Year 3

Long Term Curriculum Coverage- Learning aims and objectives for each unit are found in the progression and planning document.

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| Some key learning that children should be secure with from Year 2- must be checked and revisited in English lessons, basic skills sessions or though interventions to allow children to progress without gaps. | | | | |
| Non-Fiction | | | Narrative | |
| * Uses the conjunctions *when, if, that, because* correctly * Uses different kinds of sentences, e.g statement, exclamation, question * Uses expanded noun phrases to specify * Can use past tense * Can sequence of ideas and use some organisational devices, e.g. subheadings. | | | * Capital Letters, full stops, question marks and exclamation marks used accurately. * Commas used to separate items in a list. * Can write a story with a beginning, middle and end. * Uses expanded noun phrases to describe. * Can write in the past and present tense. | |
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|  | **Non-Fiction Teaching Focus** | **Final Written Outcome for assessment (purple book.)** | **Narrative teaching Focus** | **Final Story Outcome for assessment (purple book.)** |
| Autumn 1 | **Recount** | A recount of either a trip or a workshop.  A letter back to FIS telling them about something they have done in their new school.  Possible additional task/ GD transform:  A diary or letter about an experience from the viewpoint of one of the fairytale characters. | Twisted Fairy Tales  Write a character and setting description | A description of a key character and fairytale setting- two separate short pieces of writing in a narrative style. |
| Autumn 2 | **Instructions** | A set of instructions linked to Art and DT week.  Audience: other children their age.  Possible additional task/GD transform later in the term:  How to build a snowman- if it actually snows this could be done as a vlog with written captions. | The Snowman- Raymond Briggs  Retell a story in four parts, in the first person, with a definite ending. | Retell the story as James:  Build a snowman  Snowman comes to life and they fly to a snowman party.  At the party James is given a gift by Santa.  James wakes up with his gift from Santa. |
| Spring 1 | **Non-chronological report** | Children generate their own witch.  Audience: People (children or adults) who are interested in witches.  Possible additional task/ GD transform later in the term:  Research and assemble information in a factfile about the history of witches. | Beaver Towers- Nigel Hinton  Re-tell an extract or event from a story (or write their own next part). Include dialogue to set the scene and present characters. | Choose one part of the story which lends itself to stopping and allowing the children to write what happens next.  Or  Choose one event in the story, e.g. Philip meeting Baby B and having a conversation.  Minimum of two quality paragraphs, one focused on the dialogue. |
| Spring 2 | **Explanation** | Explain how to be awarded house points.  Audience: Next year’s Year 3 children.  Possible additional task linked to history  Explain how to safely use a search engine to find out information about the Bronze age. | Iron Man- Ted Hughes  To write a story where dialogue is the drive to move the story on. | A story in which a creature/machine/robot (child’s choice) is discovered by two children. The discovery is described to the reader through the children’s dialogue. The children then decide what to do about their discovery.  Minimum of three quality paragraphs to include some action as well as the dialogue. |
| Summer 1 | **Persuasion** | Persuade a parent or grandparent to let you keep the creature tree (this unit needs to be taught at the end of the half term).  Possible additional task linked to food and nutrition in Science-  Write a letter to a child who does not eat healthily to persuade them to eat a balance meal.  Or  Design a health food product and persuade a parent to buy it as a snack. | The Boy who Grew Dragons- Andy Shepherd  To write a story with a strong dilemma where dialogue shows the relationship between two characters. | Tell the story of a child discovering a mystical tree whose fruit allows them to grow their own fantasy creature. Describe one event where the creature causes havoc, what does the child do? |
| Summer 2 | **Discussion** | Linked to Zoo-  Are zoos good or bad?  Possible additional task/GD transform later in the term:  A discussion about anything that is relevant and important to the children / child at that time. | Zoo- Anthony Browne  Write a story in the third person, with some dialogue, organised into paragraphs, ensuring that the sequence is clear. | This is the final story used for assessment so should demonstrate the end of year non-negotiables.  A simple story set in a zoo. |
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| Year 3 Non-Negotiables:  Learning aims that must be secure by the end of Year 3 in order to be fully prepared for the Year 4 curriculum  These will need to be taught repeatedly throughout the units over a series of more specific learning objectives.  (End of year teacher assessment must adhere to the assessment framework provided and take into account the relevant spelling appendices and handwriting, it must also be moderated within and across the year groups.) | | | | |
| Non-Fiction | | | Narrative | |
| * Expresses time place and cause by correctly using the following conjunctions:   *when, before, after, while, so, because*   * Is beginning to use paragraphs to organise ideas. * Uses rhetorical questions to draw the reader in. * Can write in the third person. * All non-fiction units to include the teaching of subject specific, technical vocabulary. | | | * Is beginning to write direct speech accurately, punctuated by inverted commas. * Expresses time place and cause by correctly using the following conjunctions:   *when, before, after, while, so, because*   * Uses expanded noun phrases to give precise detail. * Can write a short narrative that includes an opening, dilemma and resolution (conflict), ending. | |