

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:

The Present - Fiction

Black Dog - Fiction

Visual Poetry and Haikus

Maths

Measure, compare, add and subtract volume/capacity (l/ml). Solve problems involving volume.

Add and subtract amounts of money to give change, using both pounds and pence in practical contexts.

Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Record and compare time in terms of seconds, minutes and hours. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].

Music

Music, with all its styles, has changed and shaped lives around the world.

When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.



Science - Forces and Magnets

Compare how things move on different surfaces.

Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

Observe how magnets attract or repel each other and attract some materials and not others.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles are facing

History - Ancient Egypt

What are hieroglyphics?

What gods did Ancient Egyptians believe in?

What did Ancient Egyptians believe about the afterlife?

How do we know about the Ancient Egyptians?

What did Ancient Egyptians discover?

PSHE: Health & Wellbeing

Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into

Computing: Programming

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

RE - What is 'good' about Good Friday?

I can suggest how a person may rescue/help others who are in difficult situations.

I can start to tell you why Christians believe Jesus' death is important.

I can start to reflect on whether I agree with Christian beliefs about Jesus' death.

Reading

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

DT - Constructing a Castle!

Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.

PE: Basketball & Gymnastics



"To be the best we can be!"