

Year Group: 3 Spring Term 1	Core Text: Stone Age Boy – Satoshi Kitamura	Topic Links: History – The Stone Age	
Unit Written Retell Stone Age Boy in more detail Outcomes: - non-chronological report on the Stone Age		Possible Application: Instructions – How to make fire Recount of any trip, event, experience	
Extending Reading Possibilities: The Boy with the Bronze Axe – Kathleen Fidler Poet Study – Michael Rosen The First Drawing – Mordicai Gerstein Non-fiction on Stone Age			
Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion.</p>	<p>Objectives Know that there are different kinds of narrative stories. Identify the plot. Infer and explain characters' feelings, thoughts and motives from actions and what they say. Recognise words and language that show the setting of a book – historical, cultural or social. Give a personal response. Explain a personal response. Know that non-fiction books are structured in different ways. Know how to use a non-fiction book to find identified information. Know that words and language in poems create effects. Discuss the meaning of words and language in poems. Understand that there can be more than one interpretation of a poem. Watch performances of poems. Discuss how the meaning is enhanced through performance.</p>	<p>Objectives Identify the key events for their narrative. Plot the events on a planning format. Understand that the language and vocabulary used is related to the text type. Make careful choices about the vocabulary to be used. Develop ideas and vocabulary about characters: What they say What they do Plan an opening and a closing appropriate to the text type. Group events/information into sections. Decide how the effectiveness of writing could be improved. Make changes to writing following proof-reading.</p>	<p>Objectives Use complex sentences appropriately in writing. Begin to make choices about when to move a subordinate clause to the beginning of a sentence. Use the past perfect tense when appropriate in writing. Begin to understand that direct speech can show character and move events forward. Use direct speech. Make choices about the position of a prepositional phrase in a sentence. Select conjunctions, adverbs and prepositions to show time in writing to indicate sequence of events or the passing of time.</p>
---	---	--	--

Year Group: 3 Spring Term 2	Core Text: Alice in Wonderland – Emma Chichester Clark and original version – Lewis Carroll	Topic Links: History – Local study The Victorians	
Unit Written Retell selected events from Alice's point of view to sister Outcomes: - Mad Hatter's Tea Party, meeting caterpillar, Comparative report on an aspect/s of life in Victorian times compared with the present day Poetry – Shape poems based on characters in book - caterpillar, Mad Hatter's Hat, gryphon		Possible Application: Instructions: How to play croquet Recount of any trip, event, experience	
Reading Focus: Core texts			
Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion.</p>	<p>Objectives Identify the plot. Infer characters' feelings, thoughts from actions and what they say Explain how characters' actions and speech can tell the reader about their thoughts, feelings and motives. Use the context of unfamiliar words to explain their meaning. Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. Recognise words and language that show the setting of a book – historical, cultural or social. Make connections between similar books. Discuss a range of narrative texts. Give a personal response. Explain a personal response. Know that there are different forms of poetry. Recognise and name different types of poems which have been introduced. Know that words and language in poems create effects. Discuss the meaning of words and language in poems.</p>	<p>Objectives Plot the events on a planning format. Make careful choices about the vocabulary to be used. Develop ideas and vocabulary about characters: What they say What they do Plan an opening and a closing appropriate to the text type. Know that narratives are organised in sections. Group events into sections. Group events/information into sections. Decide how the effectiveness of writing could be improved. Make changes to writing following proof-reading.</p>	<p>Objectives Use complex sentences appropriately in writing. Begin to make choices about when to move a subordinate clause to the beginning of a sentence. Use the past perfect tense when appropriate in writing. Begin to understand that direct speech can show character and move events forward. Use direct speech. Make choices about the position of a prepositional phrase in a sentence. Select conjunctions, adverbs and prepositions to show time in writing to indicate sequences of events or the passing of time.</p>
---	---	---	---