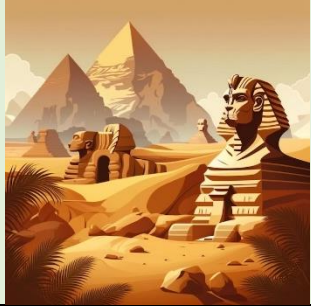
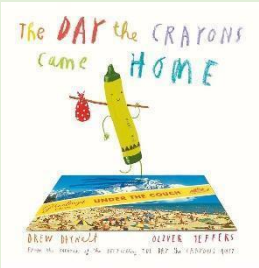
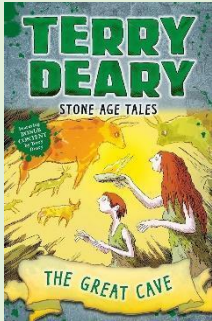
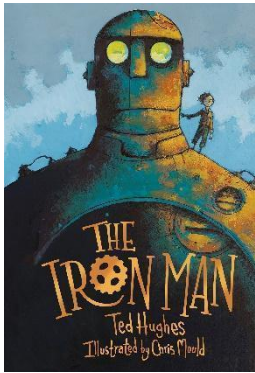
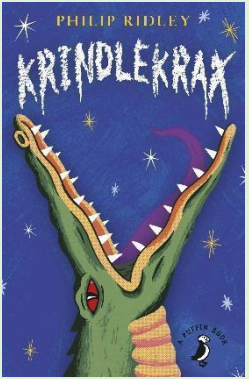


Year 3:				
	Autumn:		Spring:	Summer:
Topic:	'Time Team: Stone Age to the Iron Age' 		'Active Planet: Volcanoes and Earthquakes' 	'Ancient Egypt' 
Whole class texts:	'The Day the Crayons Came Home' by Drew Daywalt 	'Stone Age Tales' by Terry Deary: B1: The Great Cave B2: The Great Storm B3: The Great Monster 	'The Iron Man' by Ted Hughes 	'Krindlekrax' by Philip Ridley 

Other texts covered:	➤ The Crayon's ➤ Christmas ➤ The Eye of the Storm (Video) ➤ Poetry linked to Christmas		➤ Volcanoes (non-fiction) ➤ Haunted house (short story)	➤ A range of Ancient Egyptian fiction and non-fiction texts
Rationale:	'The Day the Crayons Came Home' has been selected as a text as it references a text taught in Y1 (The Day The Crayons Quit) which enables children to draw upon their prior knowledge and schemas of this text. <u>Fundamental British Values links:</u> • Individual Liberty	Stone Age Tales links with the History topic covered and allows children to delve deeper into the Stone Age Culture and utilise knowledge in a cross curricular context. <u>Fundamental British Values links:</u> • Democracy • Mutual Respect	Iron Man allows children to think about what is right and wrong and question the actions taken by the characters throughout the story. Within the story they also learn about conflict and resolution. <u>Fundamental British Values links:</u> • Rule of Law • Mutual Respect • Tolerance <u>Rights Respecting School (RRS) links:</u>	Krindlekrax engages children in a mystery and arouses their curiosity. Within the text, children are given the opportunity to reflect on the loss of a main character and what feelings could be experienced by Ruskin. <u>Fundamental British Values links:</u> • Rule of Law • Individual Liberty • Mutual Respect <u>Rights Respecting School (RRS) links:</u> • Article 6 Life, Survival and Development

	● Mutual Respect <u>Rights Respecting School (RRS) links:</u> ● Article 24 Health, water, Food and environment ● Article 13 Sharing thoughts freely <u>Protected characteristics links:</u> ● Disability	<u>Rights Respecting School (RRS) links:</u> ● Article 28 Access to Education ● Article 6 Life, Survival and Development <u>Protected characteristics links:</u> ● Religion and belief	● Article 19 Protection from Violence ● Article 29 Aims of Education		● Article 2 No Discrimination <u>Protected characteristics links:</u> ● Age	
Whole class texts:	Charlie Turns into a T-Rex	Quality Picture books from the School Library	The Boy who Grew Dragons	Quality Picture books from the School Library	Roald Dahl text - Children’s choice	Quality Picture books from the School Library

Pupil termly reading outcomes:	● Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ● Listen to and discuss a wide range of fiction, poetry, non-fiction and reference books or textbooks. ● Read books that are structured in different ways and reading for a range of purposes. ● Increase their familiarity with a wide range of books, including myths and legends, and retell some of these orally. ● Identify themes and conventions in a wide range of books. ● Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. ● Retrieve and record information from non-fiction texts. ● Use dictionaries (including electronic dictionaries) to check the meaning of words that they have read. ● Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. ● Ask questions to improve their understanding of a text.	● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ● Listen to and discuss a wide range of fiction, plays, non-fiction and reference books or textbooks. ● Read books that are structured in different ways and reading for a range of purposes. ● Increase their familiarity with a wide range of books, including fairy stories, and retell some of these orally. ● Identify themes and conventions in a wide range of books. ● Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. ● Retrieve and record information from non-fiction texts. ● Use dictionaries (including electronic dictionaries) to check the meaning of words that they have read. ● Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.	● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ● Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ● Read books that are structured in different ways and reading for a range of purposes. ● Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. ● Identify themes and conventions in a wide range of books. ● Recognise some different forms of poetry. ● Retrieve and record information from non-fiction texts. ● Use dictionaries (including electronic dictionaries) to check the meaning of words that they have read. ● Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. ● Ask questions to improve their understanding of a text. ● Identify main ideas drawn from more than one paragraph and summarise these. ● Identify morals and messages in a story.
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	• Identify main ideas drawn from more than one paragraph and summarise these. • Identify morals and messages in a story. • Discuss words and phrases that capture the reader's interest and imagination. • Identify how language, structure, and presentation contribute to meaning. • Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence • Predict what might happen from details stated and implied.	• Ask questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Discuss words and phrases that capture the reader's interest and imagination. • Identify how language, structure, and presentation contribute to meaning. • Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence • Predict what might happen from details stated and implied.	• Discuss words and phrases that capture the reader's interest and imagination. • Identify how language, structure, and presentation contribute to meaning. • Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Predict what might happen from details stated and implied. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence
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