Year 3 Long Term Overview (Cycle B)

Autumn 1: *How can we save our planet?*	Autumn 2: *The Amazon Rainforest* *Should We Save The Rainforest*	Spring 1: *Ancient Civilisations* *Who Were The Ancient Egyptians?*	Spring 2: *Ancient Civilisations* *Who Were The Ancient Egyptians?*	Summer 1: *Saxons and Scots* *Were The Vikings Invaders or Settlers?*	Summer 2: *Electricity* *What is Electricity?*
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	One Text, Several Outcomes
<u>Poetry</u>: Wild by James Carter (p. 52 of The worlds Greatest Space Cadet') <u>Purpose:</u> To describe <u>Outcome:</u> Perform a poem about myself. <u>Audience</u>: My new teacher	Text: The Tin Forest by Helen Ward. **Purpose:** To recount **Outcome:** Series of diary entries **Audience:** Part of the rainforest café - display *(Sight of Application: To retell the story of the Tin forest)*	<u>Poetry</u>: The Magic Box by Kit Wright p. 91 <u>Purpose:</u> To describe <u>Outcome:</u> Innovate – What's inside the pyramid? What's inside the Pharaohs tomb? <u>Audience:</u> Display board in the classroom	Text: Egyptology by Emily Sands <u>Purpose:</u> To inform <u>Outcome</u>: A Information page for the Year 3/4 museum <u>Audience:</u> Visitors to the museum	<u>Poetry:</u> Dragon Poems Dragon by James Jarrett https://www.poemhunter.com/poems/dragon/page-1/12495971/ Dragon by Alesia Leach https://www.poemhunter.com/poems/dragon/page-1/40321463/ I met a dragon face to face by Jack Prelutsky https://www.poemhunter.com/poem/i-met-a-dragon-face-to-face/ <u>Purpose:</u> To entertain <u>Outcome:</u> Narrative poems about dragons <u>Audience:</u> Perform for Year 4 *(Sight of Application: News report about an invasion of dragons)*	Text: Ada Twist, Scientist by Andrea Beaty <u>Outcome 1:</u> <u>Purpose:</u> To describe <u>Outcome:</u> A character description of a new character to be built into the story. <u>Audience:</u> Special Friends <u>Outcome 2:</u> <u>Purpose:</u> To entertain <u>Outcome:</u> Innovated story about someone achieving their dream <u>Audience:</u> Special Friends
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
<u>Year 2:</u> Write expanded noun phrases to describe and specify (recap) Use the suffixes er, est in adjectives (recap)	<u>Year 2</u> To use commas to separate items in a list (recap) Link related sentences through the use of pronouns. **(recap)** **Use the progressive form correctly and consistently e.g. He was shouting. (recap Y2)** <u>Year 3:</u> Know when to use 'a' and 'an' (new)	<u>Year 2:</u> Write expanded noun phrases to describe and specify (recap) To use commas to separate items in a list (recap) <u>Year 3:</u> Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' (Y3 P2)	<u>Year 3</u> Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' (recap) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) (recap)	<u>Year 3</u> Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation (recap) Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	

Year 3 Long Term Overview (Cycle B)

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	One Text, Several Outcomes
Text: The Carbon Monster by Katherine Wheatley **Purpose:** To inform **Outcome:** A leaflet instructing the reader about how to reduce their carbon monster **Audience:** Local residents *(Sight of application: To describe the carbon monster)*	Text: The Anthology of Intruiging Animals by Ben Hoare and 'All the Way Down the Rainforest by Alex Wolfe **Purpose:** To inform **Outcome:** Non-chonological report about a newly discovered rainforest animal (made up) **Audience:** To be sold at the rainforest cafe *(Sight of application: To recount – recount an experience from an animals point of view)*	Text: Cinderella on the Nile by Beverly Naidoo **Purpose**: To Entertain **Outcome:** A re-written traditional tale **Audience:** Visitors to the museum *(Site of Application – To report – Rodopis disappearance)*	Text: The Time-travelling Cat and the Egyptian Goddess by Julia Jarmain **Purpose:** To describe **Outcome:** Children to the character of Ka **Audience:** Missing Poster for people of the neighbourhood. *(Site of Application – to recount – Ka's point of view what he saw in the Egyptian temple)*	Text: How to train your dragon? By Cressida Cowell Digital Literacy: Video Clips from Films **Purpose:** To instruct **Outcome:** Chn to write their own instruction manual about how to successfully catch their own dragon *(Sight of Application: To recount what it was like going into the caves)*	Text: Until I Met Dudley by Roger McGough **Outcome 1**: **Purpose:** To explain **Outcome**: Explain how an electrical circuit works. Links to digital media: CBeebies – Do You Know! **Audience:** Someone wanting to find out how to fix an appliance **Outcome 2**: **Purpose**: To instruct **Outcome:** A set of instructions about how to use an electronic item. **Audience:** User
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
Year 2 Add suffixes to spell longer words including – ful and – less. (recap) Use a brief opening and ending. (recap) Use sentences with different forms: statement, question, exclamation and command. (recap) To use subordinating conjunctions e.g. when, if, that, because. (recap)	**Year 2** To use subordinating conjunctions e.g. when, if, that, because. (recap) **Year 3** Organise writing into logical chunks and write a coherent series of linked sentences for each (new) Use simple organisational devices, e.g. headings and subheadings (new) Select nouns and pronouns to provide clarity for the reader (new)	**Year 3** Use conjunctions to express time, place and cause (new) Use inverted commas to punctuate direct speech (new) In narratives, creates settings, characters and plot (new) Vary nouns and pronouns to avoid repetition (new)	**Year 3** Use inverted commas to punctuate direct speech (recap) Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation (recap) Use adverbs and prepositions to express time, place and cause(recap)	**Year 3** Use fronted adverbials (new) Use commas after fronted adverbials (new) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) (recap) In narratives, creates settings, characters and plot (recap)	

Year 3 Long Term Overview (Cycle B)

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	One Text, Several Outcomes
Text: *The Iron Man by Ted Hughes* **Purpose:** To entertain **Outcome:** An innovated narrative based on 'saving the world'. **Audience:** Digital Media links: http://www.bbc.co.uk/education/clips/z878q6f *(Sight of Application: To instruct the village about how to capture the iron man)*	**Text:** *The Vanishing Rainforest by Richard Platt* **Newsround (ICT/Video)** **Purpose:** To report **Outcome:** A news report Digital Links https://www.bbc.co.uk/newsround/49435987 https://www.bbc.co.uk/newsround/27840452 https://www.bbc.co.uk/newsround/49520864 https://www.bbc.co.uk/newsround/48836955 **Audience:** *(Sight of Application: To describe the rainforest)*	**Text:** *Egyptology by Emily Sands* **Purpose:** To recount Digital text to use alongside: Night at the Museum 3 **Outcome:** A scrapbook from Howard Carter about his discovery of Tuthankhamun's tomb. **Audience:** Visitors to the tomb. *(Sight of Application: To entertain – retell the story opener of 'Night at the museum' using the film clip)*	**Text:** *The Time-travelling Cat and the Egyptian Goddess by Julia Jarmain* **Purpose:** To entertain **Outcome:** Children to write their own narrative based on time travel. **Audience:** Could we send to Julia Jarmane?	**Text:** *Beowulf (Illustrated version) by Rob Lloyd Jones (Use extracts from Beowulf by Michael Morpurgo).* Digital Literacy: The Literacy Shed: The Dragon Slayer https://www.literacyshed.com/dragonslayer.html# **Purpose:** To entertain **Outcome:** Chn to create their own narrative about a mythical creature/monster. **Audience:** Vikings *(Sight of application: To instruct: How to kill the monster)* *(Site of Application – To describe Beowulf)*	**Text:** *The King who Banned the Dark by Emily Harworth Booth* **Outcome 1:** **Purpose:** To inform **Outcome:** Information leaflet about light **Audience:** Residents of the kingdom. **Outcome 2** **Purpose:** To report **Outcome:** News Report **Audience:** Residents of the kingdom.
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
Year 2 Use apostrophes to mark singular possession in nouns (recap) Use the progressive form correctly and consistently e.g. He was shouting. (recap) Use the past and present tense correctly and consistently (recap) Use a range of prepositions (behind, before, above, along)	**Year 3** Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) (new) Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play (new) Use irregular simple past tense verbs e.g. awake / awoke (new)	**Year 3:** Use adverbs and prepositions to express time, place and cause(new) Organise paragraphs around a theme (new) Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play (recap) Use irregular simple past tense verbs e.g. awake / awoke (recap)	**Year 3:** In narratives, creates settings, characters and plot (recap) Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play (recap) Indicate possession by using the possessive apostrophe with plural nouns (new)	**Year 3:** In narratives, creates settings, characters and plot (recap) To use vivid vocabulary to introduce a character. To use inverted commas to punctuate direct speech (recap)	

Year 3 Long Term Overview (Cycle B)

Objectives to be taught on all learning journeys:

Composition:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2

- organising paragraphs around a theme

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements

- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

- proofread for spelling and punctuation errors

- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Transcription to be taught through 'Spelling Shed' and applied to writing outcomes.

Handwriting to be taught through 'Penpals'.

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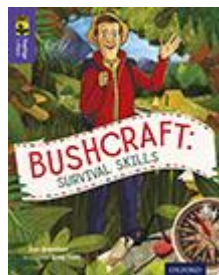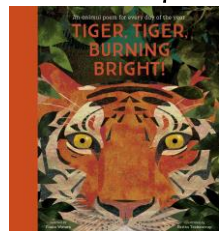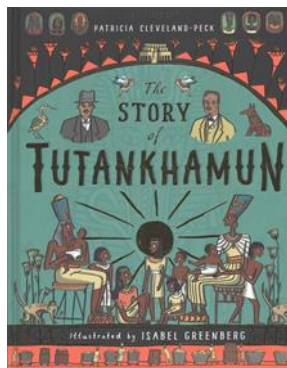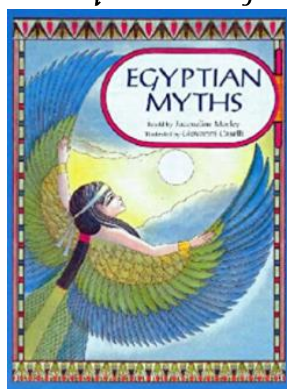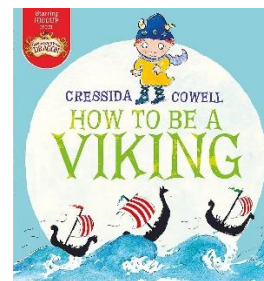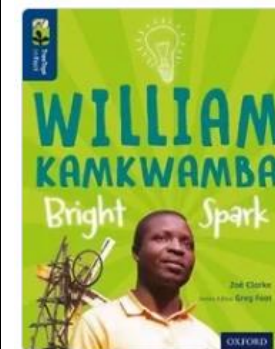| Guided Reading Texts					
What a Waste by Jess French **The Iron Man by Ted Hughes** (Literacy Shed +) **The Paper Bag Prince by Colin Thompson** Scrapman (Oxford Reading Buddy)	**Bushcraft – (Oxford Reading Buddy)** **Tiger, Tiger, Burning Bright by Britta Teckentrup** We Want Change (Oxford Reading Buddy)	**The Story of Tutankhamum by Patricia Cleveland-Peck** **Egyptian Myths by Jacqueline Morely**	**The Time Travelling Cat by Julia Jarman**	**How to Train Your Dragon by Cressida Cowell** (Literacy Shed +) **How To Be A Viking by Cressida Cowell** (Literacy Shed +) **Gods of Thunder (Oxford Reading Buddy)** **Ragnar: The Legend of Hairy Trousers (Oxford Reading Buddy)**	**Building the Future (Brown – Oxford Owl)** DK Find Out – Electricity – information webpage Bright Spark (Oxford Reading Buddy)

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