Meridian International School s.r.o.

Meridian International School Curriculum

Grade 3/ Year 4

Framework for the Meridian International School Curriculum

Grade 3/Year 4 (Key Stage 2)

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Disclaimer

To ensure the very best standards of learning and a quality education for our students, Meridian International School, Prague, aims to offer an up-to-date, comprehensive, unique, as well as a thoroughly modern curriculum. Combining the high level of British academic standards with a forward-thinking, international outlook, our curriculum intends to be innovative and challenging, whilst also being accessible in addition to making a challenging learning environment enjoyable for any student that is already enrolled or is thinking of joining our school.

In keeping with these high academic standards, the Meridian International School curriculum for Grade 3 has been developed from the following national government and private educational authorities:

- Her Majesty's Government Department for Education
  - https://www.gov.uk/government/organisations/department-for-education
- National Curriculum in England (Primary Education)
  - https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum
- Cambridge International Examinations (Primary)
  - http://www.cie.org.uk/programmes-and-qualifications/cambridge-primary/cambridge-primary/curriculum/
- Czech Republic Ministry of Education, Youth and Sports – Framework Educational Programme for Basic Education
  - http://www.msmt.cz/areas-of-work/basic-education-1

Subjects of Study

During Grade 3, students at Meridian International School focus on the following subjects of study.

* English	(5 hours)
* Mathematics	(5 hours)
* Science	(4 hours)
* Geography	(2 hours)
* History	(2 hours)
* Information Technology	(2 hours)
* Art and Design	(2 hours)
* Design Technology	(1 hour)
* Music	(2 hours)
* Modern Languages	(3 hours)
* Physical Education	(2 hours)

Each subject is taught in full compliance with the National Curriculum of England.

English (Course Description)

By the beginning of Grade 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of Grade 3 and increasingly independently by the end of the academic year.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in Key Stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the Grades 2 and 3 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Grades 2 and 3, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

English (Course Objectives)

i) Reading – Word Reading:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

ii) Reading – Comprehension:

- Develop positive attitudes to reading and understanding of what they read by:
  - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - Reading books that are structured in different ways and reading for a range of purposes
  - Using dictionaries to check the meaning of words that they have read
  - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - Identifying themes and conventions in a wide range of books
  - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - Discussing words and phrases that capture the reader's interest and imagination
  - Recognizing some different forms of poetry [for example, free verse, narrative poetry]
- Understand what they read, in books they can read independently by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meanings of words in context
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied

  Identifying main ideas drawn from more than one paragraph and summarizing these
- Identifying how language, structure, and presentation contribute to meaning

➢ Retrieve and record information from non-fiction

➢ Participate in discussion about both book that are read to them and those they can read for themselves, taking turns and listening to what others say.

iii) Writing – transcription:

a) Spelling: (see English Appendix 1)

➢ Use further prefixes and suffixes and understand how to add them (English Appendix 1)

➢ Spell further homophones

➢ Spell words that are often misspelled (English Appendix 1)

➢ Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

➢ Use the first two or three letters of a word to check its spelling in a dictionary

➢ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

b) Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

iv) Writing – composition:

- Plan writing by:
  - Discussing writing similar to that which they are planning to write in order to understand and learn from its structures, vocabulary and grammar
  - Discuss and record ideas
- Draft and write by:
  - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure (English Appendix 2)
  - Organizing paragraphs around a theme
  - In narratives, creating settings, characters and plot
  - In non-narrative material, using simple or organizational devices [for example, headings and sub-headings]
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing and suggesting improvements
  - Proposing changes to grammar and vocabulary to improved consistency, including the accurate use of pronouns in sentence.

- Proof-reading for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

v) **Writing – vocabulary, grammar and punctuation:**

➢ Develop their understanding of the concepts set out in English Appendix 2 by:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including **when, if, because, although**
- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Learning the grammar for grades 2 and 3 in English appendix 2

➢ Indicate grammatical and other features by:

- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech

➢ Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Appendix 1

Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of Pre-school, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for Pre-school and Grade 1, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for Grades 2 and 3 and Grades 4 and 5 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1 (grade 1); teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what

pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

In this spelling appendix, the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in this document.

Spelling: Work for Grade 2

- **Revision of Grade 1 and 2 Work:**
  - Pay special attention to the rules for adding suffixes.

- **New Work for Grade 3 (same as Grade 2):**

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see **in–** below. Like **un–**, the prefixes **dis–** and **mis–** have negative meanings.	**dis–**: disappoint, disagree, disobey **mis–**: misbehave, mislead, misspell (mis + spell)

	The prefix **in–** can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	**in–**: inactive, incorrect illegal, illegible
	Before a root word starting with **l**, **in–** becomes **il**.	immature, immortal, impossible, impatient, imperfect
	Before a root word starting with **m** or **p**, **in–** becomes **im–**.	irregular, irrelevant, irresponsible
	Before a root word starting with **r**, **in–** becomes **ir–**.	
	re– means 'again' or 'back'.	**re–**: redo, refresh, return, reappear, redecorate
	sub– means 'under'.	**sub–**: subdivide, subheading, submarine, submerge
	inter– means 'between' or 'among'.	**inter–**: interact, intercity, international, interrelated (inter + related)
	super– means 'above'.	**super–**: supermarket, superman, superstar
	anti– means 'against'.	**anti–**: antiseptic, anti-clockwise, antisocial
	auto– means 'self' or 'own'.	**auto–**: autobiography, autograph
The suffix –ation	The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix –ly	The suffix **–ly** is added to an adjective to form an adverb. The rules already learnt still apply. The suffix **–ly** starts with a consonant letter, so it is added straight on to most root words. **Exceptions**: (1) If the root word ends in –	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily

	y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable. (2) If the root word ends with **–le**, the **–le** is changed to **–ly**. (3) If the root word ends with **–ic**, **–ally** is added rather than just **–ly**, except in the word *publicly*. (4) The words *truly*, *duly*, *wholly*.	gently, simply, humbly, nobly basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt **–sure**. The ending sounding like /tʃə/ is often spelt **–ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. *teacher, catcher, richer, stretcher.*	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as **–sion**.	division, invasion, confusion, decision, collision, television
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. **–our** is changed to **–or** before **–ous** is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the **–ous** ending, it is usually spelt as **i**, but a few	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious

	words have **e**.	hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are **–ion** and **–ian**. Clues about whether to put **t**, **s**, **ss** or **c** before these suffixes often come from the last letter or letters of the root word. **–tion** is the most common spelling. It is used if the root word ends in **t** or **te**. **–ssion** is used if the root word ends in **ss** or **–mit**. **–sion** is used if the root word ends in **d** or **se**. **Exceptions**: *attend – attention, intend – intention.* **–cian** is used if the root word ends in **c** or **cs**.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; **–s** is not added if the plural already ends in **–s**, but *is* added if the plural does	girls', boys', babies', children's, men's, mice's (**Note:** singular proper nouns ending in an *s* use the 's suffix e.g. Cyprus's population)

	not end in –s (i.e. is an irregular plural – e.g. *children's*).	
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Appendix 2: Vocabulary, Grammar and Punctuation

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

The table below focuses on Standard English and should be read in conjunction with the programmes of study as it sets out the statutory requirements. The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

The grammatical terms that pupils should learn are labelled as 'terminology for pupils'. They should learn to recognise and use the terminology through discussion and practice. All terms in **bold** should be understood with the meanings set out in the Glossary.

➢ Grade 3: Detail of content to be introduced

Word	Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*] Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]
Sentence	Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past

	[for example, *He has gone out to play* contrasted with *He went out to play*]
Punctuation	Introduction to inverted commas (punctuation marks) to **punctuate** direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

- **Grade 3: Word List**

accident(ally)

actual(ly)

address

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy/business

calendar

caught

centre/center

century

certain

circle

complete

consider

continue

decide

describe

different

difficult

disappear

early

earth

eight/eighth

enough

exercise

experience

experiment

extreme

famous

favourite

February

forward(s)

fruit

grammar

group

guard

guide

heard

heart

height

history

imagine

increase

important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise

purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/
although
thought
through
various
weight

Mathematics (Course Description)

Learners develop their own strategies for solving problems, and present information and results systematically. They search for a solution by trying out ideas of their own. They use their understanding of place value to multiply and divide whole numbers by 10 and 100. They use a variety of mental and written methods for computation, including recall of multiplication facts up to 10 x 10. They add and subtract decimals to two places. They check their results are reasonable by considering the context or the size of the numbers. They use simple fractions and percentages to describe approximate parts of a whole. They recognise and describe number patterns and relationships and use simple formulae expressed in words. They use their knowledge of shape to make 3D mathematical models, draw common 2D shapes in different orientations on grids, and reflect simple shapes in a mirror line. They choose and use suitable units and instruments, reading, with appropriate accuracy, numbers on a range of measuring instruments. They find perimeters of shapes, areas by counting squares, and volumes by counting cubes. They use and interpret co-ordinates in the rst quadrant. They collect discrete data, group data where appropriate, and use the mode and median as characteristics of a set of data. They draw and interpret frequency diagrams and construct and interpret simple line graphs. They understand and use simple vocabulary associated with probability.

Mathematics (Course Objectives)

i) Operation and Algebraic Thinking

Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.

- Example:
  - Describe a context in which a total number of objects can be expressed as 5 × 7.
- Know multiplication for 2x, 3x, 4x, 5x, 6x, 9x and 10x tables and derive division facts.
- Derive quickly doubles of all whole numbers to 50, doubles of multiples of 10 to 500, doubles of multiples of 100 to 5000, and corresponding halves.

Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

- Example:
  - Describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.
- Divide two-digit numbers by single-digit numbers (answers no greater than 20).

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

- Use drawings and equations with a symbol for the unknown number to represent the problem.
- Decide whether to round up or down after division to give an answer to a problem.

Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

- Example:

- Determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$

➢ Understand that multiplication and division are the inverse function of each other.

➢ Check the result of a division using.

Apply properties of operations as strategies to multiply and divide.

➢ Examples:

- If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.)

- Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

- Understand that multiplication and division are the inverse function of each other.

- Check the result of a division using multiplication, e.g. multiply 4 by 12 to check $48 \div 4$.

- Check multiplication using a different technique, e.g. check $6 \times 8 = 48$ by doing 6×4 and doubling.

Understand division as an unknown-factor problem.

➢ Example:

- Find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

➢ Understand that multiplication and division are the inverse function of each other.

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

- Know multiplication for 2x, 3x, 4x, 5x, 6x, 9x and 10x tables and derive division facts.

- Double any two-digit number.

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

- Choose strategies to find answers to addition or subtraction problems; explain and show working.

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

- Example: Observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

- Multiply and divide three-digit numbers by 10 (whole number answers) and understand the effect; begin to multiply numbers by 100 and perform related divisions.

- Recognise and extend number sequences formed by counting in steps of constant size, extending beyond zero when counting back.

ii) Number Operations in Base Ten

Use place value understanding to round whole numbers to the nearest 10 or 100.

- Round three- and four-digit numbers to the nearest 10 or 100

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Add pairs of three-digit numbers.
- Derive quickly pairs of two-digit numbers with a total of 100, e.g. 72 + □ = 100.
- Derive quickly pairs of multiples of 50 with a total of 1000, e.g. 850 + □ = 1000

Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

- Multiply multiples of 10 to 90 by a single-digit number.
- Multiply a two-digit number by a single-digit number.

iii) Fractions

Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.

- Relate finding fractions to division.

Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
- Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

- Recognize mixed numbers, e.g. 5 ¾, and order these on a number line.

Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

- Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.

- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.

- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or < and justify the conclusions, e.g. by using a visual fraction model.

- Order and compare two or more fractions with the same denominator (halves, quarters, thirds, fifths, eighths or tenths).

- Recognize the equivalence between: ½, 4/8 and 5/10; ¼ and 2/8; 1/5 and 2/10.

- Use equivalence to help order fractions, e.g. 7/10 and ¾.

iv) Measurement and Data

Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

- Read and tell time to the nearest minute on 12-hour digital and analogue clocks.

- Choose units of time to measure time intervals.

Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

- Choose and use standard metric units and their abbreviations (km, m, cm, mm, kg, g, l and ml) when estimating, measuring and recording length, weight and capacity.

- Know and use the relationships between familiar units of length, mass and capacity; know the meaning of 'kilo', 'centi', and 'milli'.

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

- Example: Draw a bar graph in which each square in the bar graph might represent 5 pets.

- Answer a question by identifying what data to collect, organizing, presenting and interpreting data in tables, diagrams, tally charts, frequency tables, pictograms (symbol representing 2, 5, 10 or 20 units) and bar charts (intervals labelled in twos, fives, tens or twenties).

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

- Interpret intervals/divisions on partially numbered scales and record readings accurately.

Recognize area as an attribute of plane figures and understand concepts of area measurement.

- Example: A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

- Example: A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

- Find the area of rectilinear shapes drawn on a square grid by counting squares.

Science (Course Description)

During Grade 3 pupils learn about a wider range of living things, materials and phenomena. They begin to make links between ideas and to explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs.

Building on what was taught in Grade 2, Grade 3 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them; setting up simple practical enquiries, comparative and fair tests; making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; identifying differences, similarities or changes related to simple scientific ideas and processes; and using straightforward scientific evidence to answer questions or to support their findings.

Science (Course Objectives)

i) Living Things and Their Habitats

Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.

Pupils should be taught to:

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things
- Explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation

ii) Animals and Humans

Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions.

Pupils might work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

Pupils should be taught to:

- Construct and interpret a variety of food chains
- Identify producers, predators and prey
- Describe basic parts of human digestive system and their simple functions
- Identify different types of teeth in humans and their simple functions

iii) States of Matter

Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.

Pupils should be taught to:

- Group materials to solids, liquids and gasses
- Observe changes in material state when heated or cooled
- Identify the role of evaporation and condensation in the water cycle

iv) Sound

Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.

Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.

Pupils should be taught to:

- Identify how sounds are made
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of the sound and the strength of vibrations that produced it
- Recognize that the sounds get fainter as the distance from the sound increases

v) Electricity

Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in Grade 5. Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity.

Pupils should be taught to:

- Identify common appliances that run on electricity
- Construct simple series electrical circuit and identify and name its basic parts
- Recognize some common conductors and insulators

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Geography (Course Description)

During Grade 3, the key topics of study will be: improving the environment; villages and settlers; life in India; a closer look at the internal Earth; planning and urban geography; practical use of geographical equipment; and leisure.

In Grade 3, a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

- Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography (Course Objectives)

i) Improving the Environment

- Renewable and non-renewable energy resources
- Distinguish between human and physical features
- Human impact on the environment
- Saving materials and energy
- Recycling
- Importance of oil in everyday life
- Problems associated with oil extraction
- Transport
- Effects of global warming
- External environment of the school

ii) Village and Settlers

- Earliest villages of human civilisation
- How villages change over time
- Balad Sayt village
- Geographical facts about Oman
- Abu Dhabi and the UAE
- Villages today and differences

iii) Life in India

- Landscape of India

- Climate of India
- Economy of India
- Comparison of India and home country
- Indian countryside
- Foods eaten in Indian villages
- Fishing villages
- Maps of Indian geography

iv) The Earth

- Internal structure of the Earth
- Tectonic plates
- Earthquakes
- Volcanic eruptions
- Continental changes
- Understand the consequences of earthquakes

v) Plans and Urban Development

- Everyday objects
- Viewing above from above
- Plans of buildings
- Looking at and developing maps
- Compass points
- Longitude and latitude
- Measuring on plans and maps
- Mapping the British Isles
- Mapping Europe

vi) Leisure

- Concept of leisure time
- Need to eat and sleep
- Individual and group activities
- Carrying out individual surveys
- Different leisure activities

History (Course Description)

During Grade 3, the topics of study will be: Ancient Greece; The Anglo-Saxons and Vikings; invaders; and explorers.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

History (Course Objectives)

i) Ancient Greece

- Introduction to Greek city-states
- Colonies of Ancient Greece
- Architecture of Ancient Greece
- Daily life in Ancient Greece
- Archeology of Ancient Greece
- Greek Gods
- Mount Olympus
- Troy and the Trojan Horse
- Sparta
- Olympics
- Greek philosophers
- How did the Ancient Greeks influence the Romans?

ii) Anglo-Saxons & Vikings

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

iii) Invasions

- Anglo-Saxon Pirates
- Viking chronicles
- Celtic invasions
- Boudicca's rebellion against the Romans
- Understanding chronicles and stories
- Living together after invasions
- Building towns

Information Technology (Course Description)

Information and Communication Technology (ICT) for Grade 3 builds up the foundational ICT knowledge and skills which will help students to be creative, effective communicators, problem solvers, and critical thinkers fit for their level. It covers the proper keyboard typing, basics in word processing, presentation and spreadsheet designing, utilizing computer operating system and its applications, meaningful online searching and filtering of information, online safety awareness, collaboration and communication with the use of Internet resources, and the help of multimedia applications.

Information Technology (Course Objectives)

In Grade 3 ICT, the students are expected to:

1. Communicate ideas with word processing using formatted text, a variety of graphics and tables.
2. Create presentations and communicate learning to others using digital tools.
3. Produce media-rich digital stories including the use of image, audio and/or video.
4. Use digital imaging technologies to modify or create images for use in digital presentations.
5. Plan writing and other projects using visual mapping tools.
6. Use appropriate digital tools to collect, organize and analyze data including the use of formulas and charts.
7. Recognize bias in digital resources.
8. Communicate electronically with others to collaboratively identify and investigate global issues in a supervised educational environment.
9. Practice injury prevention by applying a variety of ergonomic strategies when using technology.
10. Analyze and solve basic software problems (restart, refresh, close and reopen program after saving)
11. Demonstrate the safe and cooperative use of technology.

Skills developed

Learners should learn to:

1. Revise the topics from level 3.
    - Dividing a task into main and detailed sub tasks.
    - Drag and drop basic commands of an animation program (Scratch).
    - Exercise for wrists, neck and spine.
    - Formatting text.

2. Reasoning and problem solving.
    - Identifying goals, information and conditions for problem solving.

3. Coordination between program parts.
    - Write scripts using an animation program (Scratch) controls.
    - Demonstrate actions like games, in Scratch.
    - Change parameters in animation program (Scratch) blocks.

4. Taking care of health while using computers.
    - Exercises for legs, ankles and foot muscles.
    - Exercises to improve balance.

5. More activities using animation program (Scratch).
    - Writing scripts for games and stories.

6. Storage and organization of Files and Folders.
    - Creating folders and organizing files within folders.
    - Identifying type of content based on file extensions.
    - Classification or grouping of relevant items.

1. REVISION OF LEVEL III

- Step-wise thinking.
- Introduction and Simple animation
- Dos and Don'ts
- Text editing
- Use appropriate methods to create your own animation.

Prior knowledge	New words	
• Book level 3	•	

2. LOGICAL THINKING

- Step by step approach and reasoning to solve problems
- Use what you already know to solve problems

- Tackle a task when you don't know anything about it.
- Use logical thinking to solve problems, this involve 3 steps;
  - First identify the goal.
  - Understand the given information, the rules and conditions.
  - Work out the solution in a step-wise manner.
    - "What", "When" and "Why", are questions that can help in thinking logically, to find out "How" to reach the goal.
- Narration a story to the learners that highlights logical thinking.

Prior knowledge	New words	
• Step-wise thinking	• Logical thinking	

3. PROGRAMMING MULTIPLE SPRITES IN SCRATCH (Microsoft Excel)

- Think logically and plan an activity.
- Writing scripts for the activities
- Realize the importance of planning on paper before going to the computer.
- Write a program for animation.

Prior knowledge	New words	
• Learners can put steps in correct order •	• Broadcast • Script	

4. TAKING CARE OF HEALTH WHILE USING A COMPUTER

- Importance of exercise.
- Exercise for legs, ankles and foot muscles
- Exercise for neck
- Exercise for wrists

Prior knowledge	New words	
• Knowledge about correct posture while using computer.	•	•

5. MORE ACTIVITIES USING AN ANIMATION PROGRAM (Scratch)

- Use various blocks of Scratch
- Explore a variety of programs that can be built, like animations

Prior knowledge	New words	
• Using commands of motion, pen and sound blocks • Writing a basic script	•	•

6. NAMING AND ORGANIZING FILES

- Chose a file name that tells us something about the contents of the file.
- Create a folder on desktop and name it
- Put all related files in that Folder
- Use some sub-folders
- Cut/Copy and Paste files to other sub-folder
- Cut/Copy and Paste sub-folders to other Parent folder

Prior knowledge	New words	
• Familiarity typing, and using mouse to Cut/Copy and Paste	• Extension • .png .txt .mp3	• Parent folder • Sub-folder

Art & Design (Course Description)

During Grade 3, students enhance on the topics that were studied and learning during Grade 2. Work will be of a higher standard, with more focus placed on individual work and technique.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Building on what was taught during the Key Stage 1 years, and in Grade 2, Grade 3 students should pursue and be taught how to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should also be taught to: create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; and about great artists, architects and designers in history.

Art & Design (Course Objectives)

i) Elements of Art

- Lines
- Shapes
- Colours
- Forms, including 3D cardboard form
- Value
- Texture
- Space

ii) Expressionist Artists

- Technique
- Water colour
- Collage technique
- Pastel technique
- Sculpture: clay and recycled materials
- Ceramic
- Pottery
- Objects
- Painting
- After fire modelling

iii) Seasonal Projects

- Easter
- Christmas
- Book cover and design

iv) Colour Wheel

- Mixing Colours
- White/black
- Shading shapes

v) Art Style

- Still life
- Portrait
- Landscapes

vi) Mask Project

- Sculpting and designing
- Partner and individual assignments
- Landscapes

Design Technology (Course Description)

During Grade 3, the topics of study will be: motor skills; recycling boxes; rubbish collage; Flat Stanley; village modelling; circuit stimulator; Saxon village (cross-curricular with history); Viking ships (cross-curricular with history); and tie-dye and volcanoes.

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Design Technology (Course Objectives)

i) Specific Content and Topics

- Motor skills
- Recycling boxes
- Rubbish collage
- Flat Stanley
    - Student holiday project
- Village modelling
- Circuit stimulator
- Saxon village (cross-curricular with history)
- Viking ships (cross-curricular with history)
- Tie-dye and volcanoes.

ii) Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

iii) Make

- Select from and use a wider range of tools and equipment to perform practical tasks accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and

ingredients, according to their functional properties and aesthetic qualities

iv) Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

v) Technological Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products
- Understand and use electrical systems in their products
- Apply their understanding of computing to programme, monitor and control their products.

Music (Course Description)

Continuing from Grade 2, in Grade 3 Meridian pupils will continue to study and learn the importance of understanding the basic elements of music. In addition to a thorough revision of what has been studied previously, students will move toward playing and creating simple melodies and harmonies, using the recorder and other instruments, as well as working with more difficult musical theory: the study of harmonies.

Pupils will recognise and explore the ways sounds can be combined and used expressively. They will sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They will improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.

Expanding knowledge in listening and performing will include a detailed exploration of the concept of an orchestra, exploring the different instruments involved in creating an orchestral sound. Students will listen to orchestral suites, and taught how to: analyse and compare sounds, explore and explain their own ideas and feelings about music using movement, use expressive language and musical vocabulary to describe music. Developing from this, students will begin to learn to use the recorder as a melodic instrument, offering students the opportunity to improve their own and others' musical experience.

Music (Course Objectives)

i) Elements of Music

a) Elements

With an increased focus on group participation, Grade 3 pupils will develop their knowledge of music through learning how to use their voices and instrumental skill expressively and creatively. Increasingly familiarity with the importance of elements in music will ensure students are able to:

- Play simple rhythms and melodies, individually and as a group
- Recognise different harmonies and sing rounds
- Work with timbre and phrasing
- Participate and group performance, ensuring increased familiarity and understanding of rhythm, melody, harmony, form, timbre, et al)
- Recognise a steady beat; movement to different beats, playing a steady beat
- Move responsively to music (marching, walking, hopping, swaying, and dancing)
- Recognise the difference between familiar, as well as new short and long sounds
- Discriminate between fast and slow, gradually slowing down and getting faster
- Discriminate between differences in pitch: high and low
- Discriminate between loud and soft, gradually increasing and decreasing volume
- Understand that melody can move up and down
- Hum the melody while listening to music

- Echo short rhythms and melodic patterns
- Sing unaccompanied, accompanied, and in unison
- Recognise verse and refrain

b) Notation

Developing what they learned in Grade 2, students will enhance their music vocabulary through reviewing and expanding upon the following notations.

- Understand the dividing the staff into measures, bar lines
- Time signatures 4/4 time, 2/4 time, ¾ time
- Dynamics: piano, forte, crescendo, decrescendo
- Whole note
- Dotted half note
- Half, quarter note
- Eighth notes
- Whole, half, and quarter rest
- Staff, treble clef (G clef)
- Names of the notes in spaces (FACE), on lines (EGBDF)

ii) Listening and Performing

Children will be exposed to a wide range of music, including children's music, instrumental music, and music from many different and varied cultures. Pupils will be encouraged to learn how to concentrate and understand a range of high-quality live and recorded music.

a) The Orchestra

Through listening to music from orchestral suites, students will develop their understanding of:

- Families of instruments which will be reviewed and studied in more detail:
  - Strings
  - Brass

- Woodwinds
- Percussion

Students will be able to listen to and identify individual instruments via:

- Stories and tales in the music:
  - Gioachino Rossini – *William Tell Overture*
  - Gustav Holst – *The Planets Suite*

b) Introduction to the Recorder as the melodic instrument

Encouraging both group and solo learning, students in Grade 3 will:

- learn the rules of ensemble playing, control the sound, play simple tunes following the notation
- range G1 – D2 (left hand)

Modern Language (Course Description)

In Grade 3, students will study the following example topics: basic greetings; the days of the week; hobbies; animals; hurry up! -; What times is it? -; school; Who is it? -; Weather; How are you? -; What are you going to do? -; Meals; What do you prefer? -; Fears; and Where do you live?

At Meridian International School, our students have the option of studying a choice of modern languages. For Czech citizens, Grade 3 students will follow a curriculum that closely follows the Czech national curriculum, whereas non-native Czech speakers will follow a curriculum that is based on methodologies that closely follow a standard European framework.

Additionally, our students have the option of studying French, following a curriculum that adheres strictly to the standards of the National Curriculum of England.

Teaching should build on the foundations of language learning laid at Key Stage 1, whether pupils continue with the same language or take up a new one. Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Modern Language (Course Objectives)

i) Specific Content and Topics

- Basic greetings
- The days of the week
- Hobbies
- Animals
- Hurry up!
- What times is it?
- School
- Who is it?
- Weather
- How are you?
- What are you going to do?
- Meals
- What do you prefer?
- Fears
- Where do you live?

ii) Listening & Comprehension

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

iii) Speaking

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences

iv) Reading & Comprehension

- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

v) Writing

- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally* and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Physical Education (Course Description)

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

During Grade 3 students should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Physical Education (Course Objectives)

i) Sport & Games

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

ii) Swimming and water safety

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations.

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