

Year 3

Autumn Term



Unit	Unit summary	Grammar lessons
Non-fiction Unit 3.1 <i>Was Tutankhamen Killed?</i>	In this unit, the children explore the Big Question: Who killed Tutankhamen? They read the interactive eBook, retrieving and collating information and identifying evidence in the text to support their theories. They investigate main and subordinate clauses and are introduced to the perfect tense. In their writing tasks, they write letters, paragraphs, and finally compose an explanation text in response to the Big Question.	<ul style="list-style-type: none"> • Introducing Perfect Form • Revising Nouns • Revising Singular and Plural Nouns • Revising Tense • Revising Verbs
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Fiction Unit 3.1 <i>Storm</i>	The children listen to the story and predict what may happen at various points. They focus on character, setting and mood, asking questions as the story progresses and locating evidence in the text to answer specific questions. They understand why descriptive sentences are important and how setting affects mood. They revise and develop punctuating direct speech and then work on nouns, adjectives and expanded noun phrases. The writing tasks involve planning and writing a description of setting, and planning and writing a conversation using direct speech and correct punctuation.	<ul style="list-style-type: none"> • Introducing Direct Speech • Revising Adjectives
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Live Unit 3.1 <i>All About Me</i>	The children are introduced to the idea of the unit: creating an autobiography that they will then present on film or to a live audience. As a class, they read an autobiographical blog post from Little Red Riding Hood, responding to and asking questions about the text to develop their comprehension skills. They look at the use of language and gather success criteria for what makes a good autobiography. They then see the same text in the form of a PowerPoint presentation, and analyse the differences between the two types of text. After some teacher modelling, they practise storyboarding the main events from Little Red Riding Hood's story to create PowerPoint slides. The children build on this experience to storyboard and then create their own autobiographical presentations. Time is given at the end of the unit for the children to practise performing their presentations, and for evaluating and feeding back on these performances. They then present to an audience.	<ul style="list-style-type: none"> • Adding Prefixes to Nouns • Articles • Revising Basic Sentence Punctuation
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Poetry Unit 3.1 <i>Performance Poetry</i>	The children share and enjoy three poems, identifying and giving reasons for their likes and dislikes. They discuss poetic features, the poems' structure and the poet's language choices. They look at the poet's use of personification in depth and then draft and write their own versions of <i>The Sound Collector</i> .	Select from the bank of resources according to the needs of your class.