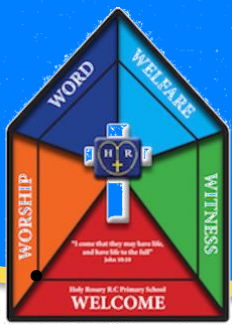
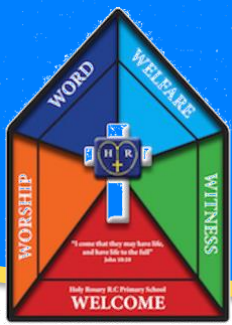


Year 3 - Autumn Term



Key Learning			
Unit	Classic Poetry	Mystery / Adventure / Fantasy Stories	Explanations
Outcome	Performance of a poem. Written responses to poetry.	A mystery, adventure or fantasy story.	An explanation linked with the theme.
Duration	1-2 weeks.	3-4 weeks.	2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Use intonation, tone and volume when reading aloud. Listen to and discussing a range of poetry. Recognise some different forms of poetry e.g. <i>narrative</i>, <i>free verse</i>. Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. Discuss their understanding of the text. Explain the meaning of unfamiliar words by using the context. Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Develop and agree on rules for effective discussion. 	<ul style="list-style-type: none"> Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-ous</i>. Listen to and discuss a range of fiction, poetry, plays, non-fiction. Sequence and discuss the main events in stories. Retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>, <i>Rudyard Kipling Just So Stories</i>. Identify and discuss themes e.g. <i>good over evil</i>; <i>weak and strong</i>; <i>wise and foolish</i>; <i>mean and generous</i>; <i>rich and poor</i>. Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Discuss their understanding of the text. Make predictions based on details stated. Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character...</i> Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. 	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Listen to and discuss a range of explanations. Read a range of explanations. Analyse and evaluate texts looking at language, structure and presentation. Read books and texts for a range of purposes e.g. <i>enjoyment</i>, <i>research</i>, <i>skills development</i>, <i>reference</i>. Use point and evidence to structure and justify responses. Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes</i>, <i>sub-headings</i>, <i>contents</i>, <i>bullet points</i>, <i>glossary</i>, <i>diagrams</i>. Navigate texts in print and on screen.
Key Learning Writing	<ul style="list-style-type: none"> Explore and collect words with prefixes <i>super</i>, <i>anti</i>, <i>auto</i>. Read and analyse poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, language and structures of poetry for writing. Generate and select from vocabulary banks e.g. <i>noun phrases</i>, <i>powerful verbs</i>, <i>technical language</i>, <i>synonyms for said</i> appropriate to text type. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Use inverted commas to punctuate direct speech (speech marks). Read and analyse narrative in order to plan and write their own versions. Identify and discuss the purpose, audience, language and structures of narrative for writing. Discuss and record ideas for planning. Create and develop settings for narratives. Create and develop plots based on a model. 	<ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if</i>, <i>while</i>, <i>since</i>, <i>after</i>, <i>before</i>, <i>so</i>, <i>although</i>, <i>until</i>. Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands</i>. <i>We will have eaten our lunch by the time Dad arrives</i>. <i>Jack had watched TV for over two hours!</i> Read and analyse non-fiction in order to plan and write their own versions.

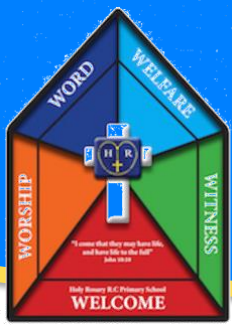
Year 3 - Autumn Term



Key Learning (cont)

		<ul style="list-style-type: none"> Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms for said</i> appropriate to text type. Group related material into paragraphs. 	<ul style="list-style-type: none"> Identify and discuss the purpose, audience, language and structures of non-fiction for writing. Discuss and record ideas for planning. Generate and select from vocabulary banks e.g. technical language appropriate to text type. Group related material into paragraphs. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
<p>Suggested Texts</p>	<ul style="list-style-type: none"> A Child's Garden of Verses by Robert Louis Stevenson. Different versions of The Spider and the Fly by Mary Howitt, such as: <ul style="list-style-type: none"> A print version of the text on the University of California at Berkeley website (here). A selection of animated versions on YouTube (here), (here) and (here). iF Poems app - more information on the Apple iTunes store (here). <i>Please note that this is not a free app.</i> 	<ul style="list-style-type: none"> The Enchanted Wood by Enid Blyton. The Magic Faraway Tree by Enid Blyton. The Hidden Forest by Jeannie Baker. The Famous Five by Enid Blyton. The Secret Seven by Enid Blyton. The Thing in the Basement by Michaela Morgan. The Mystery Series Collection by Paul Moxham. The Matchbox Mysteries by Sally Gardner. We Are Not Alone by Paul Cookson – poem to create interest for mystery genre. 	<ul style="list-style-type: none"> Plant by Dorling Kindersley Eyewitness series. Talk for Writing Across the Curriculum by Pie Corbett. Writing Guides: Explanation Texts by Huw Thomas. Explanation on the BBC Bitesize website How plants spread seeds from the BBC website Seed dispersal from the BBC Bitesize website Seasonal environmental education packs from the Open Air Laboratories website Fruits, seeds and their dispersal from the Science and Plants for Schools website

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Key Learning

Unit	Playscripts	Non-chronological Reports
Outcome	Play script based on a film.	Non-chronological report.
Duration	2-3 weeks.	2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Listen to and discuss plays. Regularly listen to whole novels read aloud by the teacher. Analyse and evaluate texts looking at language, structure and presentation. Sequence and discuss the main events in stories. Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action. Discuss their understanding of the text Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups</i> 	<ul style="list-style-type: none"> Use suffixes to understand meanings e.g. <i>-ous</i>. Listen to and discuss non-fiction. Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. Analyse and evaluate texts looking at language, structure and presentation. Discuss their understanding of the text. Explain the meaning of unfamiliar words by using the context. Raise questions during the reading process to deepen understanding. Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Quickly appraise a text to evaluate usefulness. Navigate texts in print and on screen. Develop and agree on rules for effective discussion. Make and respond to contributions in a variety of group situations
Key Learning Writing	<ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>. Read and analyse plays in order to plan and write their own versions. Identify and discuss the purpose, audience, language and structures of playscripts. Discuss and record ideas for planning. Create and developing characters for narrative. Creating and develop plots based on a model. Generate and select from vocabulary banks e.g. <i>synonyms for said</i> appropriate to text type 	<ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>since, until, before, after</i>. Read and analyse non-fiction in order to plan and write own versions. Identify and discuss the purpose, audience, language and structures of non-fiction for writing. Discuss and record ideas for planning. Generate and select from vocabulary banks e.g. <i>technical language</i> appropriate to text type. Group related material into paragraphs. Use headings and sub headings to organise information. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.

Year 3 - Autumn Term



Key Learning (cont)

	<ul style="list-style-type: none"> ▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. ▪ Discuss and propose changes with partners and in small groups. ▪ Improve writing in the light of evaluation. ▪ Use appropriate intonation, tone and volume to present their writing to a group or class. 	
<p>Suggested Texts</p>	<p>Playscripts</p> <ul style="list-style-type: none"> ▪ Play Time by Julia Donaldson (The Three Billy Goats Gruff; The Boy Who Cried Wolf; Turtle Tug; The Magic Twig). ▪ Stage Start 20 Plays for Children by Julie Meighan. ▪ Further range plays for children according to reading level. <p>Films</p> <ul style="list-style-type: none"> ▪ Dum Spiro on Vimeo (here). ▪ Gladiators – Cartoon Series on YouTube (here). <p>Novel</p> <ul style="list-style-type: none"> ▪ Romans on the Rampage by Jeremy Strong. 	<ul style="list-style-type: none"> ▪ Romans in Britain - The Study Book by CGP Books. ▪ What the Romans did for us by Alison Hawes. ▪ 100 Facts Roman Britain by Philip Steele. ▪ The Usborne Time Traveller – Rome and Romans by Heather Amery. ▪ Who Were the Romans? by Phil Roxbee Cox. <p>Film Clips</p> <ul style="list-style-type: none"> ▪ The Roman Empire - a selection of clips from the BBC Bitesize website (here). ▪ Children in Roman Britain on the BBC Bitesize website (here). ▪ A Day in The Life of a 10 Year Old in Roman Britain on the BBC Hands on History website