

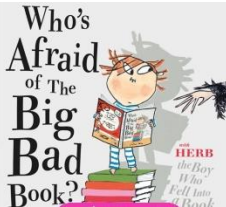
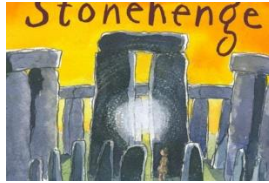
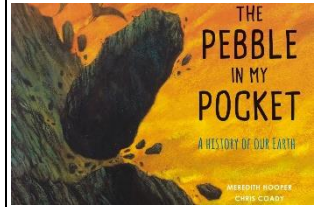
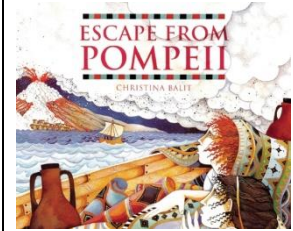

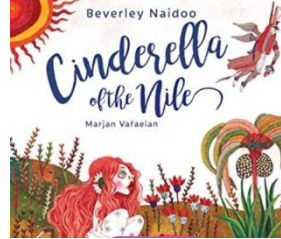
English Long-Term Overview

“Literacy is the jump-off point from which all of life’s successes take flight.” **Lauri Fautino**

Cross curricular

PSHE

British Values

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Whole Class Reading</p> <p>Take One Book</p>	 <p>Title: Who is Afraid of the Big bad Book?</p> <p>Fiction</p> <p>Art, PSHE – Consequence of actions</p>	 <p>Title: The Secrets of Stonehenge</p> <p>Non fiction</p> <p>History</p>	 <p>Title: Pebble in My Pocket</p> <p>Non fiction</p> <p>Geography, science, dance, maths and prior learning – Rocks.</p> <p>Science, Geography, PSHE,</p>	 <p>Title: Escape from Pompeii</p> <p>Fiction: Narrative</p> <p>Geography, science, history</p>	 <p>Title: Lighter than Air</p> <p>Non Fiction: Autobiography</p> <p>History, STEM, Art and Design, British Values – Equality and Empowering Women.</p>	 <p>Title: Cinderella of the Nile</p> <p>Fiction: Narrative</p> <p>PSHE- Resilience, British Values – Individual Liberty and Equality.</p>
<p>Learning Objectives</p>	<p>To summarise the main ideas.</p> <p>To use what they have read to make inferences about a character.</p> <p>To predict what might happen next</p>	<p>To use what they have read to make inferences about a character.</p> <p>To predict what might happen next.</p>	<p>To explain the meanings of words in context.</p> <p>To use what they have read to make inferences about a character.</p> <p>To predict what might happen next.</p> <p>To identify how language, structure, and</p>	<p>To explain how meaning is enhanced through choice of words and phrases.</p> <p>To summarise the main ideas.</p> <p>To use what they have read to make</p>	<p>To explain the meanings of words in context.</p> <p>To make inferences and use evidence from the text to explain or justify</p>	<p>To summarise the main ideas.</p> <p>To make inferences and use evidence from the text to explain or justify.</p> <p>To predict what might happen next.</p> <p>To identify and explain how meaning is</p>


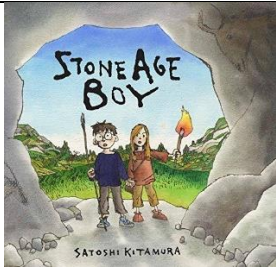

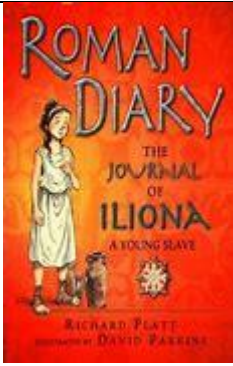
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			presentation contribute to meaning.	inferences about a character. To predict what might happen next		enhanced through choice of words and phrases.
Writing Genre The Write Stuff	 The True story of the 3 Little Pigs by Jon Scieszka	 Stone Age Boy History, Geography	 Core Text: The Secret of Black Rock. Science, geography	 Core Text: The Journey of Lliona. Geography, Democracy, Individual Liberty, Rights Respecting, Empower Women. Feelings and relationship	Core Text: Explanation of How a Robot Dog Works DT, Science, Geography Poetry: I asked the little Boy Who Couldn't See	Core Text: Skeletons and Muscles Science, DT Links to prior learning: Animals Including Humans
Writing Opportunities	Fiction: Alternative version of fairy tale Non – Fiction: Character description – linked to take one book - Who is Afraid of the Big bad Book?	Fiction: Adventure story Non – Fiction: Information text about Stonehenge - non-chronological report	Fiction: New viewpoint on the same plot: Retell the story from 'The Rock's perspective. Non – Fiction: Writing an instant verb poem.	Non – Fiction: Diary entry – Day 6 Biography Non- Fiction – Newspaper report	Fiction Narrative Non Fiction: Explanation	Fiction: Narrative Non Fiction: Science



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Grammar focus	<p>-Almost always accurately use full stops, capital letters, exclamation and question marks.</p> <p>-Add details through use of noun phrases e.g. golden coins, and adverbs e.g. glistening brightly.</p> <p>-Use conjunctions at the beginning and within sentences e.g. when, if</p> <p>-Use articles ‘a’ or ‘an’ correctly.</p>	<p>-Start sentences in a variety of ways e.g. prepositions (before, after, during)</p> <p>-Use exclamation marks more effectively.</p> <p>-Use commas in lists</p> <p>-Begin to use inverted commas to punctuate direct speech.</p>	<p>-Almost always accurately use full stops, capital letters, exclamation and question marks.</p> <p>-Choose nouns or pronouns appropriately for clarity and cohesion.</p> <p>-Compose writing of mainly simple and compound sentences which are grammatically correct.</p>	<p>-Choose tense appropriate for the text type.</p> <p>-Inverted commas to punctuate direct speech but not always used accurately.</p> <p>-Compose writing of mainly simple and compound sentences which are grammatically correct.</p>	<p>-Almost always accurately use full stops, capital letters, exclamation and question marks.</p> <p>-Express time, place and cause using:</p> <p>-Conjunctions: when, before, after, while, so, because,</p> <p><i>(The boy cried when he fell over.)</i></p> <p>(When the boy fell over, he cried.) <i>(Don’t assess and explicitly teach the use of the comma).</i></p> <p><i>(The girl ran into her bedroom and slammed the door</i></p>	All writing statements from Year 3



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					<p>shut because she had been told off.)</p> <p>-Adverbs: then, next, soon, finally, firstly, therefore</p> <p>(The girl finally ran into her bedroom and slammed the door.)</p> <p>(The boy cried when he fell over.</p> <p>Therefore, his friend gave him a hug.)</p> <p>-Preposition: before, after, during, in, over, on, under,</p> <p>(The boy cried when he fell over in the playground.)</p> <p>(The girl ran into her bedroom and sat on her bed.)</p> <p>Indicate possession by using the possessive</p>	
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					apostrophe with plural nouns.	
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