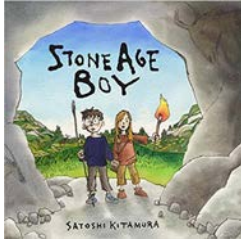


Year 3 Autumn

Core Texts



Themes:
Identity
Time travel
Archaeology
Stone Age

Written Outcomes

Writing to inform

Outcomes - To Predict the contents of the book using the cover and the blurb

Activity To analyse the front cover and the blurb. Write a short paragraph predicting the events that could take place in the book.

Success Criteria - Evidence to support points using the illustrations, images, and setting.

Writing to Inform

Outcomes - To write a character description focussing on emotions.

Activity - Children to read different sections of the story : Pages 7 – 12 Read up to the end of page 12. Remind the pupils about the use of the 5 W's to ask questions about the boy and his feelings. Children to write character descriptions of the boy or the girl and her role in the story.

Success Criteria - Focus on using emotive language. Encourage them to use evidence from the text to support their descriptions

Timeline:

- Create a timeline of the main events in the story, writing a sentence about each event.

Writing to Persuade

Cross curricular links over the term



Through the ages (history)

Nutrition and the skeletal system. (Science)

Outcome - To write instructions

Activity - Write a set of instructions for how to do something the boy learned in the Stone Age, like making a tool or starting a fire

Success Criteria - Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this... (Y3) Create cohesion through the use of nouns and pronouns to avoid repetition e.g. add the eggs and then beat them with a whisk until they are fluffy.

Writing to Entertain

Outcomes - Setting descriptions

Activity - Write a description of the main characters, including the boy and the Stone Age girl, focusing on simple and compound sentences.

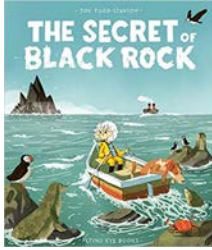
Success Criteria - Language choices help create realistic sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)

Writing to Inform

Outcomes - To write a postcard

Activity - Children to write a postcard in role as the Stone Age boy or girl to their parents, telling them of their experiences and emotions, using descriptive language to bring their reflections to life

Success Outcomes - Narratives and retellings are written in 1st or 3rd person.



Themes:
mystery
adventure
determination
environment

Writing to Inform

Outcomes - Predict the contents and themes in the book using the cover and the blurb

Activity - From the blurb alone, ask pupils to make predictions about the story. Themes to be revisited throughout the story, and in particular at the end, to review what they got right.

Success Criteria - Encourage them to use evidence from the text to support their predictions

Writing to Entertain

Outcomes - To write letter to a friend

Activity - Write a letter from Erin to a friend or family member, explaining her adventure and the secrets she uncovered.

Success criteria - Lively use of language e.g. 'powerful' verbs, adjectives and adverbs.

Writing to Entertain

Outcomes - Character descriptions

Activity - Write a description of Erin and other main characters, focusing on their appearance, personality, and actions.

Success Criteria - Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.




Writing to Persuade

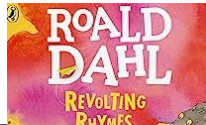

Outcome - To write message



Through the ages
(history)

Nutrition and the skeletal system. (Science)

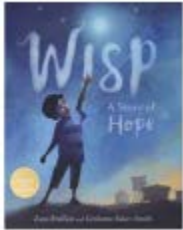
	<p>Activity - Write a message that Erin might put in a bottle and send out to sea, describing her adventure and what she learned.</p> <p>Success Criteria - Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. what has happened to us? What have you done? They have forgotten me...</p>	
 <p>Themes: Stone Age, family, Skara Brae, Orkney, friendship, jealousy, knowledge and learning, community, conflict, resolving conflict, wisdom</p>	<p>Writing to Inform Outcomes - Predict the contents of the book using the cover, blurb and quote from p9. Activity - From the front cover, blurb and quotes '<i>Kali sat up in her stone bed filled with heather and thrust aside the sheepskin robe which covered her</i>' pupils to make predictions about the story. Success Criteria - They should explain their predictions based on the evidence and the quote.</p> <p>Writing to Entertain Outcomes - Character descriptions using inference Activity - Write a description on comparing Kali and Brocken focusing on their appearance, personality, and actions. Success Criteria - Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys...</p> <p>Writing to Persuade Outcome - To understand how to develop a formal balanced argument, verbally and in writing. To develop a wider variety of connectives to present opposing viewpoints.</p>	  <p>Our planet our world (geography) Forces and magnets(science)</p>

	<p>Activity - To understand and discuss the theme of fairness and gender roles in Chapter 2 of the book, focusing on Kali's experience. <i>Kali was chastised in chapter 2 for speaking in defence of Tenko because she is a 'woman-child' yet the male children are allowed to speak freely. Do you think this is fair? Why, or why not?.</i></p> <p>Success Criteria - To consider their opinions carefully – Are they writing factually? Can their opinion be back up with evidence?</p> <p><u>Writing to Inform</u></p> <p>Outcomes - Recount</p> <p>Activity - Write a diary entry, A day in the life of Kali reflecting on a significant event or their thoughts and feelings throughout the story. To explore character feeling and thoughts for different perspective - role on the wall</p> <p>Success Criteria - First person -Fronted adverbials -Adverbs of time, manner, place and reason</p> <p><u>Writing to Entertain</u></p> <p>Outcomes - Setting descriptions using inference</p> <p>Activity - Draw a picture of a key scene from the story and write a few sentences explaining what is happening.</p> <p>Success Criteria - Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on.</p>	
	<p><u>Writing to Inform</u></p> <p>Outcomes - Predict the contents of the poems</p> <p>Activity - To read and make predictions based on poem contents</p>	

<p>Themes:</p> <ul style="list-style-type: none"> -Caring for your body -Diversity of people and animals -Caring for the planet 	<p>Success Criteria - Reference made to character and vocabulary</p> <p><u>Writing to Entertain</u></p> <p>Outcomes - Setting descriptions using inference</p> <p>Activity - Write a description of one of the characters from the poems, focusing on their appearance, personality, and actions</p> <p>Success Criteria - Identify how language, structure, and presentation contribute to meaning</p> <p><u>Writing to Entertain</u></p> <p>Outcomes - To write narrative poem</p> <p>Activity - Write a funny poem in the style of Roald Dahl, perhaps giving a twist to a well-known fairy tale.</p> <p>Success Criteria - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures - organising paragraphs (verses) based on the original version</p> <p><u>Writing to Persuade</u></p> <p>Outcomes - To write an advert</p> <p>Activity - Create a funny advertisement for a product or service that a character from one of the poems might need, like a "magic slipper repair service" for Cinderella.</p> <p>Success Criteria - to use positive and persuasive language that will appeal to the customer.</p>	<p>Our planet our world (geography) Forces and magnets(science)</p>
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Year 3 Spring

Core texts



Themes:

- hope
 - discrimination
 - refugee
 - memories
 - detention
- Empathy

Written outcomes

Writing to Inform

Outcomes - Predict the contents of the book using the cover and the blurb

Activity - From the blurb alone, ask pupils to make predictions about the story and record these in a crystal ball.

Success Criteria - They should use the language of prediction to support their thinking. Encourage them to use evidence from the text to support their predictions.

Writing to Entertain

Outcomes - Character descriptions

Activity - Write a description of the main characters, focusing on their appearance, personality, and actions

Success Criteria - Identify how language, structure, and presentation contribute to meaning and imagery.

Writing to Entertain

Outcomes - To write letter to a friend

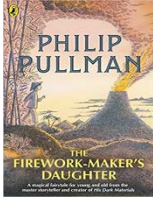

Activity - Write a letter from Idris to a friend or family member, explaining the impact of the wisp on his life and the lives of others in the camp.



Success criteria - Lively use of emotive language e.g. 'powerful' verbs, adjectives and adverbs.
'Asides' (anecdotes and comments in brackets)
Conversational openers e.g. Anyway, /By the way,/After all

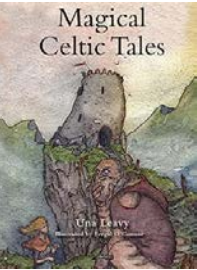
Cross curricular links over the term



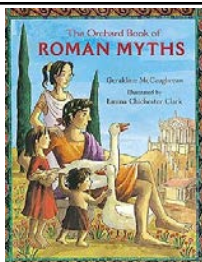
Rocks and Relics and Rumbles (geography)
Light and shadows (science)

	<p>Writing to Inform Outcomes - Recount Activity - Create a diary entry from Idris's point of view, describing a day in the camp and his feelings about the wisp and the hope it brings. Success Criteria - First person -Fronted adverbials -Adverbs of time, and prepositions</p> <p>Writing to Persuade Outcomes - To create a poster Activity - Design a poster that promotes hope, using themes and images from the story Success Criteria - to use positive and persuasive language that will appeal to the audience.</p>	
 <p>Themes: -Courage -Making decision - courage - family - friendship the character come alive on the page.</p>	<p>Writing to Inform Outcomes - Predict the contents and themes of the book using the cover and the blurb Activity - Children to use prior knowledge of genre and from the front cover and blurb, pupils to make predictions about the story.. To write a short paragraph, explaining ideas and predictions about story. Success Criteria - Making predictions on the basis of the front cover and blurb</p> <p>Writing to Entertain Outcomes - Character comparison using inference Activity - Comparing characters appearance, personality, relationships with each other and</p>	 <p>Rocks and Relics and Rumbles (geography) Light and shadows (science)</p>

	<p>motives (Lalchand.Hamlet/Chulak/Lila) using language from the text..</p> <p>Success Criteria - Cohesion can be created, and repetition avoided through the use of nouns and pronouns</p> <p>Writing to Entertain</p> <p>Outcomes - Write a letter in role</p> <p>Activity - Write a letter from Erin to a friend or family member, explaining her adventure and the secrets she uncovered.</p> <p>Success criteria - Lively use of language e.g. 'powerful' verbs, adjectives and adverbs.</p> <p>Writing to Entertain</p> <p>Outcomes - To write quest</p> <p>Activity - Plan and write a quest (with an alternative ending) which includes strong characterisation for example, good and bad characters. Include accurate punctuation and language within their quest</p> <p>Success criteria - To ensure sentence choice enhances structure eg time adverbials, conjunctions (and, for, so, but, or, because, after, before) and prepositions.</p>	
	<p>Writing to Inform</p> <p>Outcomes - Predict the contents and themes of the book using the cover and the blurb</p> <p>Activity - Reveal sections of the front cover to predict what might happen in the book. Look for clues in the title, front cover illustration, list of chapter titles and back cover blurb. Evaluate your predictions once you have read the book or chapter</p>	 <p>Rocks and Relics and Rumbles (geography) Light and shadows (science)</p>

<p>Themes:</p> <p>bravery and self-belief</p>	<p>Success Criteria - Making predictions on the basis of the front cover and blurb</p> <p>Writing to Entertain</p> <p>Outcomes - Character descriptions using inference</p> <p>Activity - Share and discuss vocabulary to describe the different main characters. Draw an illustration and compose a description of one of the characters, ensuring both their appearance and personality are described in detail.</p> <p>Success Criteria - Prepositional phrases to be used</p> <p>Writing to Entertain</p> <p>Outcomes - To write a sequel to the book</p> <p>Activity - Write a sequel for the book in the style of the author. Remember, Bull and Willow are now joint leaders! What problem will they need to solve on their next adventure?</p> <p>Success criteria - To ensure sentence choice enhances structure eg time adverbials, conjunctions (and, for, so, but, or, because, after, before) and prepositions.</p> <p>To write a dialogue between two characters from the story discussing their experiences and feelings after completing the mountain adventure.</p>	
	<p>Writing to Inform</p> <p>Outcomes - Predict the contents of the book using the cover and the blurb</p> <p>Activity - Reveal sections of the front cover to predict what might happen in the book. Look for clues in the title, front cover illustration, list of chapter titles and back cover blurb. Evaluate your</p>	

<p><u>Themes</u> -Magic, mythology, Heroes, heroines, courage, environment, nature</p>	<p>predictions once you have read the book or chapter Success Criteria - Making predictions on the basis of the front cover and blurb <u>Writing to Entertain</u> Outcomes - Setting descriptions using inference Activity - Describe a Celtic landscape featured in a tale, such as a mystical forest or an ancient castle. Include details about the geography, atmosphere, and any magical elements present. Success Criteria - Use imaginative language to show the reader the magical world.</p> <p><u>Writing to Persuade</u> Outcomes - To write a speech using persuasive language Activity - To write a persuasive speech to convince others to believe in the power of magic or the importance of preserving ancient traditions. Success Criteria - Use persuasive techniques and rhetorical devices to convey your message effectively.</p>	
Year 3 Summer		
Core texts	Written outcomes	Cross curricular links over the term



Themes:

-courage, family, rivalry. Love, trust, loss, victory

Writing to Inform

Outcomes - Predict the contents of the book using the cover and the blurb

Activity -Making predictions on the basis of the front cover and blurb

Success Criteria - Making predictions with supporting evidence

Writing to Entertain

Outcomes - To create comic strip of Romulus and Remus

Activity - To create comic strip to show sequence of events in myth

Success criteria - Must include morals from the myth

Writing to Inform

Outcomes - To write a recount from a character's point of view

Activity -

Writing a diary as one of the twin brothers - keeping in character, using emotive language

Success Criteria - First person -Fronted adverbials
-Adverbs of time, and emotive language

Writing to Entertain

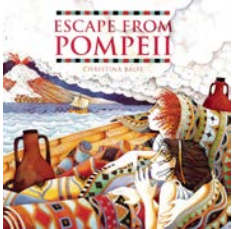

Outcomes - To write a Roman myth

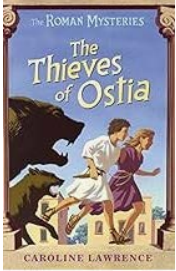
Activity - Write a Roman myth - sequel to Romulus and Remus

Success criteria - Use of imagery to help the reader imagine. Simile used widely to help convey



Empires and Emperors (history)
Plants and nutrition (science)

	<p>grand settings and describe awe-inspiring characters: E.g. Thor’s hammer was as heavy as a mountain.</p>	
 <p>Themes: -Exploration</p>	<p>Writing to Inform Outcomes - To make predictions on setting and village life Activity - Make simple predictions of what life could have been like before the volcano erupted. Success Criteria - Making predictions on the basis of the front cover and blurb</p> <p>Writing to Inform Outcomes - To write eye witness reports on the volcanic eruption Activity - Write descriptive settings 3rd person of Pompeii <i>before</i> and <i>after</i> Vesuvius erupted - Success Criteria - focusing on; subordinate clauses, similes, personification, alliteration, metaphors, onomatopoeia ,synonyms and senses Smell, feeling, hearing and seeing.</p>	
 <p>Themes: Helping the poor Being an artist Good triumphing over evil</p>	<p>Writing to Entertain Outcomes - To write narrative poem Activity - Write a funny poem in the style of Roald Dahl, perhaps giving a twist to a well-known fairy tale. Success Criteria - To use different poetic devices, such as metaphors, similes, alliteration, and onomatopoeia, to enhance their poems. Emphasize creativity, imagination, and the exploration of emotions and themes found in "The Magic Paintbrush."</p>	

	<p>Haikus, shape poem, sensory poem, acrostic, Collaborative Poem: Work together as a class to create a collaborative poem inspired by "The Magic Paintbrush." Each child/pair can contribute a line or stanza, building upon each other's ideas to create a class poem</p>	
 <p>Themes friendship, betrayal, aspirations, connection, trust, guilt, change, kindness, loyalty, revenge and honesty.</p>	<p><u>Writing to Inform</u> Outcomes - Predict the contents and themes of the book using the cover and the blurb Activity - Reveal sections of the front cover to predict what might happen in the book. Look for clues in the title, front cover illustration, list of chapter titles and back cover blurb. Look at the opening of the book and make predictions and inferences on what is happening in this scene. k or chapter Success Criteria - Making predictions on the basis of the front cover and blurb</p> <p><u>Writing to Inform and Entertain</u> Outcomes - To write tourist guide to Hadrian's wall Activity - Children to use the information in the book to create guide Success Criteria - To include key information with images about Hadrian's wall using a given website.</p> <p><u>Writing to Inform</u> Outcomes - To be able to include historical facts, dates and places into events Activity - To write a newspaper article reporting on a significant event or discovery in the book. They Success Criteria - to write in the style and format of a news article, providing details, quotes, and</p>	

	opinions from various characters. Use a catchy headline and capture the attention of readers.	
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