

Aragon Primary School Curriculum Map

Year 3

English

We will be studying a range of genres and creating pieces of writing based on the following stimuli:

Tabula Rasa

The Little Shoemaker

The BFG

Maths

Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them.

Measure the perimeter of simple 2D shapes.

Music: To consolidate the learning that has occurred during the year, revisiting songs and musical activities.

History - Ancient Greeks

How do we know about first civilisations in ancient Greece?

How was ancient Greece organised?

What was the Golden Age of Greece?

How did Athens and Sparta become important city-states?

Who was Alexander the Great?

What were the lasting achievements of the ancient Greeks?

Art: Growing Artists

To know that different drawing tools can create different types of lines.

To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).

To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.

To know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps.

To know that shading helps make drawn objects look more three dimensional.

To know that 'tone' in art means 'light and dark'.

Reading - Whole Class Reading lessons focusing on comprehension and the skills of vocabulary, inference, prediction, explain, retrieve and summarise, using high-quality texts.

Computing: Programming

This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.

PE: Athletics - Children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.

PSHE: Changing Me

I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

RE: - What is the best way for a Sikh to show commitment to God?

I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.

I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.

I can start to evaluate which ways may show more or less commitment to God for Sikhs.



"To be the best we can be!"