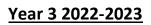


Year 3 2022-2023



	Autumn 1	Autumn 2	Spring 1 A	Spring 2	Summer 1	Summer 2
Wider	Science – Forces,	History – Stone Age	Science - Light	Geography – Volcanoes	Science – Plants	Creative Arts
curriculum focus	magnets and	Britain		& earthquakes		
	electricity		WRITING			
Purpose of	Writing to entertain	Writing to entertain /	Writing to entertain /	Writing to entertain /	Writing to entertain /	Writing to entertain
writing	/ inform	inform	inform	inform	inform	writing to entertain
'Driver' Text	Iron Man by Ted	Stone girl, bone girl by	Pugs of the Frozen	Escape from Pompeii	Firebird	Arthur and the golden
	Hughes	Laurence Anholt	North by Philip Reeve	2000/2011/2011/2011		rope
Writing	Narrative - Cliff	Narrative - Setting	Non-chronological	Recount - News	Non-chron - leaflet	Narrative - with speech
Outcomes	scene from The Iron	description	report - information	broadcast		
	Man	,	leaflet on pugs		Narrative - 3 rd person	Persuasive writing -
	Newspaper -	Narrative - story		Narrative - Historical		
	retelling of The Iron	extract involving	Poster - persuasive	story	Poetry – Spring plants	
	Man	dialogue	writing on whether to		Acrostic poem/ shape	
			join the race		poem/ HAIKU	
		Narrative – character				
		description				
Reading &	Fiction – The Iron	Fiction - Lost Happy	Fiction – Oliver and the	Fiction – The street	Fiction – The talkative	Fiction – The dragon
Supplementary	Woman by Ted	Endings by Carol Ann	Seawigs by Philip Reeve	beneath my feet by	tiger by Amelia Gibb	machine by Helen Ward
Texts	Hughes	Duffy	The day I saved a whale	Charlotte Guillain	and Sophy Williams	and Wayne Anderson
		Ug by Raymond Briggs	by Michael Morpurgo			-
	Non Fiction - Forces			Non-fiction - History	Non-fiction -	Non-fiction – Great
	& Magnets: Let's	Non Fiction -	Non-fiction -	books on Vesuvius	Environmental science	women who changed
	Investigate	Timelines of			Botanist	the world
		Everything: From	Tiger Tiger by Blake			Great women in History
		woolly mammoths to	Frozen planet		The Lorax by Dr Seuss	
		world wars	1102cm planet			







Opportunities	Acted out reactions	Reading the comic	Discuss environmental	Drama – Pliny's account	Reading own poems	Conscience alley
for oracy	to the arrival of the	book UG and taking	issues/ global warming.	at Pompeii – role-play	out loud / performance	Debate – How does the
	Iron man: outrage at	parts- developing		as a survivor.	poetry.	character feel?
	machinery being	fluency and diction		Re-enact parts from the		Is he responsible for
	eaten,	and clarity of		story –Escape from		bringing doom to the
	language/tone	pronunciation		Pompeii		town? Arguments
		Taking sides: The		Reading outloud their		for/against
		traditionalist (Ug's		accounts- news		
		parents) v the		broadcasts.		
		progressive (Ug).				

SPAG Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling (Using ED Shed)	 The /u/ sound The /i/sound Words with Words with Challenge w The prefix red The prefix red The prefix median Suffixes begon (doubling) Challenge w 	e- is- nis- inning with vowel letters inning with vowel letter ords me words from the Year 3 & 4	The long /a/ sound The long /a/ sound The long /a/ sound The suffix –ly Homophones Challenge words Ending with the /l/ Ending with the /l/ Adding the suffix –l Adding the suffix –l Challenge words Can spell many wo statutory spelling I	spelled ei spelled ey sound spelled -al sound spelled -le y to -le words ally to -ic words ly exceptions rds from the Year 3 & 4	 The /k/ sour Words endir The /s/ sour Homophone Challenge w The suffix -s Challenge w Revision Revision Revision Revision 	ords on pronounced like vision ords ost words from the Year 3 & 4



Year 3 2022-2023



Punctuation	 Can use capital letters, full stops, question marks and exclamation marks accurately (including proper nouns and for the personal pronoun I) with a variety of sentence structures. Can use the apostrophe accurately in their writing for contractions and singular possession. Can use a comma for a list of items or actions 	 Is beginning to use a comma after a singular fronted adverb. With support can use inverted commas in their writing. 	 Can accurately use a comma after a singular fronted adverb. Independently can use inverted commas in their writing (not necessarily secure with other speech punctuation). With support, can use the apostrophe for plural possession.
Vocabulary and Grammar	 Can confidently write statements, questions and commands. Is becoming more independent at writing exclamation sentences. Teach singular fronted adverbs for how, where and when. Can use all the taught conjunctions confidently from year 2. Begins to conjunctions and prepositions to express time, cause and place: before, after, then, next, soon. Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] 	 Confidently uses the taught conjunctions to express time, cause and place. Begins to use the conjunction: while adverbs, therefore or prepositions [for example, before, after, during, in, because of] in their writing. With support, chd use singular fronted adverbs for how, where and when. Introduction to paragraphs as a way to group related material. Use headings and sub-headings to aid presentation (eg. non-chron report). Begin to understand the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	 Confidently uses the taught conjunctions, adverbs and prepositions to express time, cause and place. Independently, chd use singular fronted adverbs for how, where and when (including comma). Can use the present perfect form of verbs (verbally) instead of the simple past [for example, He has gone out to play contrasted with He went out to play]. With support, can use paragraphs as a way to group related material