

English Maps—Teaching English Through Novels (2020-2021)
Year Three

Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p align="center">Text</p> <p>NB: ‘No Outsiders in our School’ texts to be taught at the end of every half term. To be used as a ‘GAP TEACHING’ unit.</p>	<p>Dragon Post by Emma Yarlett (Transitional Project)</p> <p>Stone Age Boy by Satoshi Kitamura (Historical Setting)</p>	<p>Diary of a Killer Cat by Anne Fine (Humour)</p> <p>Two monsters by David Mckee (No Outsiders-to find a solution to a problem)</p>	<p>Egyptian Cinderella by Shirley Climo (Culture and Fairytale)</p> <p>Beegu by Alexis Beacon (No outsiders-to be welcoming)</p>	<p>Literacy Shed Unit</p> <p>The new sweater (No outsiders-strategies to help someone feel different)</p>	<p>Grandpa Chatterji by Jamila Gavin (Culture Study)</p> <p>We’re all wonders (No outsiders-how difference can affect someone)</p>	<p>Leon and the place between By Angela McAllister (Imaginary)</p> <p>This is our house (No outsiders-understand discrimination means)</p>
<p>Suggested Activities</p> <p>Throughout use No nonsense spelling and Year 3/4 spelling lists.</p>	<p align="center">Transitional Project Dragon Post</p> <p>Evaluate and create their own letters using the Y3 checklist. Various other activities to enrich understanding of character, features of text type, drama to deepen understanding of events and emotions of the characters.</p> <p align="center">Stone Age Boy</p> <p align="center">Recounts and diary/ Explanations</p> <ul style="list-style-type: none"> • Settings description • Hot seating the boy from the story. • Senses grid using adjectives and new words to describe the setting. • Using words to describe the setting, events and characters. • Discuss characters feelings and emotions. • Story boards. 	<p align="center">Novel as a theme /Poems on a theme/ Shape Poetry</p> <ul style="list-style-type: none"> • Summarizing. • New words for pets/ animals. • Instructional writing for caring for a pet. • The secret world of a cat. • Senses—in role as a cat. 	<p align="center">Fairytale / Discussion for and against</p> <ul style="list-style-type: none"> • Traditional Cinderella comparing to the Egyptian. • Description of characters using adjectives. • Story boards and mountains. • Hot seating the Cinderella • Debate should she become the Queen? • Map work—locating key places. 		<p align="center">Non Chronological Report/ Fables with moral issues.</p> <ul style="list-style-type: none"> • Summarizing. • Hot seating the key characters. • What have they found out about the Indian culture? • Report writing. • Changing the ending. • Predictions—what do we think will happen...? 	<p align="center">Playscript / Performance Poetry</p> <ul style="list-style-type: none"> • Reporting and summarizing. • Enquiries including—why does Leon believe the magic does exist? • Description of the circus. • Do you believe in magic?

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<p>Genre and Key Objectives for Writing</p> <p>Throughout use No nonsense spelling and Year 3/4 spelling lists.</p>	<p>Recounts and diary/ Explanations</p> <ul style="list-style-type: none"> Look at and discuss models of writing of the text type. Noting structure, grammatical features and vocabulary. Write a narrative with a clear structure, plot and setting. Use verbs to mark relationships in time. Use conjunctions and adverbs to express time. Write a non narrative using simple devices such as headings and sub-headings. Suggest edits/self assess. 	<p>Novel as a theme /Poems on a theme/ Shape Poetry</p> <ul style="list-style-type: none"> Look at and discuss models of writing of the text type. Noting structure, grammatical features and vocabulary. Write a narrative with a clear structure, plot and setting. Use verbs to mark relationships in time. Suggest edits/self assess. Use new words to describe events and characters. 	<p>Fairytale / Discussion for and against</p> <ul style="list-style-type: none"> Look at and discuss models of writing of the text type. Noting structure, grammatical features and vocabulary. Write a narrative with a clear structure, plot and setting. Use verbs to mark relationships in time. Suggest edits/self assess. Use new words to describe events and characters. 		<p>Non Chronological Report/ Fables with moral issues.</p> <ul style="list-style-type: none"> Look at and discuss models of writing of the text type. Noting structure, grammatical features and vocabulary. Use verbs to mark relationships in time. Write a non narrative using simple devices such as headings and sub-headings. Suggest edits/self assess. Use a range of sentences using conjunctions. Use new words to describe events and characters. 	<p>Playscript / Performance Poetry</p> <ul style="list-style-type: none"> Look at and discuss models of writing of the text type. Noting structure, grammatical features and vocabulary. Write a narrative with a clear structure, plot and setting. Suggest edits/self assess. Use a range of sentences using conjunctions. Use new words to describe events and characters.
<p>End Outcome</p>	<p><u>End Outcome:</u> dairy entry of entering the Stone Age. <u>End Outcome:</u> Explaining what was life like in Stone Age Britain.</p>	<p><u>End Outcome:</u> Shape poem about their pet/ favourite animal. <u>End Outcome:</u> diary of their own pet.</p>	<p><u>End Outcome:</u> Description of the School and key characters <u>End Outcome:</u> Writing a letter in the role as Harry.</p>	<p><u>End Outcome:</u> Present an oral discussion/ debate for and against. <u>End Outcome:</u> Summarize the story using key words.</p>	<p><u>End Outcome:</u> write their own/ finish Indian Panchatantra <u>End Outcome:</u> Fact-file about India.</p>	<p><u>End Outcome:</u> Write own and perform a Circus poem. <u>End Outcome:</u> Write a scene.</p>

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<p>Genre and Key Objectives for Reading</p> <p>Throughout use No nonsense spelling and Year 3/4 spelling lists.</p>	<ul style="list-style-type: none"> ● (1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning of unfamiliar words. ● (3)Attempt pronunciation of unfamiliar words by using prior knowledge. ● (4)Experience and discuss a range of fiction, non-fiction, poetry, plays books. ● (5) use non-fiction books and note the structure. ● (7) ask questions to improve understanding. ● (9) draw inferences about characters feelings. 	<ul style="list-style-type: none"> ● (4)Experience and discuss a range of fiction, non-fiction, poetry, plays books. ● (7) ask questions to improve understanding. ● 8) predict what might happen from the details stated. ● (13) retrieve information using non-fiction books ● (14, 15and 16) discuss poetry and perform. 		<ul style="list-style-type: none"> ● (1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning of unfamiliar words. ● (3)Attempt pronunciation of unfamiliar words by using prior knowledge. ● (4)Experience and discuss a range of fiction, non-fiction, poetry, plays books. ● (5) use non-fiction books and note the structure. ● (6) narrative books are structured in different ways. 	<ul style="list-style-type: none"> ● (1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning of unfamiliar words. ● (3)Attempt pronunciation of unfamiliar words by using prior knowledge. ● (4)Experience and discuss a range of fiction, non-fiction, poetry, plays books. ● (5) use non-fiction books and note the structure. ● (7) ask questions to improve understanding. ● 8) predict what might happen from the details stated. ● (9) draw inferences about characters feelings. 	<ul style="list-style-type: none"> ● (1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning of unfamiliar words. ● (4)Experience and discuss a range of fiction, non-fiction, poetry, plays books. ● (6) narrative books are structured in different ways. ● (7) ask questions to improve understanding. ● 8) predict what might happen from the details stated. ● (14, 15and 16) discuss poetry and perform.
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