



Year 3 Block 1 Key Objectives

These are the Key Objectives we have identified for Block 1. Block 1 starts on Sunday 3rd September and runs for 7 weeks until Thursday 19th October. Teachers will be working with your child to help them to achieve these, along with a broader range of skills within this period of work. The teachers will then assess the children against these key objectives and grade them on the IB 1-7 scale. Please read through the objectives with your child and help them to understand what we want them to achieve. We greatly value your support!

YEAR 3 BLOCK 1 KEY OBJECTIVES (2023-2024)	
Arabic	<p>أن يجيب عن أسئلة تتعلق بنص الاستماع. أن يتحدث بطلاقة حول لوحة المشاهدة. أن يقرأ النص قراءة جهرية صحيحة معبرة. أن يجيب عن أسئلة النص بلغة سليمة. أن يوظف المفردات والتراكيب اللغوية توظيفا سليما. أن يميّز بين الاسم والفعل والحرف. أن يوظف الاسم والفعل والحرف في الحديث والكتابة. أن يميّز بين التاء المربوطة والتاء المفتوحة والهاء كتابة. أن يكتب التاء المربوطة والتاء المفتوحة والهاء كتابة. أن يتعرف عنصر المكان في النص السردي. أن يجيب عن بعض الأسئلة مستخدما عبارات تدل على المكان. أن يفهم المعاني الواردة بالنشيد. أن يحفظ النشيد ويسمعه. أن يقرأ فقرة من النص قراءة سليمة مراعيًا علامات الترقيم. أن يرتب أحداث النص ترتيبا صحيحا. أن يتعرف مفهوم الجملة الاسمية. أن يحدّد ركني الجملة الاسمية (المبتدأ والخبر) أن ينفذ واجباته البيئية بدقة وفي موعدها.</p>
Islamic	<p>أن يحفظ الآيات 1 – 7 من سورة البلد. أن يعدد بعض نعم الله تعالى. أن يحفظ ويسمع حديث أركان الإيمان . أن يحفظ ويسمع الآيات 8 – 16 من سورة البلد. أن يعدد بعض مظاهر قدرة الله تعالى أن يحفظ ويسمع الآيات 17 – 20 من سورة البلد. أن يذكر طرق الحفاظ على الصلاة. أن يسمع سورة البلد كاملة. أن يتعرف قصة نزول الوحي. أن يحفظ الآيات 1 – 5 من سورة الفجر. أن يعدد بعض آداب المسجد. أن يحفظ الآيات 6 – 14 من سورة الفجر. أن يحفظ ويسمع حديث الأمر بالصلاة. أن يحفظ الآيات 15 – 20 من سورة الفجر. أن ينفذ واجباته البيئية بدقة وفي موعدها.</p>



Social Studies	<p>أن يتعرف ألوان علم عمان ودلالات ألوانه أن يميز بين الصورة والخريطة أن يرسم خريطة مبسطة لمكان يختاره أن يذكر قصة إسلام مازن بن غضوبه أن يعدد أهم أعمال مازن ابن غضوبه أن يسمي بعض الخضروات والفواكه المزروعة في عمان أن يذكر الحيوانات التي يرعاها الراعي العماني ويعدد فوائدها أن ينفذ واجباته البيئية بدقة وفي موعدها.</p>
English	<ul style="list-style-type: none">• Identify the features of a postcard• Identify features of a letter• To create a text map• To use connectives to extend sentences.• To begin sentences with 'ly' words.• To use the present and past tense.• To write an introduction that shows the purpose of the piece.• To write a middle section that adds detail and description.• To write an end section with concluding comment or final statement.• To write all letters with a consistent size and form.• To read out loud fluently and confidently, understanding how to express a range of punctuation.• To justify predictions with evidence from the text.• To infer how a character might feel.• To follow instructions in a range of unfamiliar situations.• To recognise powerful vocabulary in texts and begin to use them in their own talk.
Maths	<ul style="list-style-type: none">• To read and write numbers and numerals to 1000.• To estimate numbers up to 1000.• To sort even and odd numbers.• To use a decimal point to denote currency.• To use place value to compose and decompose 3-digit numbers.• To regroup numbers in different ways.• To compare 3-digit numbers using $>$ and $<$.• To round numbers to nearest 10 and 100.• To add 3-digit numbers.• To subtract 3-digit numbers.• To understand the communicative properties of addition.• To understand the associative properties of addition.• To calculate change when using money.• To use objects to stand in for unknown quantities.• To tell time accurate to one minute.• To accurately identify intervals of time.
Science	<ul style="list-style-type: none">• To ask scientific questions that can be investigated.• To identify the five main types of scientific enquiry.



	<ul style="list-style-type: none"> • To make a prediction describing some possible outcomes of an enquiry. • To use observations to sort, group and classify objects. • To carry out practical work safely. • Collect and record observations and/or measurements in tables and in diagrams. • Identify whether results support, or do not support, a prediction. • Make a conclusion from results and relate it to the scientific question being investigated.
<p>Computing</p>	<ul style="list-style-type: none"> • Know that the hardware and software components computing devices combine to form a working system. • Know the differences between hardware and software, compare the different roles that they perform in computer systems. • Identify a range of manual and automatic input devices. • Know the difference between inputs and outputs. • Know that the hardware and software components computing devices combine to form a working system. • Know the differences between hardware and software, and compare the different roles that they perform in compute systems. • Know that the hardware and software components of computing devices combine to form a working system. • Know the differences between hardware and software, and compare the different roles that they perform in computer systems. • Know that different types of file can be stored on a computer's hard drive, including text, audio, image, video and games. • Identify networked hardware in a familiar environment, including the school and home. • Identify services that are available on familiar networks, including digital files, printed documents and the World Wide Web. • Understand the advantages and disadvantages of a network. • Identify networked hardware in a familiar environment, including the school and home. • Identify services that are available on familiar networks, including digital files, printed documents and the World Wide Web. • Understand the advantages and disadvantages of a network. • Understand that people can be upset by things said to, or about, them. • Know that their information is personal and identify the risks of sharing that information online. • Identify common features of onscreen layouts and icons across a range of applications. • Compose, read, respond to and share online messages with specific individuals and with groups.
<p>P.E.</p>	<ul style="list-style-type: none"> • To travel in a range of different ways / directions introducing some small / large apparatus.



	<ul style="list-style-type: none"> • To develop movement skills that support my consistency when catching different size balls. • To roll, run & field a medium / large sized ball. • To bounce and catch a ball continuously. • To jump forwards & sideways using small apparatus. • To try to strike a ball from stationery, walking and running position. • Increase competency of core aquatic skills and develop basic stroke technique. • Develop stroke technique to include all four strokes. • Introduction to diving. • Develop awareness through a variety of core aquatic skills.
<p>Art</p>	<ul style="list-style-type: none"> • Recognise and draw simple geometric shapes found in everyday objects. • Recognise and apply the use of geometric shapes when drawing. • Create and form shapes using soft modelling wire. • Apply even layers of pencil tone when shading. • Show tone by shading from light to dark. • Identify shapes in observations made and use these to inform drawing. • Use drawings and sketches made to create a paper block print.
<p>Music</p>	<ul style="list-style-type: none"> • Can recognize, read, write, and perform simple rhythm patterns of basic note values (eighth notes, quarter notes, half notes, , and whole notes and restes). • Recognize the treble clef and note names (for lines and spaces) on a stave. • Can develop the ability to sing a melody with accurate pitch and rhythm. • Can hear rhythm inherent in spoken words e.g. Food Rhythms • Can recognise and play a range of different tempi • Use vocabulary Largo and Presto to describe tempo.