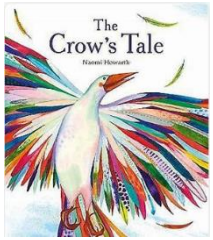
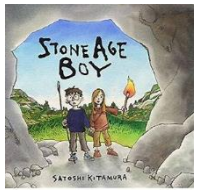
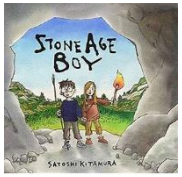
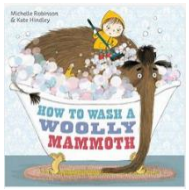
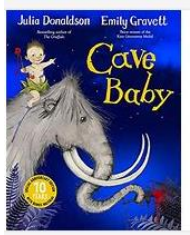
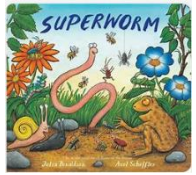
THEME – To the Stone Age and Beyond!

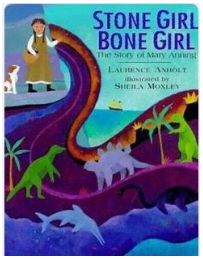
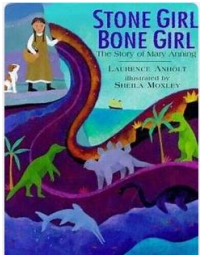
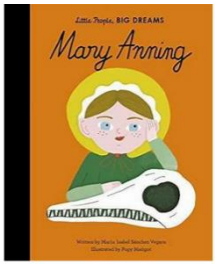
Autumn 1

	Science: Rocks, Soils and Fossils			History- Stone Age		
Text and Genre	Retell- Crow's Tale 	Retell- Stone Age Boy (Opening section to pg12) 	Diary Entry- Stone Age Boy (Cave section of the book) Was it a dream? Maybe… 	Instructions- How to Wash a Woolly Mammoth 	Retell- Cave Baby 	Retell- Superworm 
Year 3 Genre Progression	Title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character or setting	Title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character or setting	Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions Includes events that are important to the writer. Use paragraphs to organise events	Persuasive introduction. Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions). use a range of openers. Equipment subheading will be followed by a colon and bullet points. Technical vocabulary / scientific vocabulary. Prepositional phrases Top tips / safety tips / handy hints at the end.	Title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character or setting	Title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character or setting
Year 3 Grammar and Punctuation	Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing. Use a comma to separate adjectives when describing a noun.	**Use powerful verbs to make my writing more interesting.**	**Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After,** While, **As (+ Year 2)** **Use tense accurately most of the time.**	Use a question in a non-fiction introduction. Use a colon before a list in instructional writing (what you need:) Use prepositions to express place.	Use of a comma to list expanded noun phrases.	Consolidation of previously taught skills.

THEME – To the Stone Age and Beyond!

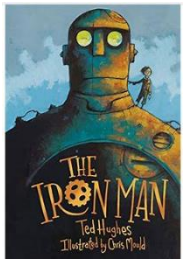
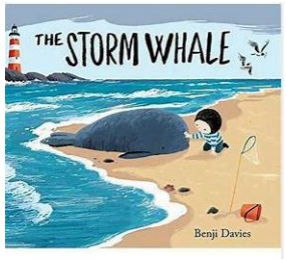
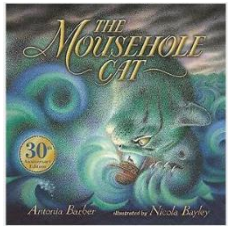
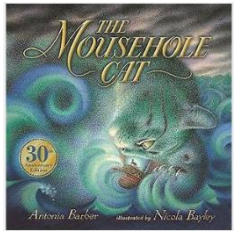
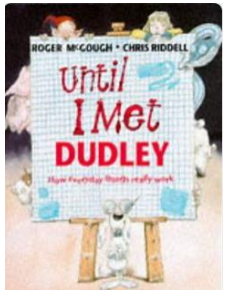
Autumn 2

Science-Rocks, Soils and Fossils | Geography- Land Use

Text and Genre	Informal Letter left for mum when he leaves. 	Non- Chronological Report on The Stone Age (Might take a little longer than a week.) Palaeolithic, Mesolithic and Neolithic -paragraph for each. 	Retell- The opening Section (Up to p4) 	Diary Entry- Finding the Sea Monster 	Recount of the life of Mary Anning 	Retell the feast scene
Year 3 Genre Progression	Include the sender's address. Use an appropriate greeting. Past tense, include future tense in the conclusion. Present perfect tense. Write an introduction. Paragraphs for time / order. Informal chatty language. Questions sentences. Wider range of contractions. Greeting and signing off (own choice).	Teacher led research (content provided by teacher) Use given sub-headings but arrange information independently Generate captions for given images Begin to use the 5w's in the introduction Provided reason for processes	Title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character or setting	Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions Includes events that are important to the writer. Use paragraphs to organise events	Present/past perfect tense Range of emotions to describe feelings Paragraphs for time order of events Concluding paragraph	Title to make the reader want to read the story Using paragraphs to organise my writing Detailed description of character or setting
Year 3 Grammar and Punctuation	**Consolidation of previously taught skills.** **Revision of contractions.**	**Write compound sentences by including co-ordinating conjunctions (or, and, but, so,** yet**).** **Use verb tenses correctly most of the time (was/were) (is/are).**	**Use adverbs of manner as openers (fronted adverbials)** Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.	**Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After,** While, **As (+ Year 2)** Use show don't tell to convey a character's emotions.	**Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession.**	Consolidation of previously taught skills.

THEME – Life in the Iron Age

Spring 1

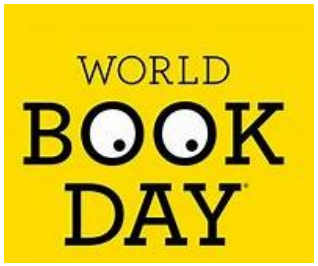
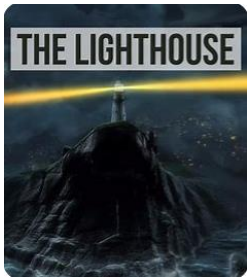
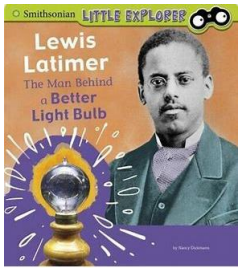
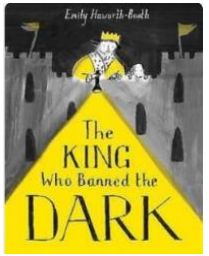
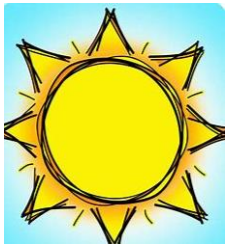
	History- Iron Age		Science-Forces and Magnets		Geography-Coasts and comparing our Locality	
Text and Genre	Character Description of The Iron Man (Use poem by Brenda Williams and book for stimulus) 	Retell- Picnic Chapter (Chapter 3) 	Retell- The Storm Whale 	Retell- The opening section of the story to the storm (Then one year there a terrible winter) 	Setting Description (The Sea and sky) 	Explanation On How a Rubbish truck Works Until I Met Dudley 
Year 3 Genre Progression	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech (No conversation.) Detailed description of character or setting	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech (No conversation.) Detailed description of character or setting	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech (No conversation.) Detailed description of character or setting	Similes and metaphors Fronted adverbials for place and manner Adjective, adjective Powerful verbs	Use how or why in the title Persuasive question in the introduction More detailed introduction Closing statement Facts given by the teacher Very directed research Given subheadings Conjunctions for cause because / as / so /since
Year 3 Grammar and Punctuation	Use similes to add description to my writing.	Use inverted commas at the start and end of speech. Put the reporting clauses at the end of speech.	Beginning to vary the range of verbs used in the reporting clause to avoid repeating, 'said'.	Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place) Use a comma, an exclamation mark or a question mark before the closing inverted commas when the reporting clause is at the end of the speech.	Change the place of the adverb in the sentence. Consolidate expanded noun phrases in a list and similes.	Organise similar ideas into paragraphs in non-fiction writing. Use a subheading to guide the reader.

THEME – Life in the Iron Age

Spring 1

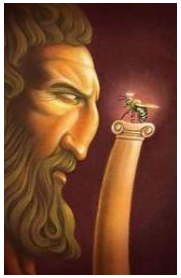
History-Thomas Edison /Lewis Latimer

Science-Light

Text and Genre	Retell- The Tear Thief 	**Book Week** 	Retell- The Lighthouse The Literacy Shed 	Biography on Lewis Latimer 	Retell- The King who Banned the Dark 	Information Leaflet- Staying Safe in the Sun 
Year 3 Genre Progression	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech (No conversation.) Detailed description of character or setting		Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech (No conversation.) Detailed description of character or setting	In the past tense Third person Opening sentence to summarise life Facts and accomplishments about the person Details about family	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech (No conversation.) Detailed description of character or setting	Question to hook the reader Facts and reasons Generate captions for given images Provided reason for processes Use of conjunctions
Year 3 Grammar and Punctuation	Start a new paragraph to show a change in time in narrative writing.		Use ellipses to build suspense. Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place)	Organise similar ideas into paragraphs in non-fiction writing. Use a subheading to guide the reader.	Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place)	Use short sentences to make key points. Use a variety of subordinating conjunctions in the middle of a sentence to write a complex sentence.

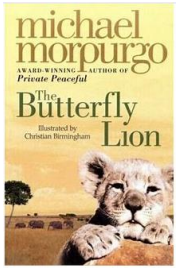
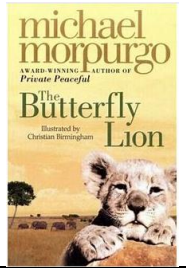
THEME - The Romans in Britain

Writing - Summer 1

	History- The Romans			Science-Plants	
Text and Genre	Retell- Jupiter, The Honeybee and the Sting 	Character Description - Boudicca 	Dairy Entry as a Roman Soldier 	Non- Chronological Report on The Romans 	Recount of Roman Day
Year 3 Genre Progression	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech (No conversation.) Detailed description of character or setting	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality	Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions Includes events that are important to the writer. Use paragraphs to organise events	Teacher led research (content provided by teacher) Use given sub-headings but arrange information independently Generate captions for given images Begin to use the 5w's in the introduction Provided reason for processes	Present/past perfect tense Range of emotions to describe feelings Paragraphs for time order of events Concluding paragraph
Year 3 Grammar and Punctuation	Begin to use a comma after a fronted adverbial.	Use of a comma for rule of three. Use two –ly adverbs in a sentence.	Use adverbs to show when something happened (Time) Use the Present Perfect Tense.	Use conjunctions for cause (because, as, so)	Use conjunctions to show when something happened. (time - After, Before, While))

THEME - The Romans in Britain

Writing - Summer 2

	Science-Animals including Humans		Geography-Our World	
Text and Genre	Retell -The Butterfly Lion (Spotting the lion cub pg26/29) 	Free Verse Poetry -Butterflies as the theme (Use a range of poems) 	Diary Entry on the reunion 	Non- Chronological Report on Lions
Year 3 Genre Progression	Title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech (No conversation.) Detailed description of character or setting	Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases, or sentences. Own vocabulary choices.	Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions Includes events that are important to the writer. Use paragraphs to organise events	Teacher led research (content provided by teacher) Use given sub-headings but arrange information independently Generate captions for given images Begin to use the 5w's in the introduction Provided reason for processes
Year 3 Grammar and	Start a new paragraph when the setting changes in narrative writing. The highlighted skills might need to be taught in isolation at some point during the term: Use prepositions to express time. Use adverbs to show where something happened. (Place) Use conjunctions for place (Where and Wherever).	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Consolidation of previously taught skills.