



Year 3	Autumn 1 Topic: Digging Up the Past (Stone Age)	Autumn 2 Topic: Explorers and Explosions (Mountains)	Spring 1 Topic: Explorers and Explosions (Volcanoes)	Spring 2 Topic: World-Shaping Civilisations (Romans)	Summer 1 Topic: World-Shaping Civilisations (Egyptians)	Summer 2 Topic: Plants and Potions (Local study)
Reading Texts	The First Drawing (fiction) (2 weeks) Little Wandle chapter books (fiction) Class Reader: Sir Scallywag and the Deadly Dragon Poo (fiction)	The Fantastic Flying Books of Mr Morris Lessmore (fiction) (Book and Film Animation - 1 week) Chocolate cake (poetry) (1 week) Joshua Seigal (poetry) (1 week) Bear Grylls: The Volcano Challenge (non-fiction) (3 weeks) Class Reader: The Pebble in My Pocket	Fortunately the Milk (fiction)	Non-fiction: Horrible Histories: Rotten Romans (non-fiction) (2 weeks) King Co: The Curse of the Mummy's Gold (fiction)	King Co: The Curse of the Mummy's Gold (fiction) Ancient Egypt Sleepover (fiction)	The Secret Garden George's Marvellous Medicine
Writing Text Drivers	Where the Wild Things Are Stone Age Boy The Dragon Machine (back up)	Arthur and the Golden Rope Polar Express (2 weeks-linked to Christmas)	Epos: The Flame Bird - Beast Quest Escape From Pompeii (picture book version- 3 weeks)	Whole School Text: Arrival Cinderella of the Nile (2 weeks)	The Scarab's Secret (picture book -fiction) Egyptian Myths: Meet the Gods, Goddesses, and Pharaohs of Ancient Egypt Weslandia	Flight of the Honeybee (3 weeks) George's Marvellous Medicine
Subtexts linked to text driver (extracts, poems, smaller texts, animations, film clips, song lyrics)	Non-fiction: Pet Dragon Where the Wild Things Are animation clip Zog animation clip Stone Age Workshop	Polar Express Film Poem: Jack Frost	Newsround Clip: Dolphin Rescue	Change.com- petitions Volcano eruption video clips Egyptian Workshops		Wisley Visit and Workshops David Attenborough Bee Programme & bee texts George's Marvellous Medicine BBC Teach video clip
Purpose- Audience- Form	<u>Where The Wild Things Are:</u> *To express feelings- Max (character)- diary *To describe- Year 3- setting (monster's home) *To persuade - Max - come to live in monster's home <u>Stone Age Boy:</u> *To instruct- hunter gatherers- instructions of woolly mammoth *To entertain- young readers- Unique character description	<u>Arthur and the Golden Rope:</u> *To describe- young readers- plot focus *To entertain- young readers- Mini stories <u>The Polar Express</u> *To describe and inform- young readers- review of train *To inform - year 4 - non-chronological report on elves? *To entertain- young readers- monologue of trapped children	<u>Whole School Text:</u> *To express emotions and recall events- Recount *To entertain - Young Readers - Dialogue *To entertain- Young Readers- Story extract <u>Beast Quest</u> *To entertain- emotive diary *To inform- Young/adolescent readers- David Attenborough-style report of Epos *To inspire - speech - how to get people to help	<u>Cinderella of the Nile:</u> *To entertain- young readers- short story extract, including dialogue *To describe- young readers- Unique perspective character description *To persuade- Town Mayor or local residents- Online petition	<u>Weslandia</u> *To entertain-young readers- Short story and a dialogue *To apologise- Wesley- Informal letter * To inform- young readers- Leaflet for our civilisation	<u>Flight of the Honey Bee</u> *To recount- young readers- Recount from a unique perspective *To inform- KS2 children- Blue Peter script (GDS use two voices) <u>George's Marvellous Medicine</u> *To describe- Young Readers- Character Description - grandma *To entertain- Year 2 children - dialogue



	<p>The Dragon Machine *To advise - Letter to George about dragons *To explain - an explanation text of how the dragon works *To describe - flying through the night sky</p>		<p>Escape From Pompeii *To describe- young readers- Setting description *To argue- The Senator- Factual/ opinionated report *To describe/ entertain- Young Readers- tension extract including dialogue</p>			<p>between two chickens (GDS?) *To instruct/ inform- Children-Instructions for potions</p>
Grammar opportunities	<p>Simple and compound sentences Noun phrases Questions Past, present and future tense Articles Rule of 3 Prepositional phrases Verbs and adverbs Paragraphing Adverbial phrases Modal verbs Abstract nouns Repetition Synonyms</p>	<p>Simple, compound and some complex sentences Questions Determiners Paragraphing Noun and adverbial phrases Prepositions and prepositional phrases Modal verbs Imperative verbs Speech punctuation Non-fiction features: headings, colons to open a list, bullet points, numbering Homophones: it's and its Similes (challenge group) Colons (challenge group) Brackets (challenge group)</p>	<p>Paragraphing Simple, compound and complex sentences Contrasting conjunctions and connectives Synonyms Noun phrases Fronted adverbials Prepositional phrases Speech punctuation Rule of 3 Informal tone Modal verbs Imperative verbs Non-fiction features: headings, colons to open a list, bullet points, numbering Switching between past, present and future tense Dashes and brackets Semi-colon when using 'however' (challenge group)</p>	<p>Simple, compound and complex sentences Contrasting conjunctions and connectives Adverbial phrases Prepositional phrases Different noun types Noun phrases Direct speech Paragraphing Synonyms 1st, 2nd and 3rd person voices Repetition Figurative language Past, present and future tense Developing a range of cohesive devices Tag questions (including dashes) Perfect present tense (I have been...) Speech punctuation</p>	<p>Paragraphing Prepositions Prepositional phrases Noun phrases Synonyms Action verbs Adverbial phrases Figurative language Comparative adjectives and adverbs 1st and 3rd person voice Complex sentences and comma punctuation Present perfect tense Brackets Italics Dash (challenge group) Formal tone Changing between past, present and future tense Speech punctuation Reported clauses</p>	<p>Paragraphing Varying sentence types Cohesion Present Perfect Tense Brackets Dashes Exclamations Non-fiction features Formal/ informal Personification Speech Revision of all other year 3 grammar aspects as identified from assessments</p>

KPIs covered

Phase 1	<ul style="list-style-type: none"> Discusses and records ideas which support writing Orally rehearses sentences and is beginning to use an increasing range of sentence structures and varied vocabulary Organises paragraphs around a theme In narratives, creates settings, characters and plots Extends sentences with more than one clause using conjunctions because, so, but, and, while Uses the form a or an according to whether the next word begins with a consonant or a vowel Chooses nouns or pronouns to avoid repetition
Phase 2	<ul style="list-style-type: none"> Expresses time, place and cause using conjunctions, adverbs and prepositions In non-narratives uses simple organisational devices Proof-reads for spelling and punctuation and makes suggestions for the effectiveness of their own and other's writing Uses diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined
Phase 3	<ul style="list-style-type: none"> Uses the present perfect form of verbs instead of the simple past Introduces inverted commas to punctuate direct speech and uses a range of punctuation, mostly correctly



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- Use further prefixes and suffixes and understands how to add them
- Spells correctly further homophones and words that are often misspelt