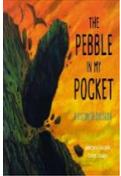


YEAR 3 CURRICULUM OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic title	Tremors	Mighty Metals	Gods and Mortals	Urban Pioneers	Tribal Tales	Predators
English (POR Books)	Pebble in my Pocket Meredith Hooper 	The Iron Man by Ted Hughes Ted Hughes the Iron Man 	Arthur and the Golden Rope by Jo Todd Stanton 	Werewolf Club Rules by Joseph Coelho 	Ug by Raymond Briggs 	Fox by Margaret Wild 
REAL ENGLISH	Opportunities to put learning into real life experience	Opportunities to put learning into real life experience	Opportunities to put learning into real life experience	Opportunities to put learning into real life experience	Opportunities to put learning into real life experience	Opportunities to put learning into real life experience
Writing	<ul style="list-style-type: none"> □ Consolidating their writing skills, vocabulary, grasp of sentence structure and knowledge of linguistic terminology. □ Enhance the effectiveness of what they write as well as increasing their competence. □ Build on what they have learnt, particularly in terms of the range of their writing and more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. □ Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> □ Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar □ Plan writing by discussing and recording ideas □ Draft and write by composing and rehearsing sentences orally □ Draft and write by organising paragraphs around a theme □ In non-narrative use simple organisational devices □ Write for different purposes including about fictional personal experiences □ Assess the effectiveness of their own 	<ul style="list-style-type: none"> □ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. □ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning □ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action □ using a wide range of devices to build cohesion within and across paragraphs □ using further organisational and presentational devices to 	<ul style="list-style-type: none"> □ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. □ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. □ Evaluate and edit by assessing the effectiveness of their own and others' writing. □ Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. □ Perform their own compositions, using appropriate intonation, 	<ul style="list-style-type: none"> □ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. □ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning □ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action □ using a wide range of devices to build cohesion within and across paragraphs □ using further organisational and presentational devices to 	<ul style="list-style-type: none"> □ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; □ noting and developing initial ideas, drawing on reading and research where necessary; □ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed; Draft and write by: □ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; □ in narratives, describing settings, characters and atmosphere and integrating

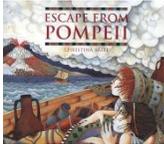
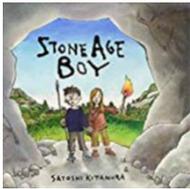
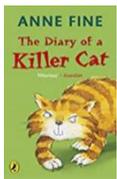
YEAR 3 CURRICULUM OVERVIEW



		and others' writing and suggest.	structure text and to guide the reader <ul style="list-style-type: none"> □ assessing the effectiveness of their own and others' writing □ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning □ ensuring the consistent and correct use of tense throughout a piece of writing □ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	volume, and movement so that meaning is clear.	structure text and to guide the reader <ul style="list-style-type: none"> □ assessing the effectiveness of their own and others' writing □ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning □ ensuring the consistent and correct use of tense throughout a piece of writing □ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	dialogue to convey character and advance the action; □ using a wide range of devices to build cohesion within and across paragraphs. Evaluate and edit by: □ assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Spelling	 Y3&4 NC PoS.docx					
Speaking and Listening	<ul style="list-style-type: none"> □ Articulate and justify answers, arguments and opinions; □ Use spoken language to develop understanding through imagining and exploring ideas in role play drama; □ Select and use appropriate registers for effective communication improvements □ Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> □ Maintain attention and participate actively in collaborative conversations, responding to comments □ Ask relevant questions to extend their understanding and build vocabulary and knowledge □ Listen and respond appropriately to adults and peers □ Articulate and justify answers and opinions 	<ul style="list-style-type: none"> □ Listen and respond appropriately to adults and their peers □ Participate actively in collaborative conversations □ Use spoken language to develop understanding through imagining and exploring ideas □ Select and use appropriate registers for effective communication 	<ul style="list-style-type: none"> □ Participate actively in performance, discussion and debate. □ Use spoken language to develop understanding through imagining and exploring ideas in role-play, drama and dance. □ Select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> □ Listen and respond appropriately to adults and their peers □ Participate actively in collaborative conversations □ Use spoken language to develop understanding through imagining and exploring ideas □ Select and use appropriate registers for effective communication □ Ask relevant questions to extend their understanding and knowledge □ Use 	<ul style="list-style-type: none"> □ Articulate and justify answers, arguments and opinions; □ Give well-structured descriptions and explanations; □ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; □ Use spoken language to develop understanding

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	<ul style="list-style-type: none"> □ Assess the effectiveness of their own and others' writing and suggest improvements □ Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> □ Use spoken language to develop understanding through speculating, imagining and exploring ideas □ Speak audibly and fluently with an increasing command of Standard English □ Consider and evaluate different viewpoints, attending to the contributions of others □ Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama 	<ul style="list-style-type: none"> □ Ask relevant questions to extend their understanding and knowledge □ Use relevant strategies to build their vocabulary □ Articulate and justify answers, arguments and opinions 		<ul style="list-style-type: none"> relevant strategies to build their vocabulary □ Articulate and justify answers, arguments and opinions □ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings □ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments □ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas □ Participate in discussions, performances, role play, improvisations and debates □ Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	<ul style="list-style-type: none"> through speculating, hypothesising, imagining and exploring ideas; □ Participate in discussions, presentations, performances and debates.
<p>Book Study</p>	<p>Escape from Pompeii Fiction</p>  <ul style="list-style-type: none"> □ Use dictionaries to check the meaning of words □ Develop their understanding and 	<p>All about Science Non Fiction</p> <ul style="list-style-type: none"> □ Develop positive attitudes to reading by listening to and discussing a wide range of fiction □ Increase familiarity with a range of books □ Identify themes and conventions □ Discuss words and phrases that capture 	<p>How Plants Work Non- Fiction</p> <ul style="list-style-type: none"> □ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<p>Wild Adventures Non Fiction</p> <ul style="list-style-type: none"> □ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<p>Stone Age Boy Fiction</p>  <ul style="list-style-type: none"> □ continuing to read and discuss an increasingly wide range of fiction 	<p>The Diary of a Killer Cat Fiction</p>  <ul style="list-style-type: none"> □ Read books that are structured in different

YEAR 3 CURRICULUM OVERVIEW



	<p>enjoyment of stories and non-fiction.</p> <ul style="list-style-type: none"> □ Developing knowledge and skills in reading non-fiction about a wide range of subjects. □ Justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. □ Listen to and discuss a wide range of non-fiction and reference books or textbooks □ Retrieve and record information 	<p>readers' interest and imagination</p> <ul style="list-style-type: none"> □ Ask questions to improve understanding of the text □ Draw inferences and justify inferences with evidence □ Identify how language and structure contribute to meaning 	<ul style="list-style-type: none"> □ provide reasoned justifications for their views □ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context □ asking questions to improve their understanding □ identifying and discussing themes and conventions in and across a wide range of writing □ making comparisons within and across books 	<ul style="list-style-type: none"> □ provide reasoned justifications for their views □ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context □ asking questions to improve their understanding □ identifying and discussing themes and conventions in and across a wide range of writing □ making comparisons within and across books 	<ul style="list-style-type: none"> □ identifying and discussing themes and conventions in and across a wide range of writing □ making comparisons within and across books □ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context □ asking questions to improve their understanding □ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence □ predicting what might happen from details stated and implied □ identifying how language, structure and presentation contribute to meaning □ discussing and evaluating how authors use language, including figurative language, considering the impact on the reader □ participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<p>ways and reading for a range of purposes;</p> <ul style="list-style-type: none"> □ Increase their familiarity with a wide range of books; □ Identify and discussing themes and conventions in and across a wide range of writing; □ Make comparisons within and across books; □ Draw inferences such as inferring
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Charnock Hall Primary Academy
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					□ providing reasoned justifications for their views	
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