

| Term            | Weeks          | Books/Texts Used  | Genre  | Form/Outcome and level of formality | Audience/ Purpose                            | Vocabulary, grammar and punctuation  | Speaking and listening/ oracy opportunities.   | Other writing opportunities          |  |
|-----------------|----------------|---|--|-------------------------------------|--|--|--|--------------------------------------|--|
| <b>Autumn 1</b> | <b>6 weeks</b> | Establishing weeks<br><br>ALL ABOUT ME<br><br>3 weeks             | Teacher's letter   | Non-fiction                         | Informative letter<br><br>Informal           | Teacher<br><br>To inform the teacher of their likes/dislikes.                  | Conjunctions, Contractions, Fronted adverbials, Expanded noun phrases  | Free write Friday                    |  |
|                 |                | RE<br><br>HOW IS NEW LIFE WELCOMED INTO THE WORLD?<br><br>3 weeks | Welcome to the World by Julia Donaldson and Helen Oxenbury | Non-fiction                         | Non-chronological report                     | Year 3<br><br>To inform year 3 about how different religions welcome new life. | Rhetorical questions, sub-heading, Conjunctions, Contractions, Fronted adverbials,   | Drama – record how faiths celebrate  | Free write Friday                        |
|                 |                | POETRY<br><br>1 week  | Walking my Iguana by Brian Roses                           | fiction                             | Recorded performance                         | To perform a poem to entertain year 3  | Tone, emphasis, movement, expression   | To perform poem as a class           | Free write Friday – poetry based         |
| <b>Autumn 2</b> | <b>9 Weeks</b> | HISTORY<br><br>Empire Windrush<br><br>3 weeks                     | Granny Came Here on the Windrush                           | Non-fiction                         | Newspaper report                             | General public<br><br>Recount of key events                                    | Speech (including comma and inverted commas), Sensational description, pronoun, fronted adverbial, paragraphs, apostrophe for possession<br><br>Topic linked spellings | Oral rehearsal<br><br>Class assembly | Free write Friday<br><br>History lessons |
|                 |                | GEOGRAPHY<br><br>Rainforests<br><br>4 weeks                       | The Great Kapoc Tree – Lynne Cherry                        | Fiction                             | Narrative -setting description-opening given | Young readers<br><br>To entertain  | Past tense, expanded noun phrases, prepositions, fronted adverbials  | Role play                            | Free write Friday                        |

|  |                             |   |              |  |               |  |              |                   |
|--|-----------------------------|---|--------------|--|---------------|--|--------------|-------------------|
|  |                             |   |              |  |               | (with comma),<br>conjunctions,<br>simile, precise verbs<br><br>Topic linked<br>spellings   |              |                   |
|  |                             | The Vanishing<br>Rainforest – Alex<br>Woolf | Non- fiction | Persuasive speech                          | Year          | Present tense, third<br>person, reasons for<br>and against,<br>summarising,<br>sentence starters to<br>extend/oppose<br>idea, technical<br>vocab, paragraphs | Debate       | Free write Friday |
|  | RE-Christmas<br><br>2 weeks | The Christmas Star                          | Non- fiction | Report to inform<br><br>(one section each) | Rest of class | Present tense,<br>expanded noun<br>phrases, fronted<br>adverbials with<br>comma,<br>paragraphs,  | presentation | Free write Friday |