



مدرسة الإمارات الدولية - ميدوز
Emirates International School - Meadows

Year 3 Programme of Inquiry						
TD Theme	WHO WE ARE	WHERE WE ARE IN PLACE & TIME	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE ORGANISE OURSELVES	HOW WE EXPRESS OURSELVES
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central Idea	Community members have rights and responsibilities.	Ancient civilisations have shaped our world.	Science impacts our understanding of Earth.	Our use of water impacts our world	Urban areas have features and infrastructure to meet the needs of their population.	Celebrations and traditions shape the culture of a community.



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<p>An inquiry into...</p>	<p>How rules and laws help our community.</p> <p>Actions can have consequences.</p> <p>What I am responsible for</p>	<p>What makes a civilisation.</p> <p>Development of Egyptian civilisation throughout time.</p> <p>The influence of past civilisations on us today.</p>	<p>Properties of the Earth.</p> <p>How Earth has changed and continues to change.</p> <p>How science has helped us understand Earth.</p>	<p>The impact of water pollution on us and our world.</p> <p>Natural sources of water.</p> <p>The availability and distribution of usable water.</p>	<p>The common features of cities.</p> <p>Whether these features meet people's needs.</p> <p>Similarities and differences in features from cities around the world.</p>	<p>How and why individuals, communities, and cultures celebrate</p> <p>Use of art and artifacts to share and preserve traditions</p> <p>Similarities and differences between celebrations (Perspective)</p>
<p>Action</p>	<p>I want to be a responsible citizen in my community</p>	<p>I want to create a walking museum</p>	<p>I want to inform people on how to stay safe during a natural disaster.</p>	<p>I want to educate people on how to look after our world.</p>	<p>I want to become a sustainable citizen</p>	<p>I want to celebrate everyone's unique qualities.</p>
<p>Key Concepts</p>	<p>Responsibility, connection, form.</p>	<p>Form, Connection, Change</p>	<p>Form, Causation, Change, Connection</p>	<p>Responsibility, Form, Connection</p>	<p>Form, Function Connection</p>	<p>Form, Perspective, Connection reflecting</p>
<p>Related Concepts</p>	<p>Opinions, Beliefs, Initiative, Well-Being</p>	<p>Civilisation , History, Transformation, Time</p>	<p>Geology-Erosion, Cycles, Gravity, Weathering, Processes</p>	<p>Conservation, Consumption</p>	<p>Systems, Order, Interdependence</p>	<p>Social studies, UAE traditions</p>



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Approaches to Learning	Self-management	Research Skills	Thinking Skills	Research skills	Communication Skills	Social skills
Learner profile Attributes	Reflective Balanced Caring	Inquirers Open-Minded Knowledgeable	Inquirers Thinkers Knowledgeable	Caring Principled Communicators	Reflective Thinkers Risk-Takers	Open-minded, Communicators, Knowledgeable
Language	Descriptive Writing Instructional Writing Genre Word choice Meaning Communication Voice	Diary Entry Story-Recount Communication Structure	News bulletin Newspaper/News Report Spelling rules Sentence structure Non-fiction v fiction Author writing styles Direct/Reported Speech	Diary entry Narrative Writing Understanding audience Choice of text type	Advertisement Debate Discussion Imagery Systems Persuasion	Descriptive Poetry Performance Poetry Imagery Subjectivity Voice
	Genre: Narrative Text focus: The Worlds Worst Children	Genre: Recount Narrative Text focus: The Egyptian Cinderella	Genre: Non-Fiction Text focus: Escape from Pompeii	Genre: Diary Entry / Narrative writing Text focus: The Water Princess	Genre: Persuasive Writing / Adverts/ Travel Brochures Text focus: Advertisements - Persuasive speeches.	Genre: Poetry: Haiku, Cinquain, Calligram Text focus: Book of 100 Poems
Mathematics	Number: Place Value Addition and Subtraction Systems Sequences	Number: Multiplication and Division Fractions Sequences Symbolic representations	Statistics Measurement: Mass, Length, Perimeter Growth Interactions representations	Measurement: Money Time Symbols Differences Similarities	Number: Fractions Geometry: Properties of Shapes properties transformation vocabulary	Multiplication and Division formula links systems



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		properties				
Science	Living Things (Animals Incl. Humans) Systems Role Impact	Forces and Energy Earth and Space (Light) Similarities Differences	Everyday Materials (Rocks) Properties Impact	Forces and Energy Similarities Differences Pattern	Living Things (Plants) Properties Roles Cycles	Working Scientifically Sustainability Fair testing
Moral, Social and Cultural Studies	Sociology	History	Civic Studies	Moral Education	Economics	Geography UAE Culture & Heritage
	Character and Morality (CM3)	The individual and the community (IC3)	Character and Morality (CM4)	Cultural Studies CUS3	The individual and the community (IC4)	Cultural Studies (CUS4)
PE	Invasion games <ul style="list-style-type: none"> Structure Communication Space Team work 	Striking and Fielding games <ul style="list-style-type: none"> Technique Body Control Improvement Awareness 	Athletics <ul style="list-style-type: none"> Technique Awareness Variety 	Gymnastics <ul style="list-style-type: none"> Interdependence Variety Aesthetics Movement Safety 	Swimming <ul style="list-style-type: none"> Technique Body Control Power 	Net Games <ul style="list-style-type: none"> Technique Teamwork Communication
Music	Communication through song, world music, folk songs	Composers, music timelines, Baroque period	Pitch, notation, identifying notes, Performance, How music has evolved???	Composition, performance,	Music form, composition, meter	Instrument families, found sounds, recycled orchestra



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<p>Art</p>	<p>Can we use colour as successfully as Kandinsky?</p> <p>Colour theory.</p> <p>Colour, shape, design, relationships</p>	<p>Can we use colour as successfully as Kandinsky?</p> <p>Geometrical art.</p> <p>Colour, shape, design, relationships</p>	<p>Art in the style of Georgia O'Keeffe</p> <p>Drawing study, drawing skills, mark making, sketching – observational drawing.</p> <p>Colour, shape, design, relationships</p> <p>Can we create a natural disaster in the style of Andy Warhol's Mount Vesuvius?</p>	<p>Can we capture emotions through our Art?</p> <p>Drawing and sculpture.</p> <p>Shape, space, design, expression, subjectivity, lines.</p>	<p>How has the Earth evolved?</p> <p>Art in the style of David Hockney.</p> <p>Landscape designs.</p> <p>Sequence, pattern, colour, design, lines, relationships, system unity, imagery.</p>	<p>Art inspired by the African savanna.</p> <p>Colour, relationships, expression, design, unity, adaption.</p>
<p>Drama</p>	<p>Sequences, Pattern</p>	<p>Design, Aesthetics</p>	<p>Transformation, Adaptation</p>	<p>Role, Imagery, Subjectivity</p>	<p>Expression, Communication Colour</p>	<p>Initiative, Values, Unity</p>