

Gillespie Primary School

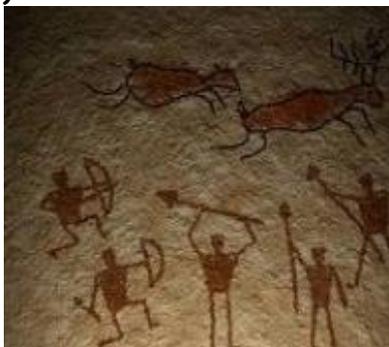


English Medium Term Plan

Year Group: 3
Class Teacher: Lauren

Term: Autumn
Academic Year: 2018 - 2019

Class Topic: Early Man (Autumn 1) Rocks and soils, Forces and Magnets (Autumn 2)



Summary of cross curricular links:

- History: Settlements, historical places (Stonehenge)
- Geography: Location of settlements
- Art: Early communication (cave paintings)
- Science (Rocks/Fossils)

Unit & Duration	Outcomes for learners	Resources/Texts	SPAG links
<p>Narrative</p> <p>Story with a historical setting</p> <p>6 weeks</p> <p>(This is also the whole class reading text for 6 weeks)</p>	<p>Investigate and reflect on feelings, behaviour or relationships</p> <p>Inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Use descriptive language for characters and Settings</p> <p>Write a sequenced narrative with a historical setting</p> <p>Show relationship of time using adverbial</p>	<p><i>Stone Age Boy</i> by Satoshi Kitamura</p> <p><i>Stig of the dump</i> by Clive King</p> <p>Non fiction texts from IELTS</p>	<p>To use speech in writing.</p> <p>To include a range of fronted adverbials and using commas after fronted adverbials.</p> <p>To use adverbs and prepositions to express time and cause</p>

	<p>phrases</p> <p>Use the language of possibility to investigate and reflect on feelings, behaviour or relationships</p> <p>Use speech in writing</p>		
<p><u>Non-fiction</u></p> <p>Reports (Newspaper & non-chronological) on Stonehenge</p> <p>Mary Anning and the rock cycle</p> <p>6 weeks</p>	<p>Identify the presentational features used to communicate the main points in a broadcast</p> <p>Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus</p> <p>Identify and make notes of the main points of section(s) of text</p> <p>Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen</p> <p>Identify features that writers use to provoke readers' reactions</p> <p>Write non-narrative texts using structures of different text-types</p> <p>Use layout, format, graphics and illustrations for different purposes</p>	<p><i>Stonehenge - secrets of the past</i></p> <p>Current newspaper reports and articles about the finding of a new Stonehenge.</p> <p><i>Pebble in my pocket</i> Meredith Hooper</p>	<p>To use direct speech and quotes.</p> <p>To use expanded noun phrases.</p> <p>To use exclamation marks and question marks correctly.</p> <p>To understand when to use 'a' or 'an' and use it in the report.</p>
<p>Poetry: Shape poetry and calligrams</p> <p>3 weeks</p>	<p>Explore how different poems appeal to readers using varied sentence structures and descriptive language</p> <p>Identify features that writers use</p> <p>Select and use a range of technical and</p>	<p>Range of poetry (written and performed)</p>	<p>Experiment with vocabulary and phrases.</p>

descriptive vocabulary

Spelling Grammar & Punctuation Teaching Overview : Autumn Term 1A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Recognise sentences within a piece of text</p> <p>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p>	<p>To correct mistakes in individual sentences (full stops, capitals, omitted words)</p> <p>Practise prefix 'dis-' Apply prefix 'un-</p>	<p>To punctuate a piece of text</p> <p>Rarer GPCs: words with the /ei/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>)</p>	<p>Compound sentences - using the conjunctions 'and' 'but'</p> <p>Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)</p>	<p>To choose appropriate adjectives</p> <p>Prefixes 'mis-' and 're-'</p>	<p>To choose appropriate verbs</p> <p>Apply Prefixes 'mis-' and 're-'</p>	<p>To use adverbs</p> <p>The /i/ sound spelt 'y'</p>

Spelling Grammar & Punctuation Teaching Overview : Autumn Term 1B

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To choose powerful and precise vocabulary - verbs, nouns, adjectives and adverbs</p> <p>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p>	<p>To stay in the same tense when writing</p> <p>Assessment</p>	<p>To understand the different functions of conjunctions</p> <p>Consolidation based on assessment</p>	<p>To join sentences using a variety of conjunctions</p> <p>Consolidation based on assessment</p>	<p>To use time conjunctions</p> <p>Statutory word list</p>	<p>To use causal conjunctions accurately</p> <p>Statutory word list</p>	<p>To identify different types of sentences - statements, questions, commands</p> <p>Statutory word list</p>

Teaching Reading in the main lesson

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Making predictions</p> <p>Investigating vocabulary</p>	<p>Retrieving information</p> <p>Investigating vocabulary</p>	<p>Inferring character's feelings</p>	<p>Inferring character's feelings</p>	<p>Investigating vocabulary</p>	<p>Summarising</p>

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Features of non-fiction text	Comparing features of non-fiction text	Identifying features in a variety of texts	Reading poetry expressively	Comparing calligram poems	Comparing calligrams and other poetry

Independent Writing Opportunities - across the term		
Assessment piece 1	Assessment piece 2	Assessment piece 3
Stone Age Story	Newspaper report	Shape poem
Assessment Week Focus		
Area	Materials/Resources	
Reading Assessments	<ul style="list-style-type: none"> Guided reading notes Reading assessment papers Headstart comprehension activities 	
Writing assessments	<ul style="list-style-type: none"> Set story writing piece Review consistency in SPAG application Review independent work from across the term 	
Speaking & Listening	<ul style="list-style-type: none"> Consider poetry performance/reading work aloud in class Responses to sp & list in class situations Articulation of ideas and oral vocabulary choices 	

Planned Display of Written Outcomes	
Classroom/Corridor Wall Display	Class Book Making Opportunities
<ul style="list-style-type: none"> Reading - observe, infer, wonder sheets with art work English working wall - key vocabulary and notes 	<ul style="list-style-type: none"> Stone Age Stories Poems