
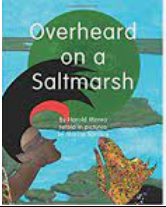
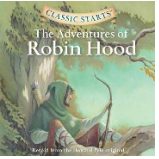

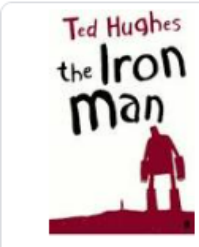





English Long Term Overview

Year 3	
<p>Autumn 1 Predators</p> 	<p><u>Genre One</u> Alternate stories The Three Little Pigs, Goldilocks and the Three Bears. Red Riding Hood, Hoodwinked (film) From the predator's point of view e.g. wolf Reading text: Honestly, Red Riding Hood was Rotten</p> <p><u>Genre Two</u> Non-Chronological Report – Brochure on their made-up/ fictional predator Reading Texts: Variety of non- chronological reports based on real life predators. <u>Grammar to be taught during the autumn term</u></p> <ul style="list-style-type: none">• Expressing time, place and cause using conjunctions e.g. When, before, after, while, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during.• Using paragraphs as a way to group related material• Headings and sub-headings to aid presentation• Using inverted commas to punctuate direct speech• Continue to use expanded noun phrases for description. <p><u>Cornerstones Cross-Curricular Writing</u> Informative leaflet</p>
<p>Autumn 2 Gods and Mortals</p> 	<p><u>Genre One</u> Narrative: Myths and Legends The Labours of Hercules – alternative version of Hercules and the Hydra (Focus on Hercules and the Lemean Hydra) Reading Text: Labours of Hercules comic strip book</p> <p><u>Genre Two</u> Poetry: Rhyme and conversation poems Reading Text: 'Overheard on a Saltmarsh'</p> <p><u>Cornerstones Cross-Curricular Writing</u> Instructions for making a Trojan Horse</p>
<p>Spring 1 Heroes and Villains</p> 	<p><u>Genre One</u> Narrative: Mystery/Adventure To write a mystery/Adventure story based on Robin Hood. Can they discover who is taking from the rich and giving to the poor?</p> <p><u>Genre Two</u> Argument Text: Robin Hood – Hero or Villain? Write a balanced argument showing why Robin Hood could be both a hero and a villain. Reading Text: The Adventures of Robin Hood.</p> <p><u>Grammar to be taught during the spring term:</u></p> <ul style="list-style-type: none">• Ways of effectively opening sentences (adverbs, conjunctions, prepositions – continued from term 1).

	<ul style="list-style-type: none"> Using dialogue to advance the action in a story. Formation of nouns using a range of prefixes <p>Cornerstones Cross-Curricular Writing Explanatory text based on Cruella De Vil's hatred of Dalmatians</p>
<p>Spring 2 Flow</p> 	<p>Genre One Non-Chronological Reports: based on rivers in local areas</p> <p>Reading text: A River by Marc Martin The River: An epic journey to the sea by Patricia Hegarty</p> <p>Genre Two Poetry: Personification poems</p> <p>Reading text: 'The River' –Valerie Bloom</p> <p>Cornerstones Cross-Curricular Writing Writing a Newspaper report about Pollution</p>
<p>Summer 1 Urban Pioneers</p> 	<p>Genre One Persuasive Text: Dragons' Den design a city and write persuasive text encouraging people to move in.</p> <p>Genre Two Narrative: Science Fiction Story A story set in a futuristic setting- this could still be on planet earth.</p> <p>Reading Text: Iron Man</p> <p>Grammar to be taught during the summer term:</p> <ul style="list-style-type: none"> Word families based on common words. Use of present perfect form of verbs Subordinate clauses <p>Cornerstones Cross Curricular Writing Recount of Wolverhampton trip</p>
<p>Summer 2 Tribal Tales</p> 	<p>Genre One Narrative: Author Study -Dick King Smith. Writing a narrative story in the style of Dick King Smith.</p> <p>Reading text: The Hodgeheg Dick King Smith</p> <p>Genre Two Explanation Text: How to survive in the stone age.</p> <p>Reading Text: Stone Age Boy/How to Wash a Woolly Mammoth</p> <p>Cornerstones Cross-Curricular Writing Write an alternative ending to 'Stone Age Boy' exploring the differences between the two periods of time.</p>

