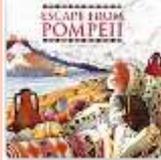
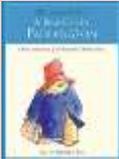
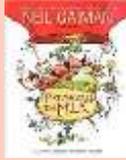
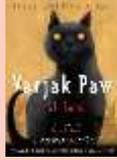


Year 3					
Autumn 1 Animals including Humans (Science)	Autumn 2 Stone Age to Iron Age (History)	Spring 1 Rocks (Science)	Spring 2 Romans (History)	Summer 1 May the Force be with you (Science)	Summer 2 The New Forest (Geography)
Reading					
<p>Hot Like Fire - Valerie Bloom (Poetry)</p>  <p>The Wild Robot Peter Brown</p> 	<p>Ug Raymond Briggs</p>  <p>Winter's Child Angela McAllister</p> 	<p>The Tunnel – Anthony Browne</p>  <p>Journey Aaron Becker</p> 	<p>Escape from Pompeii Christina Ballit</p>  <p>Paddington – Michael Bond</p> 	<p>Fortunately the Milk Neil Gaiman</p>  <p>Varjak Paw SF Said</p> 	<p>The Lorax – DR Seuss</p>  <p>The lost happy ending – Carol Anne Duffy</p> 
<p><b>P-</b> To entertain <b>A-</b> Fans of the book <b>Skills-</b> Present perfect tense (good examples in the text) <b>Expanded noun phrases</b> A wider range of <b>conjunctions</b> <b>Spelling links:</b> <i>Prefix and suffix (deforestation, unpolluted etc)</i> <b>Outcomes-</b> Narrative- another chapter written in the same style but from the viewpoint of another animal not featured in the text. Explore trees in the grounds to generate vocabulary linked to the senses. <b>P-</b>To persuade <b>A-</b> The boss threatening to cut down trees <b>Skills-</b> <b>Outcomes-</b> A persuasive letter</p> 	<p><b>P-</b> To entertain <b>A-</b> Peers <b>Skills-</b> Paragraphs-organise sentences around a theme. Begin to use <b>fronted adverbials</b> for example to express position (On the _____ Behind the _____) <b>Adjectives and expanded noun phrases.</b> Look at <b>synonyms</b> and select the most appropriate word- why did you choose to use that adjective to describe the _____? <b>Outcomes-</b> Setting description. Page 24 "Wow!" The author doesn't tell us what the character says next when he steps inside the cave. Describe the cave. Contrast with an earlier setting (apprentice write) and select appropriate vocabulary to describe the scene.</p>  <p><b>P-</b> To inform <b>A-</b> Peers <b>Skills-</b> Adverbials to express time and cause. <b>Imperative verbs.</b> <b>Presentational features</b> to support the purpose. E.g., bullet points, numbers, pictures Extend- use of <b>brackets</b> for additional information or safety warnings <b>Outcomes-</b> Instructions- Write own set of instructions for an animal of their</p> 	<p><b>P-</b> To entertain/inform <b>A-</b> Peers <b>Skills-</b> Use of <b>conjunctions</b> <b>clause</b> sentences through use of <b>subordinating conjunctions.</b> <b>Paragraphs-</b> ideas organised around a theme or by time. <b>Adverbials</b> for how, where, when. <b>Outcomes-</b> Setting description. Write an eye witness account of seeing the Iron Man at the start of the text. Extension- write in role as one of the seagulls. How would they perceive the parts of the Iron Man (e.g. compare springy wires to delicious worms)?</p> <p><b>P-</b> To persuade <b>A-</b> The Townspeople <b>Skills-</b> Use of <b>rhetorical questions</b> <b>Imperative verbs</b> Precise <b>adjective</b> and <b>verb</b> choice to convey feelings Use of <b>pronouns</b> (them, we, us) including <b>possessive pronoun</b> (mine, ours) Continue to experiment with a range of sentence constructions through use of conjunctions. <b>Outcomes-</b> Letter. Write a letter to persuade the townspeople not to destroy the Iron Man OR write a letter of complaint in role as a farmer to the council about the damage the Iron Man has caused.</p>	<p><b>P-</b> To entertain the audience by retelling their narrative through a puppet show. <b>A-</b> KS1 <b>Skills-</b> Using <b>comparative</b> words using er and est. Using <b>subordination</b> if, when, that and because. Identify and use <b>different types of sentences</b> when appropriate to the story and character (statement, command, question, exclamation) <b>use adverbs</b> (to expand verbs for description and specification) – e.g. <b>running frantically, laughing hysterically</b> <b>Outcomes-</b> Narrative inspired by The Bridge (puppet show)</p> <p><b>P-</b> To Inform <b>A-</b> The Courthouse <b>Skills-</b> Plan – discuss using <b>chronological order</b> and sequencing. Use of <b>conjunctions and adverbials</b> to signal time. Use <b>adjectives</b> to describe characters. Use <b>emotive language</b> to engage the reader. <b>Outcomes-</b> Recount</p>  	<p><b>P-</b> To inform <b>A-</b> Peers <b>Skills-</b> Paragraphs-organise sentences around a theme. <b>Adjectives and expanded noun phrases.</b> Look at <b>synonyms</b> and select the most appropriate word- why did you choose to use that adjective to describe the _____? <b>Spelling links- comparatives and superlatives</b> <b>Outcomes- Character description-</b> Write a wanted poster in role as either Mr or Mrs Twit about the other character.</p> <p><b>P-</b> To discuss <b>A-</b> Year 3 and 4 <b>Skills-</b> Adverbials and conjunctions for <b>cohesion</b> within paragraphs (In addition... As well as that... Another point...) Ext- adverbials or conjunctions for cohesion <i>across</i> paragraphs (On the other hand...) <b>Outcomes-</b> <b>Balanced argument.</b> Write an argument text that answers the question "Who is the most awful?" One paragraph for each side of the argument followed by a summarising paragraph.</p> 	<p><b>P-</b> To inform <b>A-</b> Adult citizens <b>Skills-</b> Appropriate <b>organisation of relevant information</b> for a news report (correct structure e.g. introduction WWWWWW followed by events in chronological order) <b>use conjunctions to express time, place or cause</b> (e.g. <i>when, before, after, while, so, because</i>) <b>use paragraphs</b> (use paragraphs to group related material) Presentation- correct <b>layout</b> <b>Outcomes-</b> News report</p> <p><b>P-</b> To entertain <b>A-</b> Peers <b>Skills-</b> use a range of <b>sentence types</b> (including statements, questions and exclamations) <b>use a range of sentence structures</b> (including simple and compound sentences) <b>use varied vocabulary</b> (e.g. by not overly repeating nouns or pronouns and by using a range of conjunctions) <b>create settings and characters</b> (in narrative; expanding nouns with adjectives and verbs with adverbs; using conjunctions, adverbs and prepositions to develop detail) <b>develop plots</b> (in narrative; following</p> 

choice- could choose one of the animals on the inside cover of Stone Age Boy.

an order that makes sense and has a clear opening and ending)  
**Outcomes- Narrative** presenting an alternative viewpoint to traditional stories (could use characters from the text or other well-known characters e.g. Peter Pan as the villain, Cinderella saves the prince).