

## Year 3 English Overview 2021-22

	Autumn 1 7.5 weeks	Autumn 2 7.5 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 5.5 weeks	Summer 2 7 weeks
Learning Challenges (Cross curricular links)	LC- What are the wonders of Ancient Egypt?	LC- What makes Bolton a cool place to live?	LC- What makes the earth angry?	LC- How did the Victorians change Atherton?	LC- Who first lived in Britain?	LC- Why is Liverpool such a cool place to visit?
		RE - Christmas		RE- Easter		
Class novel/stories	Michael Bond A Bear called Paddington	Pie Corbett Dragonary & Assorted folk tales	Aesop's Fables A variety of fables.	Ted Hughes The Iron Man	Clive King Stig of the Dump	Enid Blyton The Enchanted Wood
Unit & skills	<b>ASS'T WEEK</b> <b>Baseline ass't</b>  A Bear called Paddington (Lancashire Bridging unit) 5 weeks  <u>Outcome:</u> To describe a character. To write a diary entry in character. To write a letter in character. To write an adventure story.  <u>Writing skills:</u> To expand vocabulary. To use expanded noun phrases.	No Place Like Home Lancashire Planning Unit  <u>Folk Tales</u> 4 weeks  <u>Outcome:</u> To orally retell a folk tale. To create a visual story. To write a dialogue punctuated with speech marks.  <u>Writing skills:</u> To use prefixes un-, dis-, mis-, re-, pre-, To identify and use prepositions. To use inverted commas to	Healthy Humans Lancashire Planning unit  <u>Fables</u> 3 weeks  <u>Outcome:</u> To write a fable.  <u>Writing skills:</u> To use determiner a or an accurately. To select and use adverbs effectively. To group materials/events into paragraphs. To create and develop characters.	Iron Man Lancashire planning unit.  <u>Novel as a theme</u> 4 weeks  <u>Outcome:</u> To write a story based on a plot.  <u>Writing Skills</u> To select, generate and effectively use adverbs e.g. silently, soon, next To explore, identify and create sentences using a range of conjunctions e.g. since, until, before,	Rock and Roll Lancashire planning unit.  <u>Story on a theme</u> 4 weeks  <u>Outcome:</u> To write a narrative based on a plot.  <u>Writing skills:</u> To identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. To explore, identify and create complex	How does your garden grow. Lancashire planning unit  <u>Classic poetry</u> 2 weeks <u>Outcome:</u> To perform a classic poem. To write a response to a poem.  <u>Writing skills:</u> To use suffixes _ly, _ous, and understand how to add them. To read and analyse poetry in order to plan and write their own versions.

	<p>To punctuate sentences accurately.</p> <p>To use a range of conjunctions: when, until, before, after, while.</p> <p>To recognise the features of a letter.</p> <p>To identify main and subordinate clauses.</p>	<p>punctuate direct speech.</p> <p>To create and develop plots on a theme.</p>		<p>as. To use the comma to separate clauses in complex sentences where the subordinate clause appears first. To use inverted commas to punctuate direct speech (speech marks) To read and analyse narrative in order to plan and write own version. To identify and discuss the language and structures of narrative for writing. To create and develop settings for narratives. To create and develop characters for narrative. To create and develop plots based on a model. To generate and select from vocabulary banks</p>	<p>sentences using a range of conjunctions e.g. when, before, after, until. To identify clauses in sentences. To use commas to separate clauses in complex sentences where the subordinate clause appears first. To read and analyse narrative in order to plan and write their own versions. To create and develop plots based on a model. To create and develop settings for narrative. To group related material into paragraphs. To proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p>	<p>To identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. To generate and select from vocabulary banks. To proofread to check for errors in spelling, grammar and punctuation in own and others' writing. To use appropriate intonation, tone and volume to present their writing to a group or class.</p>
<b>Unit &amp; skills</b>	<u>Non-Chronological Report</u>		<u>Poems with a structure</u>	<b>ASS'T WEEK</b>	<u>Poems on a theme</u> 1 week	<b>ASS'T WEEK</b>

	<p>A Bear called Paddington (Lancashire Bridging unit) 3 weeks</p> <p><u>Outcome:</u> To produce an information booklet. To write a story on a theme.</p> <p><u>Writing skills:</u> To use correct indefinite article. To use a dictionary effectively. To plan a story. To record facts from research. To use a range of sentence starters.</p>		<p>1 week</p> <p><u>Outcomes:</u> To write a poem based on a structure.</p> <p><u>Writing skills:</u> To develop ideas and vocabulary on a theme. To develop phrases and use similies.</p>	<p><u>Recount diaries</u> 2 weeks</p> <p><u>Outcome:</u> Write a diary entry from own experiences.</p> <p><u>Writing Skills:</u> To use the determiner 'a' or 'an' . To read and analyse diaries in order to plan and write own versions. To identify and discuss the purpose, audience, structure, vocabulary and grammar</p>	<p><u>Outcome:</u> Write and perform a poem based on a theme</p> <p><u>Writing Skills:</u> To identify and discuss the purpose, audience and vocabulary of poetry for writing. To generate and select from vocabulary banks appropriate to text type. To use appropriate intonation, tone and volume to present their writing to a group.</p>	<p><u>Adventure/ fantasy story.</u> 4 weeks</p> <p><u>Outcome:</u> To write an adventure story.</p> <p><u>Writing skills:</u> To explore and identify main and subordinate clauses in complex sentences. To use inverted commas to punctuate direct speech (speech marks). □ To improvise, create and write dialogue. To read and analyse narrative in order to plan and write their own versions. To identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative. To discuss and record ideas for planning using a range of formats_e.g. chunking a plot. To</p>
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						create and develop settings for narratives. To create and develop characters for narrative. To create and develop plots based on a model. To generate and select from vocabulary banks
<b>Unit &amp; skills</b>			<p><u>Persuasion letters</u></p> <p>3 weeks</p> <p><u>Outcomes:</u> To write a persuasive letter.</p> <p><u>Writing skills:</u> To use present perfect form of verbs. To identify and create complex sentences using a range of conjunctions. To identify main and subordinate clauses in complex sentences. To use commas to separate clauses. To group related</p>		<p><u>Discussion</u></p> <p>3 weeks</p> <p><u>Outcomes:</u> Write a discussion presenting different points of view.</p> <p><u>Writing skills:</u> To identify clauses in sentences. To explore, identify and create complex sentences using a range of conjunctions e.g. because, if, although. To use the comma to separate clauses in complex</p>	<p><u>Explanations</u></p> <p>2 weeks</p> <p><u>Outcomes:</u> To write an explanation text.</p> <p><u>Writing skills:</u> To explore, identify and create complex sentences using a range of conjunctions. To use perfect form of verbs using have and has to indicate a completed action To identify and discuss the purpose, audience,</p>

			materials into paragraphs.		sentences where the subordinate clause appears first. To read and analyse discussion texts in order to plan and write their own versions. To identify and discuss the purpose, audience, structure, vocabulary and grammar of discussion texts for writing. To discuss and record ideas for planning e.g. boxing up □ To generate and select from vocabulary banks e.g. technical language, appropriate to discussion texts. To group related material into paragraphs.	structure, vocabulary and grammar of non-fiction. To generate and select from vocabulary banks
<b>Writing Opportunities</b>	<u>Scaffolded Outcomes</u> Character description Diary entry Letter Adventure story	<u>Scaffolded outcomes</u> Retell a folk tale  <u>Independent</u>	<u>Scaffolded outcomes</u> Poem based on a structure. To write a persuasive letter.	<u>Scaffolded outcomes</u> Story based on a plot structure. Diary entry.  <u>Independent</u>	<u>Scaffolded outcomes</u> Narrative based on a plot. Discussion presenting	<u>Scaffolded outcomes</u> Write a response to a poem. Adventure story

	<p>Information leaflet about London Recount of trip to Bolton</p> <p><u>Independent</u> Letter from Paddington. Information leaflet about Bolton. Paddington's adventure in Bolton.</p>	Create a book with visuals and story for Lazy Jack.	<p><u>Independent</u> Write a fable. To write a persuasive letter.</p>	Story based on a theme.	<p>different points of view.</p> <p><u>Independent</u> Stone age adventure story. Poem with a theme.</p>	<p><u>Independent</u> Adventure/fantasy story. Perform a classic poem. Liverpool factfile.</p>
<b>Enrichments</b>	Bolton Museum Trip with Egyptian Workshop.	Bolton Challenge Trail		World Book Day	<p>Living in the Stone Age – Day in Wildlife area.</p> <p>Naturesbase Residential/ Activity Days in School</p>	<p>Bouncy Day Liverpool Trip with museum and Cathedral workshops.</p>