



As God's family, together we achieve

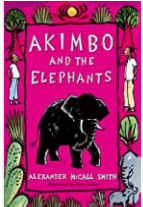
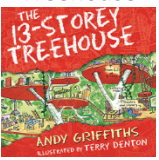
Year 3

English Curriculum

Overview

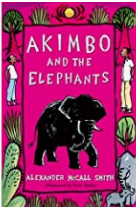
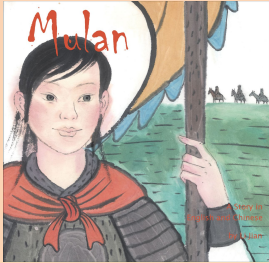
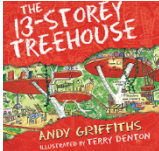
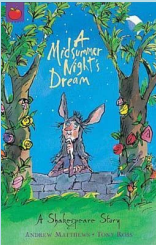
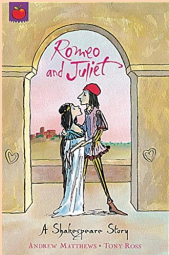
Yr3	Connector	Autumn Term		Spring Term		Summer Term	
		Native Narratives	Factual Footprints/ Elf Enterprise	Amazing Asia	Treasured Tales	Historical Heroes	Hoddlesden Globe
Weeks		7 Weeks	8 Weeks	6 Weeks	6 Weeks	5 Weeks	7 Weeks
Cross-curricular theme		Climate and Weather (G)	Stone Age (H)	Our World (G)	The Bronze and the Iron Age (H)	Women who changed the world (H)	Coasts (G)

R E A D I N G

Class Novel – Teacher reads to children 15 mins per day	Akimbo and the Elephants 	The Iron Man Ted Hughes 	The Boy who grew dragons Andy Shepherd 	The 13th Story Treehouse 	Once Upon and Ordinary Boy 	Charlotte's Web E.B. White 
Whole class Guided Reading	While I am Sleeping (Fiction) Hot Sports and Other Extreme Places to Live (Non-Fiction)	King Kafu and the Moon (Fiction)	Zoo News (Poetry) Volcano Alert (Non-Fiction) When you were my Age (Fiction) King Kafu and the Seasons (Fiction)	Can You Change the World (Non-Fiction) Not a Word (Fiction) When the Lights went Out (Non-Fiction)	The Fountain of Gold (Fiction) The Snow Queen (Fiction) All About Snow (Non-Fiction)	Esape from Black Mountain (Fiction)

KS2 classes use texts from Pearson Bug Club for Guided Reading. All classes have 1x 20 minute Guided Reading session a day, 5 days a week. Each group will have one session on Bedrock to develop vocabulary.

E N G L I S H

NOVEL - TEXT	<i>The Fire Children</i> (Eric Maddern)  Akimbo and the Elephants (Alexander Smith McCall)  Various non-chronological reports (African Animals) Poem - The Elephant poem by Alexander McCall Smith	<i>The Iron Man</i> (Ted Hughes)  Poem - The Coming of the Iron Man (Brenda Williams) Various Biographies Various explanation texts (focus on how fossils are formed)	CYCLE A <i>The Jungle Book</i> (Ladybird/Disney adaptation)  The Jungle Book film (Disney - 1967 U) Various persuasive texts Free verse poetry (descriptive language) CYCLE B Mulan (Li Jian)  Poems - “A Girl Worth Fighting For” and “I’ll Make a Man Out of You” (poems/songs from the film)	The Creakers (Tom Fletcher)  The 13th Storey Treehouse (Andy Griffiths)  Poem/song - Different poem (Tom Fletcher)	Stone Age Boy (Satoshi Kitamura)  Once Upon an Ordinary School Day (Colin McNaughton)  Poem – Journey through the stone age	CYCLE A A Midsummer Night’s Dream (Andrew Matthews)  Poem – The Spider and the fly  FOCUS TEXTS CYCLE B Romeo and Juliet (Andrew Matthews)  Poem – Spider and the fly 
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Focus grammar skills	▪ Explore and identify main and subordinate clauses in complex sentences ▪ Explore, identify and create complex sentences using a range of conjunctions: when, if, because, before, after. ▪ Use the comma to separate clauses in complex sentences where the subordinate clause appears first ▪ Identify, select, generate and effectively use prepositions for where ▪ Select, generate and effectively use adverbs	▪ Explore, identify and create complex sentences using a range of conjunctions ▪ Use the comma to separate clauses in complex sentences where the subordinate clause appears first ▪ Identify, select, generate and effectively use prepositions for where ▪ Select, generate and effectively use adverbs	▪ Explore, identify and create complex sentences using a range of conjunctions ▪ Use inverted commas to punctuate direct speech (speech marks). ▪ Identify, select, generate and effectively use prepositions for where ▪ Select, generate and effectively use adverbs ▪ Use perfect form of verbs using have and has to indicate a completed action	▪ Explore, identify and create complex sentences using a range of conjunctions ▪ Use the comma to separate clauses in complex sentences where the subordinate clause appears first ▪ Use inverted commas to punctuate direct speech (speech marks). ▪ Select, generate and effectively use adverbs ▪ Use the determiner a or an according to whether the next word begins with a constant or a vowel.	▪ Use the comma to separate clauses in complex sentences where the subordinate clause appears first ▪ Use the determiner a or an according to whether the next word begins with a consonant or vowel ▪ Use inverted commas to punctuate direct speech (speech marks) ▪ Use perfect form of verbs using have and has to indicate a completed action	- <i>Use inverted commas to punctuate direct speech (speech marks)</i> - <i>Use perfect form of verbs using have and has to indicate a completed action</i> - <i>Explore, identify and create complex sentences using a range of conjunctions</i> - <i>Use the determiner a or an according to whether the next word begins with a consonant or vowel</i>
Short writing opportunities Possible independent opportunities	• Description of Nyame's basket • Retell of The Fire Children • Setting description of Earth • Setting description of the cave • Answer questions in role. • Diary entry in role as one of the Fire Children.	▪ 3rd person retell of the Iron Man ▪ Setting description of narrative ▪ 1st person narrative as the Iron Man to	Cycle A – The Jungle Book ▪ Speech bubbles - Mother Wolf ▪ Postcard in role as Mowgli ▪ Retell part of the story (the	▪ Character description ▪ Retell the beginning of the story ▪ Diary entry in role as Lucy	▪ Retell of the Stone Age Boy in 3rd person – beginning ▪ Retell of the Stone Age Boy in 3rd person – ending	▪ 1st person narrative in role (as the fly) ▪ 1st person narrative in role (as the spider)

	• Diary in role as Kwaku Anase or Aso Yaa • Persuasive note in role – reasons for • Persuasive note in role – reasons against • Setting description for narrative	describe thoughts/feelings ▪ Diary entry in role as the Iron Man ▪ Diary entry in role as Hogarth	kidnapping) - 3rd person ▪ Top Trumps character description - Kaa ▪ Persuasive letter in role as Mowgli to Bagheera ▪ Setting description - the man village Cycle B – Mulan ▪ Diary entry in role as Mulan ▪ Think – say – feel bubbles in role as Mulan’s father ▪ Character description of Mulan ▪ Retell part of the story in first person as Mulan ▪ Setting description of Oki Island	▪ Diary entry in role as a creaker ▪ Answer questions in role as a creaker ▪ Answer questions in role as Lucy	▪ Setting description of the boys imagination ▪ Diary entry in role as the ordinary boy before and after he met Mister Gee ▪ Diary entry in role as Mister Gee	Cycle B – Romeo and Juliet • 3rd person retell of the story • 1st person retell of the story in role as Juliet • Description of Verona • information poster about Shakespeare
Scaffold Outcome Fiction	3 rd person Innovated narrative of Akimbo and the elephant using a different animal	New event for the story- Iron Man	Cycle A – Jungle Book Integrated unit – various outcomes (see above)	Setting description of the Woleb	1 st person Innovated narrative – <i>Stone Age Boy</i> (Iron Age Boy)	Cycle A – Midsummer Night’s dream Postcard from a character (Puck) Perform a scene
			Cycle B – Mulan Integrated unit – various outcomes (see above)			Cycle B – Romeo and Juliet Play script of the meeting scene (Act 1, scene 5)

Independent Outcome Fiction			Cycle A – Jungle Book - Retell part of the story (the kidnapping) - 1st person as Mowgli - Persuasive letter in role as Bagheera to Mowgli	Setting description of the town from the text	1 st person Innovated narrative – <i>Stone Age Boy</i> (Bronze Age Boy)	Letter in role (response to the spider's letter)
			Cycle B – Mulan - Diary entry in role as Mulan's father - Retell part of the story in third person			
Scaffold outcome Non Fiction	Information booklet about Africa.	- Hybrid text about Mary Anning (biography, report and explanation text) - Instructional text - how to catch the Iron Man	- Fact file on the Oki Island - Persuasive advert to visit Oki Island	Newspaper report to retell what happened at the beginning	Non-chronological report about the Bronze Age	(Linked to poetry) - Discussion text - <i>Was it Right for the Spider to Catch the Fly?</i> - Persuasive letter in role (as the spider)
Independent outcome Non Fiction	N/A	Instructional Text – How to light a fire in the Wild	N/A	Newspaper report to retell what happened at the end	Non-chronological report about the Iron Age	- Persuasive letter from a different animal (linked to poetry) - Discussion text (<i>Should children wear school uniform?</i>)

Scaffold Outcome Poetry	Poem based on the structure of The Elephant using a different animal.	Shape poem (description of the Iron Man's parts)	Free verse poem - setting description (jungle)	Poem based on different poem by Tom Fletcher about being different	- Perform <i>Journey through the Stone Age</i> - Haiku poem about the Stone Age	perform the poem using intonation, tone, volume and action
Independent Outcome Poetry					Write haiku poetry about the Bronze age	See non-fiction outcomes linked to poetry above
Cross Curricular Outcome	Writing based on Africa (Native Narratives) Geography – Letter from Libya about the climate	History - Stone age fact file	Science - Forces and Magnets Information Booklet	PSHE – poetry (differences) History – Persuasive argument about which time period was the most impressive	Computing – desktop publishing – invitation design	Geography - Presentations about costal town in England.