



# Year 3 Curriculum Long Term Map

## Core Subjects

<b>English Genre</b>	Genres to cover linked to theme where possible: Narrative x3 / Non –Fiction x3 / Poetry x3													
<b>Reading</b>	Word Reading						Comprehension							
<b>Grammar</b>	Word Structure <u>REVISION</u> -Verbs: -Past & present tense: -1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person verbs Formation of nouns using a range of prefixes -Use of the forms <i>g</i> and <i>an</i> 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	Prepositions -Powerful verbs -Boastful Language -More specific / technical vocabulary	Sentence Structure <u>REVISION</u> -Question and exclamation marks -Commas in a list Expressing time and cause using: -conjunctions -adverbs -prepositions	Vary long and short sentences -Embellished simple sentences -Adverb starters to add detail (fronted adverbials) -Adverbial phrases -Compound sentences (Coordination) -Develop complex sentences -‘ing’ clauses as starters -Drop in a relative clause using: who/whom/which/whose/that -Sentence of 3 for description -Pattern of 3 for persuasion -Topic sentences to introduce non-fiction paragraphs Dialogue –powerful speech verb	Text Structure -Introduction to paragraphs -Headings and sub-headings -Use of the present perfect form of verbs instead of the simple past <i>(e.g. He has gone out to play contrasted with He went out to play).</i>	<b>FICTION</b> -Secure use of planning tools -Plan opening around character(s), setting, time of day and type of weather -Paragraphs -Extended vocabulary for 5 story parts: -Introduction –detailed descriptions -Build-up –using suspense -Problem –detail of actions / dialogue -Resolution - link with the problem -Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.	<b>NON-FICTION</b> -Secure use of planning tools -Introduction: Develop hook to introduce and tempt reader. -Middle Section(s): Group related ideas into paragraphs, Sub headings, Topic sentences, Lists, Bullet points, Flow diagram -Develop Ending: Personal response / Extra information / reminders.	Punctuation Introduction to inverted commas to punctuate direct speech  Secure use of inverted commas for direct speech -Colon before a list -Ellipses -Use of commas after fronted adverbials						
<b>H/writing</b>	Kintetic letters													
<b>Spelling</b>	Adding suffixes beginning with vowel letters to words of more than one syllable	Common letter pattern of str	Common letter patterns of mb, wr, kn	Common letter pattern of ear	Use of letter s to make a z sound.	Graphemes of ar,er,re to make same sound at end of word.	To investigate conventions of spelling pattern –le and –al.	The /i/ sound spelt y elsewhere than at the end of words	The /u/ sound spelt ou	Different graphemes for the s sound.	More prefixes	The suffix –ation	The suffix –ly	Exceptions: 1.If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. 2.If the root word ends with –le, the –le is changed to –ly. 3.If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. 4. The words truly, duly, wholly.
	Before a root word starting with l, in– becomes il. Before a root word starting with m or p, in– becomes im–. Before a root word starting with r, in– becomes ir–. re– means ‘again’ or ‘back’, sub– means ‘under’, inter– means ‘between’ or ‘among’, super– means ‘above’, anti– means ‘against’, auto– means ‘self’ or ‘own’.													
<b>Spoken Language</b>	Listen/respond to adults and peers	Asking relevant qu’s	Building Vocab	Articulate and justify answer, arguments and opinions	Well structured descriptions, explanations and narratives	Maintain attention and participate actively in collaborative conversations	Developing understanding through speculating hypothesizing, imagining and exploring.	Speak audibly and fluently with an increasing command or Standard English	Participate in discussions, presentations, performances, role play, improvisation and debates.	Gain, maintain and monitor the interest of the listener.	Consider and evaluate different viewpoints, building on contributions of others.	Select and use appropriate registers for effective communication		
<b>Maths</b>	Number and Place value,		Number - +, -, /, x			Number - Fractions		Measurement		Geometry –Properties of shape		Statistics		
<b>Mental Maths</b>	Timestables													
<b>Science</b>	Throughout: Working Scientifically		Plants			Animals including humans		Rocks		Light		Forces and magnets		