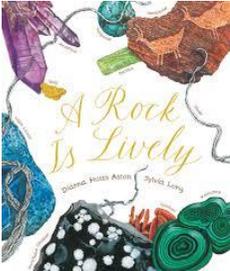
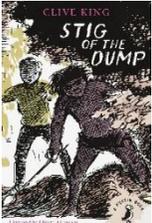
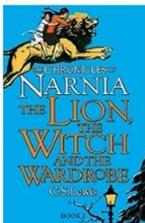
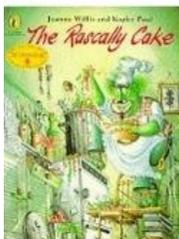
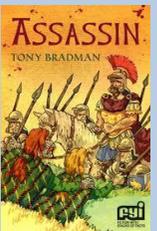
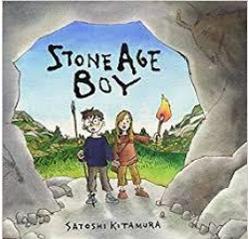
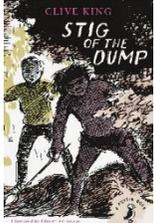
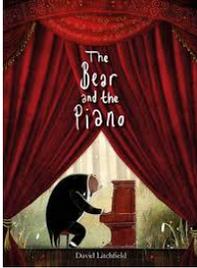
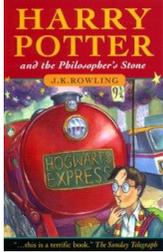
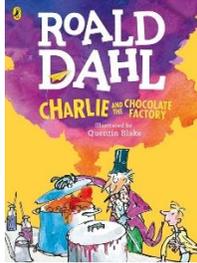
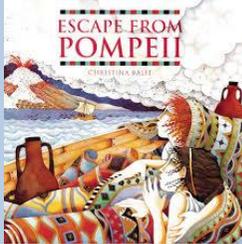
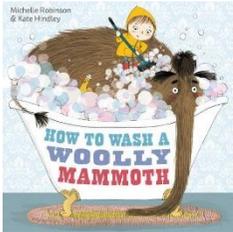
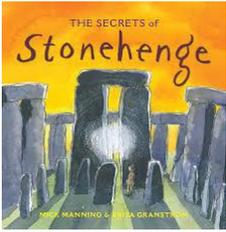
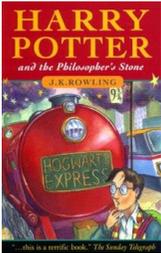
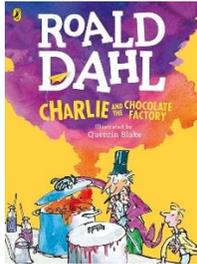


Year 3 Long Term Overview (Cycle A)

Autumn 1: What can we learn from the first humans?	Autumn 2: What can we learn from the first humans?	Spring 1: Listen Up! What's that sound?	Spring 2: Gateway to the World! What is on the other side?	Summer 1: Food Glorious Food!	Summer 2: What have the Romans done for us?
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	One Book Several Outcomes
<p>Text: <i>A Rock Is Lively</i> by Dianna Hutts Aston</p>  <p>Purpose: To describe Outcome: A poem describing another aspect of nature or creation Audience: National Geographic</p>	<p>Text: <i>Stig of the Dump</i> by Clive King</p>  <p>Purpose: To describe Outcome: Detailed description of shelters – letter home to mum Audience: Mum Site of Application: Instructions of how to find Stig's den</p>	<p>Text: <i>The Sound Collector</i> by Roger McGough</p>  <p>Purpose: To entertain Outcome: Write a sound poem following the structure of <i>The Sound Collector</i>, detailing the sounds of the school</p>	<p>Text: <i>The Lion, The Witch and The Wardrobe</i></p>  <p>Purpose: To describe Outcome: To create detailed contrasting descriptions of inner city London during WW2 and Narnia. Audience: Two letters – one from mum describing London and one from the children describing Narnia Site of Application: Report missing children</p>	<p>Text: <i>The Rascally Cake</i> by Jeanne Willis</p>  <p>Purpose: To entertain (poetry) Outcome: Rhyming poem (aabbcc structure) describing a made up food. Audience: Site of Application: To report the kitchen to the cleaners</p>	<p>Text: <i>Assassin</i> by Tony Bradman</p>  <p>To incorporate the key End of Year Learning Objectives:</p> <p>Purpose: To describe Outcome: Owen POV describing Hadrian's camp Audience: Owen's father.</p> <p>Purpose: To entertain Outcome: The next chapter in the story. Audience: Special Friends</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
<p>Year 2: Use apostrophes to mark singular possession.</p> <p>Year 3: Know when to use 'a' and 'an' (new) Draft and write an increasing range of sentence structures (simple and compound) (new)</p>	<p>Year 2: Use the present and past tenses consistently and correctly.</p> <p>Year 3: Use adverbs and prepositions to express place. (recap) Use irregular simple past-tense verbs e.g. awake / awoke (new) To use expanded noun phrases to describe (new)</p>	<p>Year 3: Reading: Use dictionaries to check the meaning of words that they have read (new) Use the first two or three letters of a word to check its spelling in a dictionary (new) Reading; Discuss words and phrases that capture the reader's interest and imagination (recap) Form nouns using prefixes e.g. super, anti, auto (new) Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' (new)</p>	<p>Year 3: Reading: Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them (new) Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' (recap – different context) (recap) Use adverbs and prepositions to express place. (recap)</p>	<p>Year 3: Know when to use 'a' and 'an' (recap) Use irregular simple past-tense verbs e.g. awake / awoke (recap) Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation (new)</p>	

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	One Book Several Outcomes
<p>Text: Stone Age Boy by Satoshi Kitamura</p>  <p>Purpose: To entertain Outcome: Write a portal story using the same structure as 'Stone Age Boy'. Audience: Year 4 Site of Application: To describe the setting after landing in the stone age</p>	<p>Text: Stig of the Dump by Clive King</p>  <p>Purpose: To recount Outcome: Diary entry from Barney's point of view falling and discovering the house. Audience: Barney Site of Application: To describe Stig</p>	<p>Text: The Bear and The Piano by David Litchfield</p>  <p>Purpose: To entertain Outcome: Narrative about journey of a character and key skill using the structure of The Bear and The Piano Audience: Special Friends Site of Application: To inform about the bear's concert</p>	<p>Text: Harry Potter and The Philosopher's Stone by J. K. Rowling</p>  <p>Purpose: To inform Outcome: A letter inviting a friend to come to Hogwarts for Christmas Audience: New students to Hogwarts Site of Application: To describe Hogwarts</p>	<p>Text: Charlie and The Chocolate Factory by Roald Dahl</p>  <p>Purpose: To explain Outcome: To how a new sweet/chocolate is made Audience: Slugworth Site of Application: To entertain</p>	<p>Text: Escape From Pompeii by Christina Balit</p>  <p>http://www.keystage2literacy.co.uk/escape-from-pompeii.html</p> <p>To incorporate the key End of Year Learning Objectives:</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
<p>Year 2: Use the possessive apostrophe (singular) (recap) Use the progressive form correctly and consistently. (recap) Year 3: Draft and write an increasing range of sentence structures (simple and compound) (recap) In narratives, creates settings, characters and plot (new) Use conjunctions to express time, place and cause (new)</p>	<p>Year 3: Reading: Identify how language, structure and presentation contribute to meaning Reading: Discuss the effect of specific language on the reader Use inverted commas to punctuate direct speech (new) Use conjunctions to express time. (recap) Select nouns and pronouns to provide clarity for the reader (new)</p>	<p>Year 3: Reading: Predict what might happen from details stated and implied (recap) Reading: Draw plausible inferences, often supported through reference to the text (recap) In narratives, creates settings, characters and plot (new) Use inverted commas to punctuate direct speech (recap) Select nouns and pronouns to provide clarity for the reader (recap) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) (new)</p>	<p>Year 3: Reading: Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions (recap) Reading: Justify inferences with evidence (recap) Use simple organisational devices, e.g. headings and subheadings (recap) Organise paragraphs around a theme (recap) Vary nouns and pronouns to avoid repetition (new) Indicate possession by using the possessive apostrophe with plural nouns (recap) Use conjunctions to express time and place. (recap)</p>	<p>Year 3: Use fronted adverbials (new) Use commas after fronted adverbials (new) Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation (recap) Uses varied nouns and pronouns for cohesion (recap)</p>	<p>Outcome 1: Purpose: To recount Outcome: A diary extract from one of the characters fleeing the eruption of Mount Vesuvius Audience: Family Outcome 2: Purpose: To report Outcome: A news report to other villages about what happened in Pompeii Audience: Nearby villagers</p>

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	One Book Several Outcomes
<p>Text: <i>How to Wash A Woolly Mammoth</i> by Michelle Robinson and Kate Hindley</p>  <p>Purpose: To instruct</p> <p>Outcome: Detailed instructions about how to look after a sabre toothed tiger.</p> <p>Audience: Stone age animal owners</p> <p>Site of Application: To entertain</p>	<p>Text: <i>The secrets of Stone Henge</i> by Mick Manning and Brita Granstrom</p>  <p>Purpose: To inform</p> <p>Outcome: Non-chronological report about aspects of stone age life.</p> <p>Audience: Stone Henge</p> <p>Site of Application: Recount a visit to Stone Henge? Visit or VR</p>	<p>Text: <i>Peter and The Wolf</i> (Literacy Shed Video)</p>  <p>Purpose: To report</p> <p>Outcome: To report to locals about what happened to peter</p> <p>Audience: Grandfather</p> <p>Site of Application: To entertain</p>	<p>Text: <i>Harry Potter and the philosopher's stone</i> by J. K. Rowling</p>  <p>Purpose: To report</p> <p>Outcome: To write a sports report/commentary for the quidditch match.</p> <p>Audience: Students of Hogwarts</p> <p>Site of Application: To inform about the game of quidditch for new students</p>	<p>Text: <i>Charlie and The Chocolate Factory</i> by Roald Dahl</p>  <p>Purpose: To entertain</p> <p>Outcome: A follow on story for Charlie once he has the chocolate factory</p> <p>Audience: Reader's of the first book</p>	<p>Text: <i>The Roman Soldier's Handbook</i> by Usborne (Lesley Sims)</p>  <p>To incorporate the key End of Year Learning Objectives:</p> <p>Purpose: To explain</p> <p>Outcome: St. Matthew's student handbook</p> <p>Audience: New Year R children</p>
<p>NC Statements</p>	<p>NC Statements</p>	<p>NC Statements</p>	<p>NC Statements</p>	<p>NC Statements</p>	
<p>Year 2: Use the present and past tenses correctly and consistently. (recap)</p> <p>Year 3: Use simple organisational devices, e.g. headings and subheadings (new)</p> <p>Use adverbs and prepositions to express time, place and cause (new)</p> <p>Use some variation in sentence types (statement/ command/ question/ exclamation) (recap)</p>	<p>Year 3: Use simple organisational devices, e.g. headings and subheadings (recap)</p> <p>Organise writing into logical chunks and write a coherent series of linked sentences for each. (new)</p> <p>Use irregular simple past-tense verbs e.g. awake / awoke (recap)</p> <p>Use some variation in sentence types (statement/ command/ question/ exclamation) (recap)</p>	<p>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). (recap)</p> <p>Indicate possession by using the possessive apostrophe with plural nouns (new)</p> <p>Organise paragraphs around a theme (recap)</p> <p>Use adverbs and prepositions to express time, place and cause (recap)</p>	<p>Year 3: Reading: Show understanding of the main points drawn from more than one paragraph (recap)</p> <p>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)</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex). (recap)</p> <p>Organise paragraphs around a theme (recap)</p>	<p>Year 3: Use some variation in sentence types (statement/ command/ question/ exclamation) (recap)</p> <p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation (recap)</p> <p>Use inverted commas to punctuate direct speech (recap)</p> <p>Use fronted adverbials (recap)</p> <p>Use commas after fronted adverbials (recap)</p>	

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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:

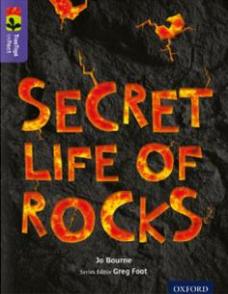
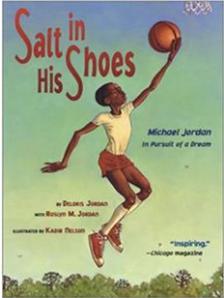
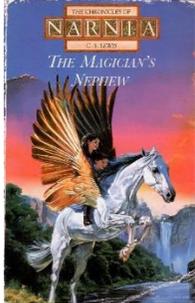
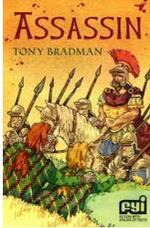
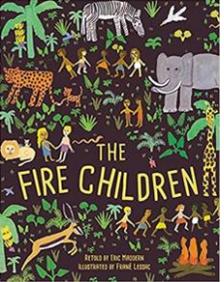
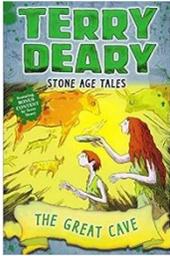
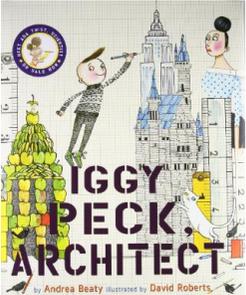
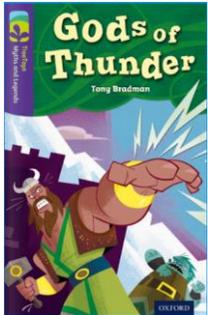
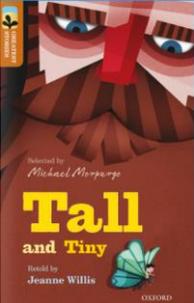
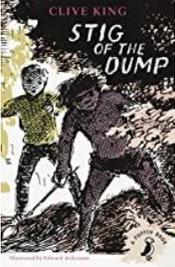
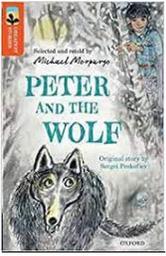
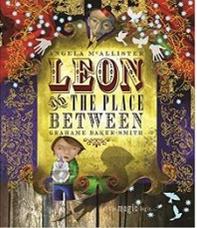
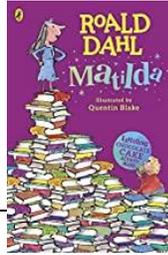
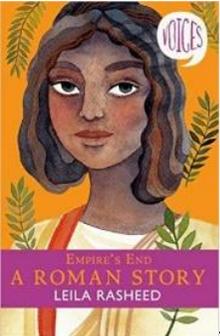
- *assessing the effectiveness of their own and others' writing and suggesting improvements*
- *proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences*
- *proofread for spelling and punctuation errors*
- *read their own writing aloud to 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'.

Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading:	Guided Reading
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These parallel texts could be used as group guided reading sets, or in whole-class shared reading lessons. Guided Reading should be the main pedagogy in teaching reading in KS1. These suggested linked texts should be read in addition to banded and decodable books. These suggested books should be made available in the reading environment.

CREATION	STONE AGE	ACHIEVEMENT/GROWTH MINDSET	FANTASY	ROALD DAHL AUTHOR STUDY	HISTORICAL FICTION
 <p>Secret Life of Rocks (Oxford Owl)</p>	 <p>DK Find Out – Stone Age and Bronze Age</p>	 <p>Salt in His Shoes by Deloris Jordan</p>	 <p>The Magician's Nephew by C.S Lewis</p>	 <p>Roald Dahl George's Marvellous Medicine</p>	 <p>Assassin by Tony Bradman</p>
 <p>The Fire Children by Eric Maddern</p>	 <p>The Great Cave by Terry Deary</p>	 <p>Iggy Peck Architect by Andrea Beaty</p>	 <p>The Marrog by R.C. Sciven (poem)</p>	 <p>Roald Dahl James and the Giant Peach</p>	 <p>Gods of Thunder (Oxford Owl)</p>
 <p>Tall and Tiny</p>	 <p>Stig of the Dump</p>	 <p>Peter and the Wolf</p>	 <p>Leon and the Places Between by Angela Mcallister</p>	 <p>Roald Dahl Matilda</p>	 <p>Empire's End: A Roman Story by Leila Rasheed</p>

<i>Tall and Tiny by Michael Morpurgo (Oxford Owl)</i>	<i>Stig of the Dump by Clive King</i>	<i>Peter and the Wolf by Michael Morpurgo (Grey)- Oxford Owl</i>			<i>A Roman Story by Leila Rasheed</i>
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