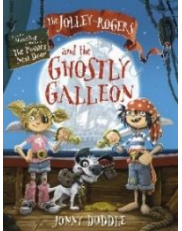
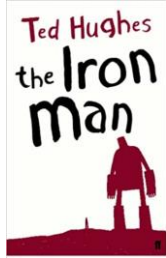
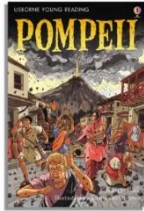
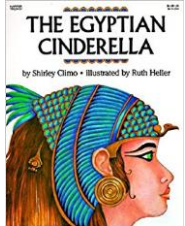
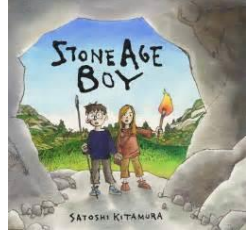

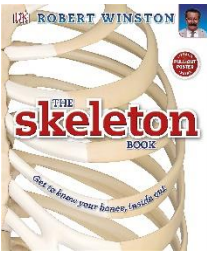

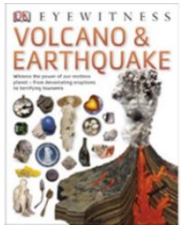
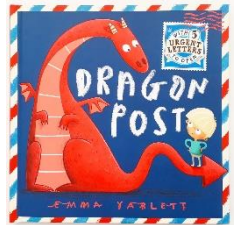
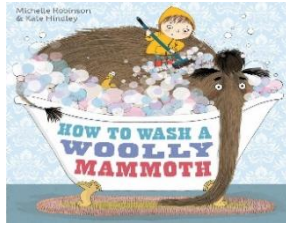
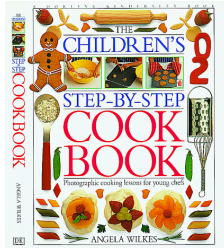


# English Long Term Overview – Year 3 (2023-24)

Autumn 1: Skull and Crossbones	Autumn 2: Pole to Pole	Spring 1: Extreme Earth	Spring 2: Ancient Egyptians	Summer 1: Stone Age to Iron Age	Summer 2: How does your garden grow?
<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>
Text Driver: <i>The Jolley-Rogers and the Ghostly Galleon</i> 	Text Driver: <i>'Iron Man' by Ted Hughes</i> 	Text Driver: <i>Pompeii by Usborne Readers</i> 	Text Driver: <i>The Egyptian Cinderella' by Shirley Climo</i> 	Text Driver: <i>The Stone Age Boy by Satoshi Kitamura</i> 	Text Driver: <i>The Promise by Nicola Davies</i> 
<b>Writing</b> <b>Outcome:</b> Narrative – recount of the story. <b>Genre:</b> Entertain <b>Impact on the audience:</b> To captivate and intrigue the reader. To feel as if the story is developing.	<b>Writing</b> <b>Outcome:</b> Newspaper Report of the sighting of the space-bat-angel-dragon. <b>Genre:</b> Inform <b>Impact on the audience:</b> To create a sense of excitement and suspense. To create a sense of hype around an event.	<b>Writing</b> <b>Outcome:</b> Narrative – rewrite of what happens next. <b>Genre:</b> Entertain <b>Impact on the audience:</b> To create a sense of fear and panic. To create a sense of tension.	<b>Writing</b> <b>Outcome:</b> Innovated Narrative <b>Genre:</b> Entertain <b>Impact on the audience:</b> To convey loneliness. To make the chase scene dramatic.	<b>Writing</b> <b>Outcome:</b> Innovated Narrative <b>Genre:</b> Entertain <b>Impact on the audience:</b> To help the audience see through the character's eyes. To create a sense of wonder.	<b>Writing</b> <b>Outcome:</b> Poetry <b>Genre:</b> Entertain/Inform <b>Impact on the audience:</b> To write using poetic techniques to inform. To show emotions through description.
<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>
Text Driver: <i>'Skeleton' by Robert Winston</i> 	Text Driver: <i>'Coming Home' by Michael Morpurgo</i> 	Text Driver: <i>DK Eyewitness Volcano and Earthquake</i> 	Text Driver: <i>'Dragon Post' by Emma Yarlett</i> 	Text Driver: <i>How to wash a Woolly Mammoth</i> 	Text Driver: <i>Recipe Book</i> 
<b>Writing</b> <b>Outcome:</b> Non-chronological report <b>Genre:</b> Inform <b>Impact on the audience:</b> To take our word seriously. To believe we are experts about bones and muscles.	<b>Writing</b> <b>Outcome:</b> Winter Poetry <b>Genre:</b> Entertain <b>Impact on the audience:</b> To show that nature has a personality. To help the audience see through the character's eyes.	<b>Writing</b> <b>Outcome:</b> Leaflet/report about volcanoes <b>Genre:</b> Inform <b>Impact on the audience:</b> To believe we are experts about volcanoes and earthquakes. To inform the reader.	<b>Writing</b> <b>Outcome:</b> Letter <b>Genre:</b> Inform (elements of persuasion) <b>Impact on the audience:</b> To exert authority and control through a formal letter. To take our word seriously.	<b>Writing</b> <b>Outcome:</b> Instructions <b>Genre:</b> Inform <b>Impact on the audience:</b> To convey the importance of instructions. To use the instructions, format to show humour.	<b>Writing</b> <b>Outcome:</b> Recipe <b>Genre:</b> Inform (elements persuasion) <b>Impact on the audience:</b> To show that food is appealing. To expertly convey the importance of instructions.
<b>Reading Learning Journey</b>	<b>Reading Learning Journey</b>	<b>Reading Learning Journey</b>	<b>Reading Learning Journey</b>	<b>Reading Learning Journey</b>	<b>Reading Learning Journey</b>
<b>Focus Text:</b> <i>The Jolley-Rogers and the Ghostly Galleon' by Jonny Duddle</i> <b>Parallel Texts:</b> <b>Genre (non-chron reports)</b> – 'The Skeleton Book' by Robert Winston. The world in infographics 'The Human Body' by Richards and Simkins. '100 facts on The Human Body' Miles Kelly Publishing. '100 facts on Pirates'. 'DK find out! Pirates' <b>Theme (pirates)</b> – Horrible Histories	<b>Focus Text:</b> 'Iron Man' <b>Parallel Texts:</b> <b>Genre (inform/persuade)</b> – A variety of newspapers <b>Theme</b> – Research linked to our topic about magnets and forces. <b>Genre (Poetry)</b> – <i>Coming home, 'Twas the night before Christmas</i>	<b>Focus Text (Guided Reading):</b> 'Pompeii' Usborne Young Reader <b>Parallel Texts:</b> <b>Genre (inform)</b> – Usborne Earthquakes and Tsunamis. 100 facts Volcanoes. 'Extreme Weather' National Geographic kids. 'Everything Volcanoes and Earthquakes' National Geographic Kids. <b>Theme (natural disasters)</b> – 'Flood' by Alvaro R. Villa. <i>Whizz, Pop, Bang</i> (issue 18 pg 26) Collins <i>Junior Atlas</i> (p.66). Ripley's Extreme Earth	<b>Focus Text:</b> <i>'The Egyptian Cinderella' by Shirley Climo</i> <b>Parallel Texts:</b> <b>Theme (history)</b> - Other Horrible Histories (book and TV show). Horrible Histories: Awful Egyptians. Usborne books Egyptians. <b>Genre (non-chron reports)</b> - DK find out! Ancient Egypt, other non-fiction books centred around Ancient Egypt <b>(letters)</b> - <i>'The Day the Crayons Quit'</i> by Oliver Jeffers	<b>Focus Text:</b> <i>The Stone Age Boy</i> by Satoshi Kitamura <b>Parallel Texts:</b> <b>Theme (stone age)</b> – <i>'Stig of the Dump'</i> by Clive King, 'Ug: Boy Genius of the Stone Age' by Raymond Briggs, <i>'The Stone Age Boy'</i> . Usborne <i>'The Stone Age'</i> . 'The Secrets of Stonehenge' by Manning and Granstrom. <b>BLM</b> - <i>'What if We Were All The Same'</i> CM Harris <b>Genre (instructions)</b> – A variety of	<b>Focus Text (Guided Reading):</b> <i>'The Secret Garden'</i> Usborne Young Reader <b>Parallel Texts:</b> <b>Theme (plants/nutrition)</b> – A variety of plant/flower poems. 'See How Plants Grow – Fruit' Nicola Edwards <i>It Starts With a Seed</i> – Jennie Webber <b>Genre (inform/instruct)</b> – A variety of recipes and instructional writing <b>BLM</b> - <i>'Young, Gifted and Black'</i> by Jamia Wilson

handbooks '*Pirates*' by Terry Deary. 'The Pirates next door' by Jonny Duddle.

**BLM** – '*Ellie and The Cat*' by Malorie Blackman

instructions including furniture building, recipes etc.