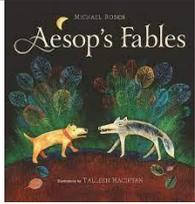
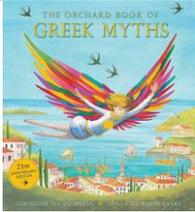
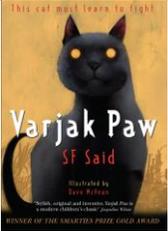
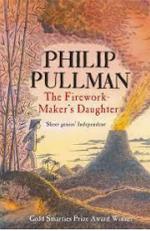


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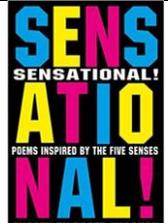
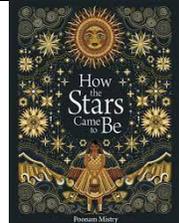
Year 3 Long term overview

Cycle A

Autumn Term		Spring Term		Summer Term	
The Groovy Greeks		This is our world		The Brave and the Bold	
 <p>Aesop's Fables by Micheal Rosen</p>	 <p>The Orchard Book of Greek Myths by Geraldine McCaughrean</p>	 <p>Belonging by Jeannie Baker The Great Kapok Tree by Lynne Cherry</p>	 <p>One Plastic Bag by Miranda Paul The pebble in my pocket by Meredith Hooper</p>	 <p>Varjak Paw by SF Said</p>	 <p>The Firework-Maker's Daughter by Philip Pullman</p>
<p>Outcomes: Narrative</p>	<p>Outcomes: Narrative Playscripts</p>	<p>Outcomes: Recount Letter</p>	<p>Outcomes: Explanation Newspaper report</p>	<p>Outcomes: Explanation Non-chronological report</p>	<p>Outcomes: Letters Diaries Poetry</p>
<p>Purpose: Entertain</p>	<p>Purpose: Entertain</p>	<p>Purpose: Persuade</p>	<p>Purpose: Inform</p>	<p>Purpose: Inform</p>	<p>Purpose: Entertain</p>

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Cycle B					
Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
The Human Machine		Lights, Camera, Action!		Stone Age to Iron Age	
 <p>Giant by Kate Scott The Astounding Broccoli Boy by Frank Cottrell-Boyce</p>	 <p>Sensational Poetry by Roger McGough</p>	 <p>How the stars came to be by Poonam Mistry</p>	 <p>The King who banned the dark by Emily Haworth-Booth</p>	 <p>The Iron Man by Ted Hughes</p>	 <p>Stig of the dump by Cliff King</p>
Outcomes: Letter Advert	Outcomes: Poetry Description	Outcomes: Advert Letter	Outcomes: Recount Newspaper Report	Outcomes: Narrative Description	Outcomes: Characters / Settings Narrative
Purpose: Inform	Purpose: Inform	Purpose: Persuade	Purpose: Entertain	Purpose: Entertain	Purpose: Entertain

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Y3 whole class writing objectives – what we are teaching, when and why

As a writer...

To be included in English sessions.

These objectives ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child-friendly, simple 'learning objective' for each session (see NC for specific year group coverage)

<p>Aesop's Fables</p> <p>I can use a pattern of three</p> <p>I can write compound sentences with co-ordinating conjunctions</p> <p>I can write complex sentences using subordinating conjunctions</p> <p>I can place the spoken word between inverted commas</p> <p>I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting using the</p>	<p>The Orchard Book of Greek Myths</p> <p>I can make the plural for nouns ending in "-ch", "-sh", "s", "z" or "x" by adding "-es"</p> <p>I can say the difference between the subject and object with the personal pronoun</p> <p>I can understand homophones and their meanings: <i>bear - bare pear - pair</i></p> <p>I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like.</p> <p>Sensational Poetry</p>	<p>Belonging / The Great Kapok Tree</p> <p>I can write compound sentences with co-ordinating conjunctions</p> <p>I can write complex sentences using subordinating conjunctions</p> <p>I can use synonyms for verbs such as "said" or "go" to create more powerful verbs</p> <p>I can use paragraphs</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting</p> <p>How the stars came to be</p>	<p>One Plastic Bag / The pebble in my pocket</p> <p>I can express time, place and cause using conjunctions</p> <p>I can express time, place and cause using adverbs</p> <p>I can use prepositions</p> <p>I can use exaggerated language</p> <p>I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like</p> <p>I can use headings and subheadings</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting</p> <p>The King who banned the dark</p>	<p>Varjak Paw</p> <p>I can use specific/technical vocabulary to add detail</p> <p>I can use quantifiers</p> <p>I can use the past perfect tense</p> <p>I can use possessive adjectives</p> <p>I can use paragraphs</p> <p>I can use headings and subheadings</p> <p>The Iron Man</p> <p>I can place the spoken word between inverted commas</p> <p>I can use quantifiers</p> <p>I can write complex sentences using subordinating conjunctions</p>	<p>The Firework-Maker's Daughter</p> <p>I can use prepositions</p> <p>I can use synonyms for verbs such as "said" or "go" to create more powerful verbs</p> <p>I can use a comma after a fronted adverbial phrase</p> <p>I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like</p> <p>I can use paragraphs</p> <p>I can read my work out to a group with confidence and make sure it sounds</p>
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<p>right volume and tone of voice</p> <p>Giant / The Astounding Broccoli Boy</p> <p>I can use the present perfect tense</p> <p>I can use a pattern of three</p> <p>I can use irregular simple past-tense verbs</p> <p>I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed</p> <p>I can use paragraphs</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting</p>	<p>I can use specific/technical vocabulary to add detail</p> <p>I can use quantifiers</p> <p>I can use the past perfect tense</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting</p>	<p>I can use the present perfect tense</p> <p>I can use irregular simple past-tense verbs</p> <p>I can use a pattern of three</p> <p>I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.</p>	<p>I can express time, place and cause using conjunctions</p> <p>I can express time, place and cause using adverbs</p> <p>I can use prepositions</p> <p>I can use exaggerated language</p> <p>I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed</p>	<p>I can use specific/technical vocabulary to add detail</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting</p>	<p>interesting using the right volume and tone of voice</p> <p>Stig of the dump</p> <p>I can make the plural for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”</p> <p>I can say the difference between the subject and object with the personal pronoun</p> <p>I can understand homophones and their meanings: <i>bear – bare pear – pair</i></p> <p>I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed</p> <p>I can use paragraphs</p>
<p>Spelling (embedded throughout the year/ taught in discrete spelling sessions using Rocket Phonics programme)</p>					

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<p>I can use the prefixes un-, dis-, mis-, re-, pre-</p> <p>I can add suffixes beginning with the vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</p> <p>I can use the suffix 'ly'</p> <p>I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p> <p>I can spell word with endings which sound like 'zhun' e.g. division, decision</p> <p>I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane.</p> <p>I can spell words that are often misspelt.</p> <p>I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of a word e.g. myth, gym.</p> <p>I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</p> <p>I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</p> <p>I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</p> <p>I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know</p>					
<p>Handwriting (embedded throughout the year/taught in discrete handwriting sessions using Nelson scheme of work)</p> <p>I can use more of the diagonal and horizontal strokes I need to join letters, and know which letters, when they are next to each other, are best left unjoined</p> <p>I can write so that most of my letters are easy to read, all the same way up and the same size.</p> <p>My writing is spaced properly so that my letters don't overlap</p>					
<p>Y3 whole class reading objectives - what we are teaching, when and why</p> <p>As a reader...</p>					
<p>To be included in English sessions and discrete guided reading sessions</p>					
<p>These objectives link to our whole school assessment system to ensure coverage and progression - they are not intended to be used in books and must be adapted/ broken down to a child-friendly, simple 'learning objective' for each session (see NC for specific year group coverage)</p>					
<p>Aesop's Fables</p> <p>I can tell you what a book that I am reading is about</p> <p>I can discuss words that excite me in the books that I read</p>	<p>The Orchard Book of Greek Myths</p> <p>I can show that I enjoy reading by reading lots of different types of books</p> <p>I can understand what I have read, checking</p>	<p>Belonging / The Great Kapok Tree</p> <p>I can show that I enjoy reading by reading lots of different types of books</p> <p>I can understand what I have read, checking that</p>	<p>One Plastic Bag / The pebble in my pocket</p> <p>I can show that I enjoy reading by reading lots of different types of books</p> <p>I can ask questions about the texts that I have read to help me understand them</p>	<p>Varjak Paw</p> <p>I can show that I enjoy reading by reading lots of different types of books</p> <p>I can predict what might happen from clues in what I have read</p>	<p>The Firework-Maker's Daughter</p> <p>I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work</p>

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<p>I can predict what might happen from clues in what I have read</p> <p>I can tell someone about the main ideas in a paragraph</p> <p>Giant / The Astounding Broccoli Boy</p> <p>I can show that I enjoy reading by reading lots of different types of books</p> <p>I can understand what I have read, checking that it makes sense by talking to others about it</p> <p>I can work out what a character in a book is feeling by the actions they take and can explain how I know</p> <p>I can predict what might happen from clues in what I have read</p> <p>I can say how a text is organised to help me understand it using paragraphs, headings,</p>	<p>that it makes sense by talking to others about it</p> <p>I can work out what a character in a book is feeling by the actions they take and can explain how I know</p> <p>I can predict what might happen from clues in what I have read</p> <p>Sensational Poetry</p> <p>I can show that I enjoy reading by reading lots of different types of books</p> <p>I can read aloud poems and perform play scripts</p> <p>I can ask questions about the texts that I have read to help me understand them</p> <p>I can work out what a character in a book is feeling by the actions they take and can explain how I know</p>	<p>it makes sense by talking to others about it</p> <p>I can work out what a character in a book is feeling by the actions they take and can explain how I know</p> <p>I can predict what might happen from clues in what I have read</p> <p>How the stars came to be</p> <p>I can tell you what a book that I am reading is about</p> <p>I can discuss words that excite me in the books that I read</p> <p>I can predict what might happen from clues in what I have read</p> <p>I can talk about books and poems and I can take turns in telling people about them</p> <p>I can read a wide range of books (including fairy</p>	<p>I can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech</p> <p>I can use non-fiction texts to find out information on a subject</p> <p>The King who banned the dark</p> <p>I can show that I enjoy reading by reading lots of different types of books</p> <p>I can understand what I have read, checking that it makes sense by talking to others about it</p> <p>I can work out what a character in a book is feeling by the actions they take and can explain how I know</p> <p>I can tell someone about the main ideas in a paragraph</p>	<p>I can understand what I have read, checking that it makes sense by talking to others about it</p> <p>I can work out what a character in a book is feeling by the actions they take and can explain how I know</p> <p>I can predict what might happen from clues in what I have read</p> <p>The Iron Man</p> <p>I can show that I enjoy reading by reading lots of different types of books</p> <p>I can understand what I have read, checking that it makes sense by talking to others about it</p> <p>I can work out what a character in a book is feeling by the actions they take and can explain how I know</p>	<p>I can tell you what a book that I am reading is about. I can discuss words that excite me in the books that I read</p> <p>I can predict what might happen from clues in what I have read</p> <p>I can talk about books and poems and I can take turns in telling people about them</p> <p>Stig of the dump</p> <p>I can tell you what a book that I am reading is about</p> <p>I can discuss words that excite me in the books that I read</p> <p>I can predict what might happen from clues in what I have read</p>
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<p>subheadings and inverted commas to show speech.</p>	<p>I can predict what might happen from clues in what I have read.</p>	<p>stories, myths and legends), and retell some of them to others</p>		<p>I can predict what might happen from clues in what I have read</p> <p>I can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech.</p>	<p>I can talk about books and poems and I can take turns in telling people about them</p> <p>I can read a wide range of books (including fairy stories, myths and legends), and retell some of them to others</p>
<p>Word reading (should be embedded throughout the year) I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words. I can read further exception words including words, that do not follow spelling patterns.</p>					
<p>Spoken language (should be embedded throughout the year) I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions. I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.</p>					

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