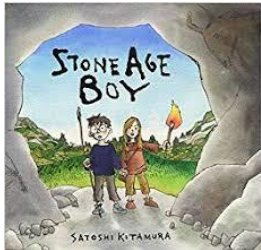


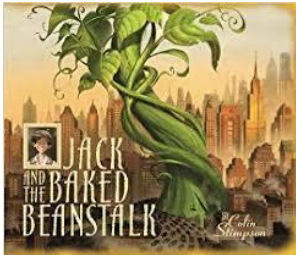

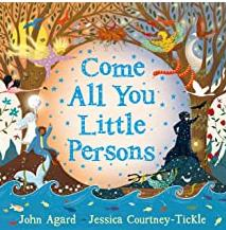
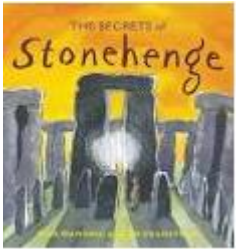

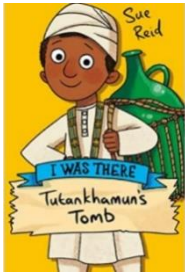
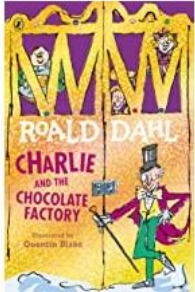


Year 3 Long Term Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Text: Stone Age Boy	Text: The Shirt Machine(Film Short)	Text: Flood	Text: Jack and the baked bean stalk	Text: Marcy and The Riddle of the Sphinx	Text: Come all you little persons
					
<p>Form: Description Audience: Next Year's year 3 Purpose: Entertain</p>	<p>Form: Instructions Audience: Junior Shirt Makers Purpose: Inform/Instruct LINKED POEMS: 'Senses' collection from First Poetry Book.</p>	<p>Form: Report Audience: Newsround viewers Purpose: Inform</p>	<p>Form: Narrative Audience: The infants Purpose: Inform</p>	<p>Form: Narrative Audience: Our family Purpose: Entertain</p>	<p>Form: Poetry Audience: Peers Purpose: Entertain</p>
<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences (YEAR 2) Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary. Draft and write an increasing range of sentence structures (simple and compound) Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> Use capital letters, full stops, and exclamation marks to demarcate sentences (YEAR 2) Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. Draft and write an increasing range of sentence structures (simple and compound) Use some variation in sentence types Organise writing into logical chunks and write a coherent series of linked sentences for each 	<ul style="list-style-type: none"> Use irregular simple past-tense verbs e.g. awake / awoke Indicate possession by using the possessive apostrophe with plural nouns Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) Organise paragraphs around a theme 	<ul style="list-style-type: none"> Use coordinating conjunctions (or/and/but) Re-read to check that writing makes sense e.g. verb tense Use subordinating conjunctions (when/ if /that /because) 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 Draft and write an increasing range of sentence structures (simple and compound) Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> Use conjunctions to express time, place and cause Use fronted adverbials followed by commas Proof-read for spelling and punctuation errors Indicate possession by using the possessive apostrophe with plural nouns Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Organise paragraphs around a theme Expansion of detail / events may be supported through vocabulary 	<ul style="list-style-type: none"> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'

				(technical, vivid language) and explanation	
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text: Secrets of Stonehenge  Form: Diary Audience: Year 3 Children Purpose: Describe	Text: The Iron Man  Form: Description Audience: Readers of sequel Purpose: Describe	Text: Escape from Pompeii  Form: Diary Audience: Year 4 Purpose: Inform/Entertain	Text: The Butterfly Lion  Form: Speech Audience: House Captains Purpose: Persuade	Text: Tutankhamun's Tomb Sue Reid  Form: Diary Entry Audience: Future archaeologists Purpose: Persuade	Text: Charlie and the Chocolate Factory  Form: Advert Audience: Chocolate makers Purpose: Persuade
<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences (YEAR 2) Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary. Draft and write an increasing range of sentence structures (simple and compound) Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> Use capital letters, full stops, and exclamation marks to demarcate sentences (YEAR 2) Use an increasing range of sentence structures Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. 	<ul style="list-style-type: none"> Write questions (beginning with who/ what/ when/ where/ how etc) Use coordinating conjunctions (or/and/but) Use the present and past tenses correctly and consistently Re-read to check that writing makes sense e.g. verb tense Use subordinating conjunctions (when/ if /that /because) Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its 	<ul style="list-style-type: none"> Use coordinating conjunctions (or/and/but) Re-read to check that writing makes sense e.g. verb tense Use subordinating conjunctions (when/ if /that /because) Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn 	<ul style="list-style-type: none"> 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 When planning, discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary 	<ul style="list-style-type: none"> Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' Vary nouns and pronouns to avoid repetition Use specific vocabulary and ideas expressed in the text to support own views

		<p>structure, vocabulary and grammar</p> <ul style="list-style-type: none"> • Draft and write an increasing range of sentence structures (simple and compound) 	<p>from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> • Draft and write an increasing range of sentence structures (simple and compound) • Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Begin to use vocabulary from the text to support responses and explanations • Justify inferences with evidence 	<ul style="list-style-type: none"> • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
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Ongoing Statements