



St. Veronica's RC Primary School

ENGLISH CURRICULUM MAP – YEAR 3



	Autumn 1 (7 weeks 3 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (6 weeks)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
Cross-curricular theme	Healthy Eating	Local Area	Stone Age	Volcanoes	Romans	Plants
Enrichments / visit, visitor author, poet	Paddington clips and videos Virtual London tours	? Museum visit	Stone Age Museum Exhibition	Live volcano watches	Virtual tours	Enchanted Wood clips and videos
Novel or collection of stories / end of day / link texts	A Bear Called Paddington by Michael Bond. End of Day Various Paddington novels.	Fables End of Day Aesop's Fables and Traditional Tales	Stig of the Dump by Clive King	Iron Man by Ted Hughes	Romans on the Rampage by Jeremy Strong	The Enchanted Wood by Enid Blyton
Narrative Unit & Skills	Plan and write a narrative based on a model text with innovated plot structure. Tell their story to an identified audience. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, before, after, while, until</i> . Use the comma to separate clauses in complex sentences where the subordinate clause appears first. Use inverted commas to punctuate direct speech. Read and analyse Paddington stories. Identify and discuss audience and purpose. Perform their own compositions by using appropriate intonation, tone and volume to present their writing to a group or class.	Plan and write own fable/ story with a moral innovated from plot structure. Tell their story for audience to identify moral. Identify, discuss and create characters. Explore and identify prefixes dis, mis and re, use correctly in created sentences. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Perform their own compositions by using appropriate intonation, tone and volume to present their writing to a group or class.	Plan and write a narrative based on a model text with innovated plot structure. To be part of Stone Age Museum exhibition. Read and analyse plot, setting and characters. Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Use inverted commas to punctuate direct speech. Generating and selecting from vocabulary banks eg. noun phrases, powerful verbs, synonyms for said appropriate to text type. Discussing and proposing changes with partners and in small groups. Improving writing in the light of evaluation.	Plan and write an extra chapter for novel. Read and analyse setting, characters, language in the novel. Storyboard a chapter of the novel. Innovate new chapter from plot. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions eg since, until, in case Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.	Plan and write a playscript scene based on the novel. Perform scene with a group. Read and analyse playscripts, punctuation, features and structure. Innovate a new scene from the novel plot. Select, generate and use adverbs – cause, time, place Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys'). Using appropriate intonation, tone and volume to present their writing to a group or class.	Plan and write a further adventure for the characters in the novel. Tell their story to an identified audience. Read and analyse chapters of the novel and innovate plot, setting and characters for a new adventure story based on the novel. Use inverted commas to punctuate direct speech (speech marks). Identify, generate and use synonyms for said. Use apostrophe correctly for contractions. Identify, generate and use vocabulary bank eg. Powerful verbs and noun phrases. Perform their own compositions by using appropriate intonation, tone and volume to present their writing to a group or class.
Non-Fiction Unit & Skills	Plan and write a guide to a London attraction. Read and analyse attraction guides. Research facts about London attractions.	Plan and write a persuasive letter to Father Christmas, based on various letter example texts. Grouping related material into paragraphs.	Plan and write a discussion about whether it is better to live in the Stone Age or now. Take part in a class discussion. Read and analyse discussion texts.	To plan and write a recount diary about a particular day. Present recount to class. Use the determiner a or an according to whether the next	Plan and write a non chronological report about the Romans for use in our Roman history topic.	Plan and write an explanation of how seeds are dispersed in different ways. For science display. Read, analyse and identify features of explanation texts.



St. Veronica's RC Primary School



	Explore, identify and create complex sentences using a range of conjunctions e.g. when, before, after, while, until. Explore and identify main and subordinate clauses in complex sentences. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, Using headings and subheadings to organise information.	Identify and discuss purpose and language. Explore, identify and create complex sentences using a range of conjunctions e.g.. if,so,although. Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.	Make use of history topic facts and research in writing points. Explore and identify main and subordinate clauses in complex sentences. Generate own complex sentences. Grouping related material into paragraphs. Use perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!	word begins with a consonant or vowel e.g. a rock, an open box Use was or were correctly depending on number of subjects eg, we were going / I was going Ensure consistent and correct use of tense throughout a piece of writing. Improving writing in the light of evaluation from adults and peers. Using appropriate intonation, tone and volume to present their writing to a group or class.	Read, analyse and identify features of non chronological reports. Use research material to develop a plan, grouping related material into paragraphs, using headings and sub headings to organise information. Create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until, in case	Group related material into paragraphs under subheadings. Identify and generate own complex sentences using ISAWAWABUB. Generating and selecting from vocabulary banks eg technical language Explore and collect words with prefixes super, anti, auto Discussing and proposing changes with partners and in small groups. Improving writing in the light of evaluation.
Poetry Unit & Skills (stand-alone poetry unit or integrated within above units)		Plan and write a Christmas poem with a structure for family Christmas card. Read and analyse poetry in order to plan and write their own versions Explore and collect word families eg. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary and identifying root words.				An oral performance of a poem. A new poem, or verse for a poem, based on a model. Read and analyse structure of a poem in order to write own version. Identify, generate and use vocabulary bank eg. Powerful verbs and noun phrases. Perform their own compositions by using appropriate intonation, tone and volume to present their writing to a group or class.
Cross-curricular writing opportunities	Science information poster for healthy eating.	DT/ Art Christmas card History, diary of a day in the mill.	History. Debate – would you rather live in the Stone Age or now?	Geography discussion. For and against living near a volcano	History/ ICT – non chronological report about The Romans	Science explanation – lifecycle of a flowering plant