

<b>Year Group: 3</b> <b>Summer Term</b> <b>1</b>	<b>Core Text:</b> The Flower by John Light What is Pink? by Christina Rossetti	<b>Topic Links:</b> Science – Plants - functions of parts of plants, requirements for life and growth, life cycle.	
<b>Unit Written Outcomes:</b> Retell story with added detail and dialogue Life cycle of a plant Fact file on plant/flower (Could be presented as a poster linked to ICT)			
<b>Possible Application:</b> Instructions related to science and growth Recount of any trip, event, experience			
<b>Reading Focus:</b> Core text. The Child's Garden of Hope by Michael Foreman			
<b>Spoken Language</b>	<b>Reading</b>	<b>Writing - Composition</b>	<b>Writing -Grammar and Vocabulary</b>

<p><b>Objectives</b>  Give an opinion with a reason.  Listen to others' opinions.  Use Standard English to give an opinion.</p>	<p><b>Objectives</b>  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><b>Objectives</b>  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.  Write final narrative with a clear structure, setting, characters and plot.  Group events/information into sections.  Decide how the effectiveness of writing could be improved.  Make changes to writing following proof-reading.</p>	<p><b>Objectives</b>  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>
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<b>Year Group: 3 Summer Term 2</b>	<b>Core Text:</b> The Firework Maker's Daughter – Phillip Pullman Fireworks – James Reeves	<b>Topic Links:</b> Science – Rocks and soils Geography – Natural disasters	
<b>Unit Written Outcomes:</b> Retell one significant event from Lila's point of view. <b>Possible Application:</b> Instructions – How to make a firework - her journey up the mountain and meeting fire god. Information text on volcanoes Poetry – List poems on fireworks Information text – Rocks/soils			
<b>Reading focus:</b> Core texts			
<b>Spoken Language</b>	<b>Reading</b>	<b>Writing - Composition</b>	<b>Writing -Grammar and Vocabulary</b>
<p><b>Objectives</b> Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p><b>Objectives</b> Infer characters' feelings, thoughts and motives from their actions. Explain how characters' actions can tell the reader about their thoughts, feelings and motives. Know that the message in a book is called the theme and explain it. Recognise words and language that show the setting of a book – historical, cultural or social. Find effective words and language in reading that writers have used to create effects. Explain why a writer has chosen specific words and language Make connections between similar books and books by the same writer. Discuss the meaning and effect of words and language in poems. Understand that there can be more than one interpretation of a poem. Understand that the meaning of poems can be enhanced through performance. Identify that intonation, tone, volume and action can be used to enhance meaning.</p>	<p><b>Objectives</b> 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. Group events/information into sections. Decide how the effectiveness of writing could be improved. Make changes to writing following proof-reading.</p>	<p><b>Objectives</b> 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. 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>

	<p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>		
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