

Long Term English Curriculum Year 3

Year Group 3	Autumn 1-7wks	Autumn 2-7wks	Spring 1-6wks	Spring 2-6wks	Summer 1-6wks	Summer 2-7wks
<b>Topic/theme</b>	<b>Geography</b> -UK study <b>Science</b> -Plants	<b>History</b> - Stone Age to the Iron Age (Fossils) <b>Science</b> - Rocks	<b>Geography</b> -Italy/Europe <b>Science</b> -Animals: humans	<b>History</b> -The Roman Empire <b>Science</b> - humans (muscles & skeleton)	<b>History</b> -The Roman Empire <b>Science</b> -Light	<b>Geography</b> -Volcanoes & earthquakes <b>Science</b> -Forces & magnets
<b>Class Reader and author</b>	<b>Stig of the Dump</b> - Clive King		<b>Romans on the Rampage</b> -Jeremy Strong		<b>The Iron Man</b> – Ted Hughes	
<b>Stimuli for writing</b> <i>Picture books, Film,Audio (song), Poetry,Art/photo/picture,Novs</i>	Aesop's Fables-The Tortoise and the Hare. Play scripts	Stone Age Boy - Satoshi Kitamura Poetry- I was born.. Shape poetry	Hansel and Gretel-Anthony Brown	Roman Soldier's Handbook -Lesley Sims Limerick poems	Escape from Pompeii- Christina Balit Model text- diary of a Roman soldier	Variety of Poems Comics of the Iron Man
<b>Writing Model/ outcome</b> <b>Approx. 150</b> entertain inform persuadediscuss  <b>Narrative/ Non-Fiction/ Poetry</b>	<b>Model text-Short paragraph</b> <b>Narrative</b> In narratives, create settings, characters and plot (clear beginning, middle and end and coherent, clear plot) Use varied and rich vocabulary choices appropriate to the writing purpose Use varied and rich vocabulary choices appropriate to the writing purpose Proof reading for spelling and punctuation errors.	<b>Model text -Uses paragraphs as a way to group related material</b> <b>Non-fiction</b> Recount/Instructions – giving directions (Use simple organisational devices (for example, headings and sub-headings.)  <b>Poetry</b> Vocabulary building Take one poet – poetry appreciation (1 week)- Michael Rosen	<b>Model text-2 Short paragraphs</b> In narratives, create settings, characters and plot Use varied and rich vocabulary choices Proof reading for spelling and punctuation errors  <b>Narratives</b> -Traditional Tales – fairy tales (alternative versions) (Create settings, characters and plot)	<b>Non-fiction</b> Use simple organisational devices (for example, headings and sub-headings.)  <b>Poetry</b> Vocabulary building Structure – limericks (1 week) (About human bodies and/or Romans)	<b>Model text -3 Paragraph with cohesion</b> <b>Narrative</b> Adventure stories (plot, setting, character)	<b>Non-Narratives:</b> <b>Persuasion</b> - persuasive letter writing- (3 weeks)  <b>Poetry</b> Vocabulary building Structure – haiku, tanka and kennings
<b>GPS to be focused on in model texts ( add selected to Unit Cover page)</b>						
<b>Word Structure</b>	<b>Sentence Structure</b>	<b>Text Structure</b>	<b>Punctuation</b>	<b>Terminology for children</b>		
Formation of nouns using a range of prefixes, such as super—, anti—,  Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)  Word families based on common words	Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because)	Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation  Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Commas to separate items in a list  Apostrophes to mark contracted forms in spelling  Speech marks to punctuate direct speech	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma  word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause		