

Longmoor Community Primary School – Year 3 Curriculum Map

Updated September 2020



The Core Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Reading & Writing Focus	Noah's Ark Jolly Roger	Mystery Poetry – Poems to Perform	Instructions Myths	Poetry- Shape Poems Bedtime Stories RWP	Dialogues and Plays Information	Authors Poetry – Language Play
	Spelling	<ul style="list-style-type: none"> The /ow/ sound, spelled 'ou'. The /u/ sound, spelled 'ou'. The /i/ sound spelled with a 'y'. Words with ending that sound like /ze/. Words with endings that sound like /ch/. 	<ul style="list-style-type: none"> Words with the prefix 're-'. Words with the prefix 'dis-'. Words with the prefix 'mis-'. Adding suffixes beginning with vowel letters. 	<ul style="list-style-type: none"> The long vowel /a/ sound, spelled 'ai'. The long /a/ vowel sound spelled 'ei'. The long /a/ vowel sound spelled 'ey'. Adding the suffix '-ly'. 	<ul style="list-style-type: none"> Homophones – words which have the same pronunciation. The // sound spelled '-ai' at the end of words. The // sound spelled '-le'. Adding the suffix '-ly'. Adding the suffix '-ally'. 	<ul style="list-style-type: none"> Words ending in '-er'. Words with the /k/ sound spelled 'ch'. Words ending with the /g/ sound. Words with the /s/ sound, spelled 'sc'. Homophones. 	<ul style="list-style-type: none"> The suffix '-sion'. Revision of all spelling rules learned in Year 3.
	GPS	<p>Word</p> <ul style="list-style-type: none"> Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words, showing how words are related in form and meaning 	<p>Sentence</p> <ul style="list-style-type: none"> Express time, place and cause using conjunctions, adverbs or prepositions Extend the range of sentences with more than one clause by using a wider range of conjunctions <p>Use fronted adverbials</p>	<p>Text</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past 	<p>Punctuation</p> <ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns 	<p>Word</p> <ul style="list-style-type: none"> Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words, showing how words are related in form and meaning 	<p>Sentence</p> <ul style="list-style-type: none"> Express time, place and cause using conjunctions, adverbs or prepositions Extend the range of sentences with more than one clause by using a wider range of conjunctions <p>Use fronted adverbials</p>
	Oracy	Following the 4 strands of Oracy (Physical, Linguistic, Cognitive and Social & Emotional) from our Voice Liverpool programme, we will have opportunities to develop children's skills in speaking & listening, including (but not limited to) debating, performance, drama and film-making.					

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Maths (Lancashire)	Number: Place Value Number: Addition & Subtraction	Number: Addition & Subtraction Number: Multiplication & Division	Number: Multiplication & Division Measurement: Money Statistics	Measurement: Length & Perimeter Number: Fractions	Number: Fractions Measurement: Time	Geometry: Properties of Shape Measurement: Mass and Capacity
Science	Rocks <i>(rocks and soils)</i>	Forces <i>(friction and how magnets move things)</i>	Animals, Including Humans <i>(Skeletons and teeth, eating and digestion, teeth and healthy eating)</i>		Plants <i>(Functions of parts and life cycles. Helping plants grow well)</i>	Light <i>(Dark is the absence of light, light and shadows)</i>

The Foundation Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	Online Detectives (Digital Literacy)		Dancing Robots (Computer Science)		Rainforests (Information Technology)	
Music	Clarineo lessons with external provider					
Humanities	Earthquakes and Volcanoes	The Achievements of the Earliest Civilisations (with an in depth study of Ancient Egypt)	Changes in Britain from the Stone Age to the Iron Age		Merseyside and The United Kingdom	
Foreign Languages	Spanish					
PE	Specialist Coaching by EiTC (Everton in the Community)					
	Gymnastics (Beth Tweddle Academy)		Dance/Games		Games/ Athletics	
RE	Our World/Harvest <i>How can we look after the world? What do we get from the world?</i>	Festivals of Light <i>What are festivals of light and how do they compare?</i>	Signs and Symbols <i>How do signs and symbols compare in different faiths?</i>	Easter <i>The Crucifixion scene. Why is the cross important to Christians?</i>	Inspirational Figures <i>Who inspires you? What makes someone inspirational?</i>	Inspirational Figures <i>Different faiths.</i>
Art	Pre-Raphaelites Dante Gabriel Rossetti	Pre-Raphaelites John Everett Millais	Pre-Raphaelites William Holman Hunt	Arts & Crafts Movement	Arts & Crafts Movement	Arts & Crafts Movement
DT	TEXTILES		STRUCTURES		COOKING & NUTRITION	

The Keeping Safe & Healthy Curriculum

The 'Keeping Safe & Healthy' curriculum incorporates PSHE along with relationships education, elements of safeguarding and eSafety. It also has strong links to SMSC and the understanding & promotion of British Values. We take advantage of opportunities to deliver this curriculum with other curriculum subjects wherever possible and use the services of other professionals, theatre companies and charitable organisations to help develop these vital messages.

Autumn – Health and Wellbeing	Spring – Relationships	Summer – Living in the Wider World
<p><u>Healthy lifestyles</u> What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits.</p> <p><u>Growing and changing</u> Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings.</p> <p><u>Keeping safe</u> School rules on health and safety; basic emergency aid; people who help them stay healthy and safe.</p> <p><u>Digital Citizenship</u></p> <ul style="list-style-type: none"> • Cyberbullying and its consequences; being positive in cyberspace and reporting concerns. • Risks of gaming and protecting yourself. <p>Whole School Foci</p> <ul style="list-style-type: none"> • Anti-Bullying Week • Road Safety Week • Fire Safety 	<p><u>Feelings and emotions</u> Recognising feelings in others; responding to how others are feeling.</p> <p><u>Healthy relationships</u> Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively.</p> <p><u>Valuing difference</u> Recognising and responding to bullying.</p> <p><u>Digital Citizenship</u></p> <ul style="list-style-type: none"> • Cyberbullying and its consequences; being positive in cyberspace and reporting concerns. • Risks of gaming and protecting yourself. <p>Whole School Foci</p> <ul style="list-style-type: none"> • Safer Internet Day • CSE Awareness Day (PANTS Underwear Rule) • Children’s Mental Health Week 	<p><u>Rights and responsibilities</u> Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community.</p> <p><u>Environment</u> Responsibilities; rights and duties.</p> <p><u>Careers and Money</u> Career aspirations and skills required for different jobs. Enterprise; what it means; developing skills in enterprise.</p> <p><u>Digital Citizenship</u></p> <ul style="list-style-type: none"> • Who to trust and share personal information with online. <p>Whole School Foci</p> <ul style="list-style-type: none"> • Railway Safety • Beach Safety • Sun Safety • ‘When I Grow Up...’ Week (Careers Education)