

	Y3 Autumn (8 and 8 weeks)									
Topic	Everyone's Welcome	Everyone's Welcome	Light	Poetry	Science - Light	Half term	Science - Light	History Ancient Greece	History Ancient Greece	1 week
Texts	All are welcome	All are welcome	The King who banned the dark The dark	Sound Collector	The King who banned the dark The dark		The King who banned the dark The dark	Greek Myth – Minotaur Mythological monsters of ancient Greece Illustrated stories from the Greek Myths	Greek Myth – Minotaur Mythological monsters of ancient Greece Illustrated stories from the Greek Myths	The Jolly Christmas Postcard
Weeks	1 week	2 weeks	2 weeks	1 week	2 week		2 week	2 weeks	3 weeks	1 week
Priority writing outcomes	Create class mantra (oracy outcome)	Instructions Instructions – how to welcome a new pupil	Retell story Diary entry	Narrative with rhyming (link to Science Light unit)	Letter/ Postcard		Setting description Narrative – alternative e.g. banned sound, singing etc	Character description of Minotaur Setting description	Narrative – alternative Greek monster Non-chronological report (fact file)	
Audience	Teacher	Year 2 class book	Ourselves	Yr 2	King		Yr 4	Someone who has an interest in Mythical creatures	Someone who has an interest in historical Greek Monsters	Santa
Purpose	To Inform	To teach others how to ensure all are welcome	To Explain	To Entertain	To Inform		To Entertain	To create an image	To Inform	To Entertain

Additional Writing outcomes (cross curricular)		Welcome speech (oracy outcome)	Conversation between two characters (Oracy outcome)	Explanation poster/leaflet about light	Explanation poster/leaflet about light		Explanation poster/leaflet about light	Diary entry	Drama – retell a mythical legend (orally/in groups)	Letter to Santa
Curriculum coverage	Co-ordinating conjunctions Subordinating conjunction (because, when, if) First person	Co-ordinating conjunctions Subordinating conjunction (because, when, if) Adverbs Imperative verbs Use a comma after a fronted adverbial Adjectives Consolidate singular/plural (adding s/es)	Wider variety of -Co-ordinating conjunctions -Subordinating conjunctions <u>Rules of dialogue</u> "" Punctuation Said words Expanded noun phrases Tenses	Verbs Adverbs Adjectives	Wider variety of -Co-ordinating conjunctions -Subordinating conjunctions Expanded noun phrases Contractions		Wider variety of -Co-ordinating conjunctions -Subordinating conjunctions Expanded noun phrases <u>Rules of dialogue</u> "" Punctuation Said words Consolidate singular/plural (adding s/es) Introduce apostrophe for possession	Wider variety of of -Co-ordinating conjunctions -Subordinating conjunctions Expanded noun phrases <u>Rules of dialogue</u> "" Punctuation Said words Apostrophe for possession	Wider variety of of -Co-ordinating conjunctions -Subordinating conjunctions Expanded noun phrases <u>Rules of dialogue</u> "" Punctuation Said words Apostrophe for possession	Wider variety of -Co-ordinating conjunctions -Subordinating conjunctions Expanded noun phrases <u>Rules of dialogue</u> "" Expanded noun phrases Subordinating conjunctions Expanded noun phrases

Y3 Spring (6 and 7 weeks)								
Topic	Science – Animals including humans	Science - Rocks	Science - Rocks	Half term	History – Iron Age to Stone Age	History – Iron Age to Stone Age	Poetry week Limericks	History – Iron Age to Stone Age
Texts	Dr Xargle’s book of Earthlets Additional text: Argh! There's a Skeleton Inside You!	The pebble in my pocket	How to wash a woolly mammoth		Stone Age Boy	Stone Age Boy		The pebble in my pocket Stone Age Boy
Weeks	2 weeks	2 weeks	2 week		2 week	3 weeks	1 week	1 week
Priority writing outcomes	Structured information text to inform. (alien, human perspective)	Setting description Time traveller postcards (from different periods of time)	Instruction alternative stone age animal/animal Character description		Character descriptions Conversations between 2 characters (Stone Age boy and Cavegirl)	Narrative 1. Retell part of the story 2. alternative ending		Non-chronological report
Audience	Character description		Character description			Diary		History enthusiast
Purpose	Y2 To create an image	Ourselves To Entertain	Woolly mammoth owners To Inform		Each other To Entertain	Y4 To Entertain	Each other Class poetry books	To Inform

Additional Writing outcomes (cross curricular)	Fact file/non-chron	(Oracy outcome) Voice over for a time travel program			Diary			
Curriculum coverage	Expanded noun phrases Prepositions Adverbs Similies	Expanded noun phrases Prepositions Adverbs	Adverbs to show how and when Prepositions Co-ordinating conjunctions Subordinating conjunction (because, when, if) Imperative verbs Use a comma after a fronted adverbial Adjectives Consolidate singular/plural (adding s/es)		<u>Rules of dialogue</u> "" Punctuation Said words	<u>Rules of dialogue</u> "" Punctuation Said words Tenses -past Expanded noun phrase	Adjective Rhyming couplets Noun	Expanded noun phrases <u>Rules of dialogue</u> "" Punctuation Said words Apostrophe for possession

Y3
Summer (4 and 6 weeks)

Topic	Science - Plants	Science - Plants		Geography – Extreme Earth	Geography – Extreme Earth	Geography – Extreme Earth	
Texts	The amazing lifecycle of plants Look and Wonder: The amazing life of plants	The amazing lifecycle of plants Look and Wonder: The amazing life of plants		The big picture: Extreme Earth	Earth shattering events Flooded	Earth shattering events Flooded	
Weeks	2 week	2 weeks		3 weeks	2 weeks	1 week	
Priority writing outcome	(Oracy outcome) Voice over of time lapse plant growing Roleplay – act out being a plant and growing Write a diary entry.	Information guide Gardner’s guide how to look after plants in your garden Recount of planting a seed		Setting descriptions (different settings to cover a variety of disasters) Explanation text People who live in affected areas	Narrative - escape a natural disaster 1. describing the change/danger 2. Describe feelings and the problem 3. Resolution - how do they escape? Reading Corridor	Diary from the perspective of being in a disaster. Ourselves	
Audience	Each other	Gardeners		To Inform	To create an image/To entertain	To Entertain	
Purpose	To Entertain	To Inform					
Additional Writing outcomes (cross curricular)				Diary/letter home (Oracy outcome) Immersive	Oracy outcome Conversation between two animals from the text	Recount of the year	

Curriculum coverage	<p>Wider variety of -Co-ordinating conjunctions</p> <p>-Subordinating conjunctions</p> <p><u>Rules of dialogue</u> ""</p> <p>Punctuation Said words</p> <p>Expanded noun phrases</p> <p>Tenses</p>	<p>Co-ordinating conjunctions</p> <p>Subordinating conjunction (because, when, if)</p> <p>Adverbs</p> <p>Imperative verbs</p> <p>Use a comma after a fronted adverbial</p> <p>Adjectives</p> <p>Consolidate singular/plural (adding s/es)</p>		<p>Past tense</p> <p>Time conjunctions</p> <p>Specific and technical vocabulary</p> <p>Prepositions</p>	<p>Expanded noun phrases</p> <p>Pronouns</p>	<p>Wider variety of -Co-ordinating conjunctions</p> <p>-Subordinating conjunctions</p> <p>Punctuation Said words</p> <p>Expanded noun phrases</p>	
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