



Introduction Year 3

Introduction

This curriculum provides a model of a complete scheme of work for Y3. It is based on the use of a high quality core text which drives the curriculum by making purposeful and interesting links with history, geography and science learning. Poetry is built in to each unit.

Each unit is broadly 6 weeks with flexibility built in to extend, adapt activities or introduce alternative activities based on rigorous on-going assessment. Outcomes and objectives are clearly identified and activities planned to ensure that they are based on the Y3 learning. Attention has been paid to looking at progression within each objective, breaking them down into steps towards achieving the end of year learning. Toolkits are developed based on the objectives, skills and features needed to achieve the identified outcomes. These provide guidance and prompts for children to make independent choices when they write.

Whilst there is a clear week by week sequence within each unit, skills, knowledge and understanding are built throughout the unit and provide the building blocks for the identified outcomes.

There is a sharp focus on reading and the units offer questions and activities which may be used in whole class or guided reading lessons. The beginning of each unit concentrates on understanding, responding to and deepening understanding of the text. This focus continues with on-going reading activities matched to the identified reading objectives. Word detective work should be a focus throughout.

Additional texts have also been suggested which may be used as class reads or as preferred. This is not a definitive list, but serves as a starting point to ensure that children experience a range of reading during the year.

Suggested incidental writing opportunities are identified throughout which includes working with vocabulary and sentences as well as responding to the text so that children have many opportunities to practise and consolidate writing skills. Toolkits from previous units can be used and adapted for application writes.

Grammar work is clearly identified with all grammar being taught purposefully, in context so that it can be used in the identified outcomes. Grammar taught early in the year may not always be identified in subsequent units, but activities from units may be used in context in subsequent units to revisit and consolidate learning as necessary. For example, the word ranking activity in Unit 1. Similarly, the vocabulary and grammar focused activities may also be used in context in other units. In addition, grammar games should be used to revisit and consolidate learning, including addressing any misconceptions or insecure learning from previous year groups.

In general, a week has been allotted to the writing of extended texts. This allows time for the children to write, evaluate, redraft and proof read. Suggested prompts are provided for this, but should be adapted as appropriate.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Orion and the Dark – Emma Yarlett	Greek Myths – Marcia Williams The Orchard Book of Greek Myths	Stone Age Boy – Satoshi Kitamura The First Drawing – Modicai Gerstein	Alice in Wonderland – Lewis Carroll Abridged version – Emma Chichister Clark	The Flower – John Light	The Firework Maker's Daughter – Phillip Pullman
Poetry	The Sound Collector – Roger McGough			The Mouse's Tail – Lewis Carroll	What is Pink? Christina Rossetti	Fireworks – James Reeves
Reading	Core text The Owl Who Was Afraid of the dark	Core texts	Core text/The Boy With the Bronze Axe – Kathleen Fidler	Core text	Core text	Core text
Curriculum Links	Science – Sources of light and shadows.	Geography – European country History – Ancient Greece Science – Skeleton and muscles, nutrition	History – Stone Age to Iron Age	History – local history. Victorian link	Science – Plants - functions of parts of plants, requirements for life and growth, life cycle.	Science - Rocks Geography – Physical – volcanoes and earthquakes.
Learning Challenge Curriculum	How far can you throw your shadow?	Is Greece full of amazing gods and brave warriors? How can Usain Bolt move so quickly?	Who first lived in Britain?	Would you have enjoyed life if you were Alice?	How did that blossom become an apple?	What makes the earth angry? What do rocks tell us about the way the earth was formed?

Reading Spine - Wider Reading Suggestions

Fiction

Aesop's Fables
Just So Stories – Rudyard Kipling
Alice Through the Looking Glass – Lewis Carroll
Peter Pan – J.M. Barrie
Charlotte's Web – E. B. White
The Worst Witch – Jill Murphy
Oliver and the Seawigs - Philip Reeve and Sarah McIntyre
My Dad's a Birdman – David Almond
Bill's New Frock – Anne Fine
Alice Through the Looking Glass – Lewis Carroll
How the Whale Became – Ted Hughes
Christophe's Story – Nikki Cornwell
Mufaro's Beautiful Daughters – Jon Steptoe
The Princess and the White Bear King – Tanya Robyn Batt
Pippi Longstocking – Astrid Lindgren
The Wolf's Footprint – Susan Price
Mouse, Bird, Snake, Wolf – David Almond
The Dancing Bear – Michael Murpugo
The Ice Palace – Robert Swindells
The Tin Forest – Helen Ward
The Journey – Francesca Sanna

Author focus

Anne Fine
Astrid Lindgren
Beverley Cleary
Allan Ahlberg
Dick King-Smith
Jamila Gavin

Poetry

The Puffin Book of Utterly Brilliant Poetry – Brian Patten
A Nest Full of Stars – James Berry
Moon Juice – Kate Wakeling
Please, Mrs. Butler – Allan Ahlberg
A Child's Garden of Verses – R.L. Stevenson
An Imaginary Menagerie – Roger McGough

Non-fiction

A Little Guide to Wild Flowers – Charlotte Voake
One Plastic Bag – Miranda Paul
Stone Girl, Bone Girl – Laurence Anholt
The Pebble in My Pocket – Meredith Hooper
You Wouldn't Want to Be a Victorian Schoolchild – John Malam
Children in Victorian Times – Jill Barber
Volcanoes – Stephanie Turnbull
100 Facts Volcanoes – Chris Oxlade
Find Out About Volcanoes – DK
Highest Mountain, Deepest Ocean – Kate Baker
Botanicum - Katie Scott

