



Aughton Christ Church English Curriculum Map 2020-2021

Year Group : Year 3

	Autumn 1 Weeks 7 weeks 2 days	Autumn 2 Weeks 7	Spring 1 Weeks 6	Spring 2 Weeks 5	Summer 1 Weeks 7 (1 week for optional SATs)	Summer 2 Weeks 6
Topic/Theme	Savage Stone Age	Forces of Nature	There's no place like home	There's no place like home	What the Romans did for us	Tyke a look at Yorkshire
Author/Poet	Michael Bond	Aesop Christina Balit	Helen Ward		Ted Hughes	
Class Novel/Collection of short stories/poems for learning	Stone Age Boy How to Wash a Woolly Mammoth Stig of the Dump A bear called Paddington	Fables Escape from Pompeii The Old Dry Stone Wall Ann Perrin	Tin Forest The Clock Tower – literacy shed The Lancashire Giant – espresso Biographies of authors	Non Fiction texts on plants	The Works Poetry Oxford First Poetry Project X Decisions and Dilemmas	The Works Poetry Oxford First Poetry Project X Decisions and Dilemmas
Unit and Skills	<p><b>Unit: Narrative A bear called Paddington 4 weeks (y2 catch up unit)</b>  <b>Outcome: write an innovated story</b>  <b>Reading</b>            Listen discuss and express views about a range of texts at a level beyond that at which they can read independently            Listen to and discuss a range of fiction            Introduce and discuss words within context of text, linking new meanings to known vocab            Explain meaning of unfamiliar words by using the context            Demonstrate understanding of fiction texts by answering and asking who what where when why how questions            Raise questions during reading process            Sequence and discuss main events in stories            Explain and discuss their understanding with reasons            Discuss understanding of the text and justify responses using PE prompt            Develop and demonstrate understanding of characters and events through role play and drama drawing on language from text            Draw inferences around characters thoughts, feelings and actions            Make contributions in whole class/group discussions            Participate in discussion  <b>Writing</b>            Secure use of full stops capital letters exclamation marks and question marks            Orally rehearse each sentence prior to writing            Use subordination for time using when before after            Explore identify and create complex sentences using conjunctions when while before after until            Identify main and subordinate clauses in complex sentences            Use past tense for narrative            Identify generate and effectively use noun phrases            Generate and select from vocab banks eg noun phrases            Plan and discuss what to write about            Read and analyse narrative in order to plan and write their own versions            Discuss and record ideas for planning using a range of formats            Create and develop plots based on a model            Proofread to check for errors in own and others writing</p>	<p><b>Unit:fables 2 weeks</b>  <b>Outcome: write a fable with a series of events</b>  <b>Reading</b>            Use prefixes to understand meanings            Orally retell a range of fables            Take account of punctuation            Retell a range of fables            Identify and discuss conventions of fables            Identify and discuss morals in fables            Discuss understanding of the text            Make predictions based on details            Draw inferences around characters thoughts, feelings and actions and justify with evidence from the text  <b>Writing</b>            Identify main and subordinate clauses in complex sentences            Select, generate and effectively use adverbs suddenly silently eventually cautiously timidly            Read and analyse fables in order to plan own            Create and develop own characters            Discuss and record ideas for planning            Generate and select from vocabulary banks</p>	<p><b>Unit Folk Tales 4 weeks</b>  <b>Outcome write an innovated folk tale</b>  <b>Reading</b>            Orally retell a range of folk tales            Use prefixes to understand meanings            Sequence and discuss main events            Identify and discuss themes            Raise questions            Identify and discuss conventions of folk tales            Identify and discuss themes in folk tales  <b>Writing Skills</b>            Identify, select, generate and effectively use prepositions for where e.g above, below, beneath, within, outside, beyond            Create and develop a plot based on a model            Use inverted commas to punctuate direct speech</p>	<p><b>Unit: Non Chronological Report</b>  <b>Outcome: Write a report about plants 3 weeks</b>  <b>Reading</b>            Read report texts            Discuss understanding of the text            Analyse and evaluate texts looking at language structure and presentation            Identify key ideas in paragraphs            Evaluate how specific info is organised            Use point and evidence to justify responses  <b>Writing Skills:</b>            Group related material into paragraphs.            Use headings and subheadings to organise information.            Generate and select from vocabulary banks eg technical vocabulary.            Understand how to place the apostrophe in words with regular plurals            Explore, identify and create complex sentences using a range of conjunctions</p>	<p><b>Unit Novel as a theme Iron Man 4 weeks</b>  <b>Outcome: write an innovated story with a change of viewpoint</b>  <b>Reading</b>            Use knowledge of root words to understand meanings            Use intonation tone and volume            Listen to and discuss fiction            Use dictionaries to check meanings of words            Sequence and discuss main events in stories            Identify, discuss and collect words and phrases            Explain meaning of unfamiliar words            Raise questions during reading process            Draw inferences around characters thoughts, feelings and actions,            Justify responses to the text using PE prompt  <b>Writing</b>            Select, generate and effectively use adverbs eg suddenly silently eventually cautiously timidly            Explore, identify and create complex sentences using a range of conjunctions            Read and analyse narrative            Create and develop settings and characters            Create and develop plots based on a model            Generate and select from vocab banks            Group related material into paragraphs</p>	<p><b>Unit: Non Fiction Discussion texts for and against 2 weeks</b>  <b>Outcome: plan a discussion which includes conjunctions</b>            complex sentences with commas to demarcate clauses  <b>Features of discussion</b>  <b>Reading</b>            Read discussion texts            Discuss understanding of the text            Analyse and evaluate texts looking at language structure and presentation            Identify key ideas in paragraphs            Evaluate how specific info is organised            Use point and evidence to justify responses            Develop and agree on rules for discussion  <b>Writing</b>            Explore, identify and create complex sentences using a range of conjunctions if although            Read and analyse discussion texts in order to plan and write their own versions            Identify and discuss pu</p>
Unit and Skills	<p><b>Unit: Non fiction A bear called Paddington 3 weeks</b>  <b>Outcome: Write an adventure story based on a model</b>  <b>Reading</b>            Listen discuss and express views about a range of texts at a level beyond that at which they can read independently including non fiction</p>	<p><b>Unit: Narrative Adventure: Escape from Pompeii 3 weeks</b>  <b>Outcome: Write an adventure story based on a model</b>  <b>Reading</b>            Identify, discuss and collect favourite words and phrases            Explain meaning of unfamiliar words</p>	<p><b>Recount Biographies 2 weeks</b>  <b>Outcome: write a biography about a character they have created and developed</b>  <b>Reading</b>            Analyse and evaluate features of biographies            Discuss purpose of a paragraph</p>	<p><b>Unit: Poems with a structure 1-2 weeks</b>  <b>Outcome: Write a poem with a structure which includes appropriate language selected from word banks/families and features of shape poems or calligrams</b>  <b>Reading</b>            Listen to and discuss a range of poetry</p>	<p><b>Unit poems on a theme 2weeks</b>  <b>Outcome write own poem on theme</b>  <b>Reading</b>            Use knowledge of root words to understand meanings of words            Listen to and discuss a range of poetry            Recognise different forms of poetry            Identify discuss and collect favourite words</p>	<p><b>Unit: Persuasion letters 2 weeks</b>  <b>Outcome: Write a persuasive letter which includes perfect form of verbs, conjunctions, features of persuasive letters</b>  <b>Reading</b>            Listen to, read and discuss a range of letters</p>



	<p>Listen to and discuss a range of non fiction          Discuss understanding of the text  <b>Introduce and discuss words within the context of a text linking new meanings to known vocab</b>          Use dictionaries to check meanings of words they have read  <b>Activate prior knowledge and raise questions</b>          Prepare for research by identifying what is already known about the subject and key questions to structure the task  <b>Read a range of non fiction books structured in different ways</b>          Read a range of non fiction texts and read books and texts for a range of purposes  <b>Locate information from non fiction texts using the contents page, index labelled diagrams and charts</b>          Navigate texts I print and on screen  <b>Demonstrate understanding of non fiction texts by asking and answering who what where why how questions</b>          Retrieve and record information from Non Fiction  <b>Identify how specific info is organised within a non fiction text</b>          Evaluate how specific info is organised within a non fiction text          Analyse and evaluate texts looking at language structure and presentation          Quickly appraise a text to evaluate usefulness          Discuss the purpose of paragraphs          Identify a key idea in a paragraph  <b>Participate in discussion about what is read to them</b>          Make and respond to contributions in a variety of group situations  <b>Writing</b>  <b>Use sentences with different forms including statement question exclamation</b>  <b>Use subordination for time using when before after</b>          Explore identify and create complex sentences using conjunctions <b>when while before after until</b>          Identify main and subordinate clauses in complex sentences          Use the comma to separate clauses in complex sentences where the subordinate clause comes first  <b>Make simple notes from non fiction</b>  <b>Orally rehearse each sentence prior to writing</b>  <b>Secure the use of full stops, capital letters exclamation marks and question marks</b>  <b>Plan and discuss what to write about eg story mapping collecting new vocab key words and ideas</b>          Read and analyse non fiction in order to plan and write their own versions          Discuss and record ideas for planning using a range of formats eg boxing it up  <b>Create compound words using nouns</b>  <b>Use specific text type features to write for a range of audiences and purposes</b>          Identify and discuss purpose, audience structure vocab and grammar of non fiction          Use headings and subheadings to</p>	<p>by using context          Use dictionaries to check meanings of words          Raise questions during reading process          Draw inferences around characters thoughts, feelings and actions          Make predictions  <b>Writing</b>          Identify, select, generate and effectively use prepositions for where e.g <b>above, below, beneath, within, outside, beyond</b>          Use inverted commas to punctuate speech          Create and develop plot based on a model          Generate and select from vocabulary banks –powerful verbs and synonyms</p>	<p>Identify a key idea in a paragraph          Justify responses to text using PE prompt          Explain meaning of unfamiliar words by using context  <b>Writing</b>          Identify clauses in sentences          Explore and identify main and subordinate clauses in complex sentences          Explore identify and create complex sentences using conjunctions <b>when while before after</b>          Read and analyse biographies in order to plan and write their own          Create and develop characters          Discuss and record ideas for planning using a time line          Group related material into paragraphs          Use headings to organise information</p>	<p>Recognise different forms of poetry eg shape poems calligrams          Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination          Discuss their understanding of the text          Analyse and evaluate texts looking at language structure and presentation  <b>Writing</b>          Explore and collect word families eg <b>medical medicine, medicinal, medic paramedic</b>          Identify and discuss purpose, audience, structure          Discuss and record ideas for planning          Generate and select from vocab banks          Discuss and propose changes          Improve writing in light of evaluation</p>	<p>and phrases which capture the reader's interest and imagination          Prepare poems to read aloud          Explain meaning of unfamiliar words using context  <b>Writing</b>          Explore and collect nouns with <b>prefixes super auto anti</b>          Read and analyse poetry in order to plan and write their own versions          Generate and select from vocabulary banks          Proofread to check for errors in spelling, grammar and punctuation in own and others' writing          Use appropriate intonation, tone and volume to present their writing</p>	<p>Analyse and evaluate letters by looking at language structure and presentation          Discuss understanding of text          Discuss purposes of paragraphs          Identify key idea in a paragraph          Evaluate how specific info is organised within a persuasive letter  <b>Writing</b>          Explore, identify and create complex sentences using a range of conjunctions – <b>if so although</b> and demarcate with commas          Use perfect form of verbs using have to indicate a completed action          Read and analyse letters in order to plan and write their own          Identify, discuss purpose, audience, language and structure of persuasive letters          Discuss and record ideas for planning</p>
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	<p>organise information Group related material into paragraphs Use determiner a or an according to whether the next word begins with a vowel or consonant <b>Proofread to check for errors</b> in own and other's writing Discuss and propose changes with partners and in small groups</p>					
<b>Unit and Skills</b>						<p><b>Unit classic poetry for performance</b> <b>2weeks</b> <b>Outcome</b> write own version of magic box and perform <b>Reading</b> Use knowledge of root words to understand meanings of words Listen to and discuss a range of poetry Recognise different forms of poetry Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination Prepare poems to read aloud Explain meaning of unfamiliar words using context Draw inferences around characters thoughts, feelings and actions <b>Writing</b> Explore and collect nouns with <b>prefixes</b> <b>super auto anti</b> Read and analyse poetry in order to plan and write their own versions Generate and select from vocabulary banks Use the determiner a or an Proofread to check for errors in spelling, grammar and punctuation in own and others' writing Use appropriate intonation, tone and volume to present their writing</p>
<b>Writing Opportunities</b>	<p><u>Cross Curricular</u> Recount of trip</p>	<p><u>Cross Curricular</u> <b>Writing instructions for making a volcano erupt</b>  <b>Assessment:</b></p>	<p><u>Cross Curricular</u> Description of quarry Write a biography of Van Gogh linking to art work  <b>Assessment</b></p>	<p><u>Cross Curricular</u>  <b>Assessment</b></p>	<p><u>Cross Curricular</u> Write a non chronological report about the body  <b>Assessment</b></p>	<p><u>Cross Curricular</u>  <b>Assessment</b></p>
<b>Enrichments</b> Eg trips/role play/visits/assembly	Outdoor Learning Stone Age Day		Trip to Quarry Walk to Ormskirk to clock tower		Trip to Ribchester Roman museum	