



Langtoft  
Primary School

## Langtoft Primary School

### Year 3 Curriculum Overview

(Updated July 2024)

	<b>AUTUMN 1</b> Stone Age to the Iron Age	<b>AUTUMN 2</b>	<b>SPRING 1</b> Rainforests	<b>SPRING 2</b>	<b>SUMMER 1</b> Ancient Egyptians	<b>SUMMER 2</b>
<b>Reading</b>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>Stone Age Boy, Satoshi Kitamura.</li> <li>How to wash a woolly mammoth, Michelle Robinson.</li> <li>Stone Age, Bone Age, Mick Manning,</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>Horrible Histories—Savage Stone Age, Terry Deary.</li> <li>The Pebble in my Pocket, Meredith Hooper (extracts).</li> <li>Stone Girl Bone Girl, Laurence Anholt.</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>I was born in the Stone Age, Michael Rosen.</li> </ul>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>The Wild Robot, Peter Brown</li> <li>So you think you’ve got it bad? Chae Strathe.</li> </ul> <p><b>Non-Fiction:</b></p> <p>A Day in the Life, Mike Barfield (extracts).</p> <p>The History of Prehistory, Mick Manning</p> <p><b>Poetry:</b></p> <p>Fossils and my brother, Michael Rosen.</p>	<p><b>Fiction:</b></p> <p>The Miraculous Journey of Edward Tulane, Kate DiCamillo</p> <p>The Vanishing Rainforest, Richard Platt.</p> <p>The Great Kapok Tree, Lynne Cherry.</p> <p>The Shaman’s Apprentice, Lynne Cherry.</p> <p><b>Non-Fiction:</b></p> <p>100 facts—Rainforests, Miles Kelly (extracts).</p> <p>Saving the Rainforests, Sally Morgan (extracts).</p> <p>Rainforests, Andrew Langley (extracts).</p> <p><b>Poetry:</b></p> <p>Rainforest Animals, Paul Hess.</p>	<p><b>Fiction:</b></p> <p>Charlotte’s Web, E.B.White</p> <p>Buddy’s Rainforest Rescue, Ellie Jackson.</p> <p><b>Non-Fiction:</b></p> <p>A Beetle is Shy, Dianna Hutts Aston (extracts).</p> <p>Mad about Monkeys, Owen Davey.</p> <p><b>Poetry:</b></p> <p>Rainforest animal shape poetry.</p> <p>Tiger, Tiger, Burning Bright! selected by Fiona Waters</p>	<p><b>Fiction:</b></p> <p>Marcy and the Riddle of the Sphinx, Joe Todd Stanton.</p> <p>An Egyptian Adventure, Frances Durkin.</p> <p>A Mummy ate my homework, Thiago De Moraes.</p> <p><b>Non-Fiction:</b></p> <p>The Legend of Tutankhamun, Sally Morgan.</p> <p>Mummy, British Museum Guide.</p> <p><b>Poetry:</b></p> <p>The Armpit of Doom, Kenn Nesbitt</p>	<p><b>Fiction:</b></p> <p>Varjak Paw, SF Said</p> <p>The Queen Cat, Ann Turbull (extracts).</p> <p>Egyptian Tales, Terry Deary.</p> <p>Flat Stanley—The Great Egyptian Grave Robbery, S Pennypacker.</p> <p><b>Non-Fiction:</b></p> <p>Egypt Magnified, David Long.</p> <p>100 Facts Ancient Egypt, Miles Kelly.</p> <p><b>Poetry:</b></p> <p>Yapping Away, Joshua Seigal</p>

<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• 6 x writing to entertain</li> <li>• 4 x writing to inform: report, recount, instructions and explanation</li> <li>• 2 x writing to persuade: letter and one other</li> <li>• 3 x poetry</li> </ul>	<p><b>Poetry.</b> Poems to perform <i>I didn't...</i></p> <p><b>Narrative to entertain (simple description)</b> Character description <i>Stone Age boy</i> by Satoshi Kitamura</p> <p><b>Writing to inform.</b> <u>Recount</u> of visit to Flag Fen (<b>History books</b>)</p>	<p><b>Narrative: to entertain.</b> Setting descriptions <i>Journey by Aaron Becker</i></p> <p><b>Writing to inform</b> <u>Instructions</u> Letter to History museum to make clay pots.</p>	<p><b>Poetry</b> Rainforest animals</p> <p><b>Writing to inform.</b> <u>Information text/non-chronological report</u> about imaginary rainforest animal.</p> <p><b>Narrative: to entertain.</b> The Lighthouse (Literacy Shed)</p>	<p><b>Writing to inform.</b> <u>Explanation</u> linked to science.</p> <p><b>Writing to persuade.</b> Letter against deforestation</p> <p><b>Narrative: to entertain.</b></p>	<p><b>Narrative: to entertain</b> <b>Adventure story</b> Taking Flight (Literacy Shed)</p> <p><b>Narrative: to entertain</b> <b>Playscript</b> Taking Flight (Literacy Shed)</p> <p><b>Persuasive</b> Letters of self-chosen subject.</p>	<p><b>Poetry</b></p> <p><b>Writing to inform.</b> <u>Non-chronological reports</u> Egyptians.</p> <p><b>Narrative: to entertain.</b></p>
<p><b>Spelling</b></p>	<p><b>Step 1 Words where the digraph 'ou' makes an /ow/ sound</b> mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud</p> <p><b>Step 2: Words where the digraph 'ou' makes a /u/ sound</b> touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish</p>	<p><b>Step 7: Words with the prefix 're-'</b> Redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge</p> <p><b>Step 8: Words with the prefix 'dis-'</b> disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree</p>	<p><b>Step 13: Words with the digraph 'ai' and tetragraph 'aigh'</b> straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter</p> <p><b>Step 14: Words with the digraph 'ei' and tetragraph 'eigh'</b> freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh</p>	<p><b>Step 19: Words ending in 'al'</b> arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical</p> <p><b>Step 20: Words ending in 'le'</b> battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable</p>	<p><b>Step 25: Words with the suffix '-er'</b> Teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher</p> <p><b>Step 26: Words where the digraph 'ch' makes a /k/ sound</b> scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos</p>	<p><b>Step 31: Words ending in '-sion'</b> Vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision</p> <p><b>Step 32: Challenge Words</b> special, strange, difficult, important, length, perhaps, position, pressure, question, purpose</p>

	<p><b>Step 3: Words where 'y' makes an /i/ sound</b> symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics</p> <p><b>Step 4: Words ending in '-sure'</b> treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure</p> <p><b>Step 5: Words ending in '-ture'</b> adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture</p> <p><b>Step 6: Challenge Words</b> actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular</p>	<p><b>Step 9: Words with the prefix 'mis-'</b> mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid</p> <p><b>Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words</b> developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened</p> <p><b>Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words</b> forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped</p> <p><b>Step 12: Challenge Words</b> centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore</p>	<p><b>Step 15: Words where the digraph 'ey' makes an /ai/ sound</b> obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey</p> <p><b>Step 16: Words with the suffix '-ly'</b> calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly</p> <p><b>Step 17: Words that are homophones</b> great, main, grown, missed, meet, grate, mane, groan, mist, meat</p> <p><b>Step 18: Challenge Words</b> build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight</p>	<p><b>Step 21: Words ending in '-ly' where the base word ends in 'le'</b> gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly</p> <p><b>Step 22: Words ending in '-ly' where the base word ends in '-ic'</b> basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically</p> <p><b>Step 23: Words ending in '-ly'; exceptions</b> truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily</p> <p><b>Step 24: Challenge Words</b> address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence</p>	<p><b>Step 27: Words ending in '-gue' and '-que'</b> vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque</p> <p><b>Step 28: Words where the digraph 'sc' makes a /s/ sound</b> science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend</p> <p><b>Step 29: Words that are homophones</b> ball, bawl, break, brake, male, mail, fair, fare, berry, bury</p> <p><b>Step 30: Challenge Words</b> accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter</p>	<p><b>Step 33: Revision words</b> exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise</p> <p><b>Step 34: Revision words</b> freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically</p> <p><b>Step 35: Revision words</b> teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable</p> <p><b>Step 36: Revision words</b> disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion</p>
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<b>Maths</b>	Place Value  Addition and Subtraction	Addition and Subtraction  Multiplication and division A	Multiplication and division B  Length and Perimeter	Fractions A  Mass and capacity	Fractions B  Money  Time	Shape  Statistics
<b>Science</b>	Rocks and soils	Rocks and soils Famous scientists	Animals and humans	Plants	Forces and magnets	Light
<b>Computing</b>	Computing systems and Networks: <i>Connecting Computers</i>	Create media – <i>Stop frame animation</i>	Programming A <i>Sequencing sounds</i>	Data and information – <i>Branching databases</i>	Creating media – <i>Desktop publishing</i>	Programming B – <i>Events and actions in programs</i>
<b>History</b>	Stone Age to the Iron Age	Stone Age to the Iron Age			Ancient Egypt	Ancient Egypt
<b>Geography</b>		Settlements	Rainforests	Rainforests		Local fieldwork study
<b>Art</b>	Stone Age	Stone Henge	Human Form	Rainforests	Egyptians	Egyptian Shabti Dolls
<b>DT</b>		Constructing a castle		Pneumatic toys	Food: eating seasonally	Textiles: Egyptian collars
<b>Music</b>	Let your spirit fly	Glockenspiel 1	Three little birds	The Dragon Song	Bring us together	Reflect, rewind and replay
<b>PE</b>	Ball skills  Fundamentals	Golf  Dance	Gymnastics  Tag Rugby	Dodgeball  Tennis	Netball  Athletics	OAA  Rounders
<b>RE</b>	What makes us human?	Where do our morals come from?	Is scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?

<b>PSHE</b>	<p>Being Me in My world</p> <p><i>Who am I and how do I fit?</i></p>	<p>Celebrating difference</p> <p><i>Respect for similarity and difference.</i></p> <p>Anti-bullying and being unique</p>	<p>Dreams and goals</p> <p><i>Aspirations, how to achieve goals and understanding the emotions that go with them.</i></p>	<p>Healthy Me</p> <p><i>Being and keeping safe and healthy.</i></p>	<p>Relationships</p> <p><i>Building positive, healthy relationships.</i></p>	<p>Changing Me</p> <p><i>Coping positively with change.</i></p>