><b>EARTH AND SPACE</b>  <b>Evaporation and condensation</b>  Cambridge Science Grade 5  Unit 3 3.1, 3.3, 3.5, 3.6  Evaporation  Investigating evaporation  Condensation  Water cycle</p> <p><i>How does the water cycle work?</i> <b>Function</b></p>	<p><b>MATERIALS AND MATTER</b>  <b>Investigating materials</b>  Cambridge Science Grade 3  Unit 5 5.1-5.5  Properties of materials  Sorting materials  Uses of materials  Testing materials  Magnetic materials</p> <p>What materials suit which purpose? <b>Function</b></p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Explains how forces can make objects start or stop moving</li> <li>Explains how forces can change the shape of objects.</li> <li>Uses a force metre to measure</li> <li>Explains how friction can make objects move faster, slower or change direction</li> </ul>	<ul style="list-style-type: none"> <li>Knows that evaporation occurs when a liquid turns into a gas.</li> <li>Explain what condensation is</li> <li>Explains the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>Know that every material has specific properties (hard, soft, shiny)</li> <li>Explains why materials are chosen for specific purposes on the basis of their properties</li> <li>Explains how some materials are magnetic, but many are not.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Suggest ideas, make predictions and communicate these.</li> <li>Measure using simple equipment and record observations in a variety of ways.</li> <li>Collect evidence in a variety of contexts to answer questions or test ideas</li> </ul>	<ul style="list-style-type: none"> <li>With help, think about collecting evidence and planning fair tests.</li> <li>Collect evidence in a variety of contexts to answer questions or test ideas.</li> <li>Present results in drawings, bar charts and tables</li> </ul>	<ul style="list-style-type: none"> <li>Sort materials according to their properties.</li> <li>Make generalisations and begin to identify simple patterns in results</li> <li>Collect evidence in a variety of contexts to answer questions or test ideas.</li> </ul>
<b>Social Studies</b>	<p><b>Resources and the environment</b>  The impact of scientific and technological developments on the environment.  Reflect on scientific models</p>	<p><b>Resources and the environment</b>  Identify the earth's natural resources and locate water distribution on a world map (freshwater, sea water). Describe the problems that arise with uneven distribution of water; starvation, ill health,</p>	<p><b>Continuity and change through time</b>  Generate questions to gather information about his/her family history.  Represent people and events chronologically.</p>

		wealth, conflict. Explore and reflect on how water resources are used by humans and the implications of overuse. Reflect on scientific models and hypotheses of the overuse of natural resources e.g. pollution. Propose solutions for overuse and uneven distribution of natural resources.	Compare and contrast family histories (identify similarities and differences) Describe how artefacts, heirlooms, photographs, rituals are evidence of family history and of cultural identity.
<b>Art</b>	<b>3D form</b> <i>How can we recycle materials to make a machine? Change</i> <b>CURRICULUM CONTENT</b> Design, investigate and create a well balanced structure. Creates a machine or structure to demonstrate knowledge of forces and how they work	<b>Painting/ Printmaking</b> <i>How does the water cycle work? Connection</i> <b>CURRICULUM CONTENT</b> Marbling, water printing, bubble painting, watercolours, inks, balance of composition, positive & negative space Create an abstract bubble painting using 'Fairy' liquid. Cut out parts of the paintings to create a water cycle system.	<b>Exploring and developing ideas</b> How does looking at artefacts inform us of peoples histories? <b>Form</b> <b>CURRICULUM CONTENT</b> Research and investigation, art history, Create a time capsule representing today's culture. Photographs of the students' most precious items and the items used on a daily basis. Objects can be drawn and placed into the time capsule.
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Use recycled, natural and man-made materials to design, investigate and create a well balanced structure</li> <li>Give constructive feedback to peers, using the visual elements and learned technical skill knowledge as reference</li> </ul>	<ul style="list-style-type: none"> <li>Selects and records imagery from first hand observation, experience and imagination</li> <li>Plan a sculpture through drawing and other preparatory work, linking it to a starting point</li> </ul>	<ul style="list-style-type: none"> <li>Refining fine motor skills and control of pencil to create drawings with tones and advanced gradations</li> </ul>
<b>PSPE</b>	<b>Individual Pursuits - Athletics</b> <b>Athletics involves a variety of movements</b> <b>Function:</b> <i>What do we take part in during Athletics?</i> <b>Form:</b> <i>What is it like to develop an athletic skill?</i> <b>Responsibility:</b> <i>How can I do my best?</i> <b>CURRICULUM CONTENT</b> Students to further develop individual techniques of running, jumping and throwing Students to explore sprint starts - Crouch and upright Jumping from stationary compared to a 2.4.6 foot run up - What happens to the jump?	<b>Games</b> <b>There are many different types of invasion games</b> <b>Causation:</b> <i>Why is it called invasion games?</i> <b>Connection:</b> <i>What skills are the same when playing in an invasion game?</i> <b>Responsibility:</b> <i>How can individual players help their team?</i> <b>CURRICULUM CONTENT</b> Expose students to an array of invasion game activities which could include the following: -Football -Basketball -Hockey	<b>Target Games</b> <b>People apply their understanding of forces to improve, invent, and create</b> <b>Function:</b> <i>How does our body use force to move?</i> <b>Form:</b> <i>What are forces?</i> <b>Connection:</b> <i>How do simple machines use forces?</i> <b>CURRICULUM CONTENT</b> Target - Accuracy in sending an object towards a target. Sending an object to knock down a variety of targets Accurately sending an object through a series of targets. Continued motor skill development - kicking, throwing, catching Students to inquire- How much force is needed to perform the above skills
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Develop and apply the basic rules of athletics events</li> <li>Combine locomotor and non-locomotor skills while playing different activities.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in activities that begin to refine locomotor skills</li> <li>Are competent to participate in scaled-down or adapted versions of recognised games</li> </ul>	<ul style="list-style-type: none"> <li>Start to refine combined locomotor and non-locomotor skills while using home-made equipment.</li> <li>Begin to develop coordination, manipulation, balance and spatial</li> </ul>

			awareness using home made equipment.
<b>Music</b>	<p><b>The impact of technology in music</b> <i>How music has progressed due to technology?</i></p> <p><b>Change</b> <b>SKILLS</b> Identify different ways sounds are used</p> <p><b>CURRICULUM CONTENT</b> Performs with other developing ensemble skills and awareness of audience</p>	<p>The role of music and its influence <i>Why music has a powerful influence over people?</i> <b>Connection</b></p> <p><b>SKILLS</b> Choose and arrange sounds to create specific moods and feeling</p> <p><b>CURRICULUM CONTENT</b> Performs compositions using classroom instruments.</p>	<p>History of music How has music evolved over time? <b>Form</b></p> <p><b>SKILLS</b> Continue to develop and describe musical elements.</p> <p><b>CURRICULUM CONTENT</b> Wolfgang Amadeus Mozart - a creative genius and other composers.</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Creates simple rhythmic patterns</li> <li>Develops awareness of simple structures</li> </ul>	<ul style="list-style-type: none"> <li>Sings expressively using dynamics</li> <li>Develops the ability to sing from memory</li> </ul>	<ul style="list-style-type: none"> <li>Creates simple rhythmic patterns</li> <li>Develops awareness of simple structures</li> </ul>
<b>ICT Integration</b>	<p><b>Big Robots</b> <b>Connection:</b> <i>How do we use scripts to activate force that moves the model machine part?</i></p> <p><b>CURRICULUM CONTENT</b> Use Lego WeDo sets to build and program simple machines like fans, seesaws and pulleys.</p>	<p><b>Multimedia Presentations</b> <b>Causation:</b> <i>How can we use animations to bring text and images to 'life'?</i></p> <p><b>CURRICULUM CONTENT</b> Use Google slides to create multimedia presentations on 'Water'. Incorporate images, animated images, animations and slide transitions. Create a presentation with an animated diagram of the water cycle.</p>	<p><b>Maintain a Class Website</b> <b>Form:</b> What is a blog? <b>Function:</b> How can we use technology/ digital tools to archive information?</p> <p><b>CURRICULUM CONTENT</b> Introduction to basic Google site tools Create a class Virtual Artefacts Museum using Google Site The teacher will create a shared template onto which students will post their work.</p>
<b>Digital Literacy and computational thinking/ Coding</b>	<p><b>Coding in Scratch</b> <b>CURRICULUM CONTENT</b> Create and programme basic animations of simple machines in Scratch</p>	<p><b>We Love Games</b> <b>CURRICULUM CONTENT</b> Study simple games and identify the algorithms that enable certain actions to take place in the game Identify and fix problems with simple scripts in scratch.</p>	<p><b>Get Blogging</b> <b>CURRICULUM CONTENT</b> Create simple blog posts with text and images about different artefacts</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Understands and explains the meaning of algorithms and the importance of order and accuracy.</li> <li>Write own algorithm</li> <li>Applies knowledge acquired to control simple robots such as Beebots, Roamers and Lego WeDo models</li> </ul>	<ul style="list-style-type: none"> <li>Create a presentation with images</li> <li>Insert animations and slide transitions in a presentation</li> <li>Use apps/ games to develop algorithmic thinking skills</li> <li>Identifies the algorithms used to program these e.g. when the screen is touched the bird flies upwards.</li> <li>Describes decomposition: when we break down a problem into smaller problems to make it easier to solve.</li> <li>Uses a range of inputs "When and Then" and introduces the concept of</li> </ul>	<ul style="list-style-type: none"> <li>Add a new page to a Website</li> <li>Inserts images of a range of artefacts into a Webpage</li> <li>Adds captions and a short paragraph about each artifact</li> </ul>

		<p>selection within algorithms.</p> <ul style="list-style-type: none"><li>• Creates a simple water game 'Shark Attack' depicting different sea creatures interacting with each other.</li></ul>	
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