

## Year 3

### Autumn Term

#### Non-fiction Unit 3.1 Was Tutankhamen Killed? (15 Sessions)

In this unit, the children explore the Big Question: Who killed Tutankhamen? They read the interactive eBook, retrieving and collating information and identifying evidence in the text to support their theories. They investigate main and subordinate clauses and are introduced to the perfect tense. In their writing tasks, they write letters, paragraphs, and finally compose an explanation text in response to the Big Question.

- Introducing Perfect Form
- Revising Nouns
- Revising Singular and Plural Nouns
- Revising Tense
- Revising Verbs

#### Fiction Unit 3.1 Storm (15 Sessions)

The children listen to the story and predict what may happen at various points. They focus on character, setting and mood, asking questions as the story progresses and locating evidence in the text to answer specific questions. They understand why descriptive sentences are important and how setting affects mood. They revise and develop punctuating direct speech and then work on nouns, adjectives and expanded noun phrases. The writing tasks involve planning and writing a description of setting, and planning and writing a conversation using direct speech and correct punctuation.

- Introducing Direct speech
- Revising Adjectives

#### Live Unit 3.1 All About Me (15 Sessions)

The children are introduced to the idea of the unit: creating an autobiography that they will then present on film or to a live audience. As a class, they read an autobiographical blog post from Little Red Riding Hood, responding to and asking questions about the text to develop their comprehension skills. They look at the use of language and gather success criteria for what makes a good autobiography. They then see the same text in the form of a PowerPoint presentation, and analyse the differences between the two types of text. After some teacher modelling, they practise storyboarding the main events from Little Red Riding Hood's story to create PowerPoint slides. The children build on this experience to storyboard and then create their own autobiographical presentations. Time is given at the end of the unit for the children to practise performing their presentations, and for evaluating and feeding back on these performances. They then present to an audience.

- Adding Prefixes to Nouns
- Articles
- Revising Basic Sentence Punctuation

#### Poetry Unit 3.1 Performance Poetry (5 Sessions)

The children share and enjoy three poems, identifying and giving reasons for their likes and dislikes. They discuss poetic features, the poems' structure and the poet's language choices. They look at the poet's use of personification in depth and then draft and write their own versions of The Sound Collector. Select from the bank of resources according to the needs of your class.

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### Spring Term

#### **Non-fiction Unit 3.2 Where Would You Like to Live?**

Unit Plan In this unit, the children explore the Big Question: Where would you like to live? They read the interactive eBook, retrieving and collating information about different countries and identifying the similarities and differences between the lives of children around the world. They learn about how to present information using paragraphs and headings. In their writing tasks, compose a report in response to the Big Question. Select from the bank of resources according to the needs of your class.

Word Detectives Year 3 It's Word Detectives week! Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules.

Select from the bank of resources according to the needs of your class.

#### **Fiction Unit 3.2 Dragon Slayer (20 Sessions)**

In this unit, the children explore and compare legends. They read the interactive texts and watch a film, understanding plots and features of legends then recalling and retelling main events. They use drama to explore characters and dilemmas. They discuss punctuation, learning how to write dialogue. They plan, edit and write their own legends, following a familiar structure.

•Adverbs of Time

•Prepositions

#### **Poetry Unit 3.2 Playing With Words (10 Sessions)**

In this unit, the children enjoy listening and responding to a range of poems. They learn about poems that play with language. They compose class and individual poems, editing and improving their work as part of the process.

•Word Families

### Summer Term

#### **Non-fiction Unit 3.3 How Far Would I Go...**

In this unit, the children explore the Big Question: How far would I go to look cool? They read the interactive eBook, retrieving and collating information about different styles and explore unusual fashions from contemporary and historical times. They learn to skim and scan for information, identifying vocabulary that is specific to the topic and using dictionaries to clarify the meanings of words. They answer the Big Question, planning and writing a newspaper report in the role of a fashion editor.

•Conjunctions

#### **Live Unit 3.2 Chat Show Challenge**

The children are introduced to the main idea of the unit: that they will take part in a Town Hall debate and chat show, discussing the age of the railway in role as a character from history. As a class, they consider the pros and cons of railways and the different opinions that were held by people at the time. They use a range of questioning techniques, including probing questions aimed to elicit certain responses. In the debate, the children put across their points of view about the idea of a railway being built. They then receive a 'surprise' newspaper article, telling them about the opening of the railway. The unit concludes with a chat show, to discuss the feelings of the characters once the railway has been built. •Adverbs and Conjunctions Expressing Cause

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### **Fiction Unit 3.3 Ottoline and the Yellow Cat**

The children start by listening to Ottoline and the Yellow Cat, asking and answering questions and making predictions. They focus on the characters' thoughts and feelings, and on the features of mystery stories. They revise their knowledge of different types of sentence and clause. The writing tasks include writing a newspaper report, a postcard to Ottoline's parents and an extract from her notebook. For the final writing task they focus on the structure of mystery stories and create their own mystery stories about Ottoline and Mr. Monroe.

- Clauses

- Different Sorts of Sentences

- Subordinate Clauses

Poetry Unit 3.3 Shape Poems In this unit, the children learn about and enjoy reading calligrams before writing their own. They go on to look at and explore shape poems, writing their own both as a whole class and individually. Select from the bank of resources according to the needs of your class.