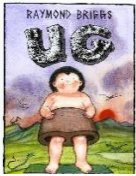

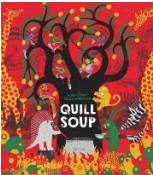
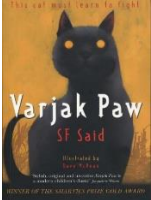
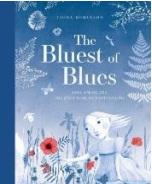



YEAR 3 POWER OF READING CURRICULUM MAP 2024 - 2025

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<p>Year 3 2024 - 2025</p>	<p>'Ug: Boy Genius of the Stone Age' Raymond Briggs</p> 	<p>'The Pebble in my Pocket' Meredith Hooper, Chris Coady</p> 	<p>'Quill Soup' Alan Durant, Dale Blankenaar</p> 	<p>'Varjak Paw' SF Said</p> 	<p>'The Bluest of Blues' Fiona Robinson</p> 	<p>'The king who banned the dark' Emily Haworth-Booth</p> 
Human Theme	Imagination, creativity and resilience	Looking after our world	Recognising and responding to the needs of others	Fear, Conflict and Forgiveness	Sustainability and Care	Fear, Conflict and Forgiveness
Literary Form	Picture book	Non-fiction	Traditional Tale	Illustrated novel	Literary Non-fiction - Biography	Contemporary Picture book
National Curriculum Cross-curricular links	<p>Geography: Consider what geographical features a Stone Age community might look for in choosing a place to settle.</p> <p>History: Stone Age and chronology of human history and invention; historical fact and anachronism.</p> <p>Art and Design: Cave paintings</p> <p>Design and Technology: Design and construct own inventions, considering the given properties of various materials</p> <p>Science: Rocks; properties of different materials in relation to those they might find within Ug's locality.</p>	<p>Geography: Extend knowledge and understanding of human / physical geography: rivers, mountains, volcanoes, earthquakes, erosion, and glaciation.</p> <p>History: Develop understanding of chronology; and historical concepts such as continuity and change</p> <p>Art: Observational drawing to support understanding of line, tone, shade, etc.</p> <p>Science: Compare appearance and properties of rocks. Describe how fossils are formed. Basic understanding of evolution, adaptation and inheritance.</p>	<p>Science: Investigate endangered animals and the contributing factors; develop understanding of habitat, food chains.</p> <p>Art and Design: Look at use of shape, pattern, line and colour in both 2D and 3D art. Explore Tanzanian art/artists</p> <p>Music: Listen and play traditional South African musical instruments. Respond to music originating in the region</p> <p>Design and Technology: Taste and compare different soups: including tastes, ingredients and textures. Create and refine own soup recipe</p> <p>Geography: Investigate the physical geography, the terrain and habitats of</p>	<p>History: Opportunity to research and write about an ancient civilization: Mesopotamia</p> <p>Geography: locate and compare Mesopotamia to the contemporary Western Asian region (Iraq, Kuwait, Eastern Syria and South-western Turkey)</p> <p>Science: Centring research on cats, domestic and wilds, to support knowledge and understanding of living things</p> <p>P.E.: Dance using range of movement patterns for each 'Way'</p>	<p>History: Women in Victorian Britain; female pioneers in art and science; history of photography</p> <p>Science: Royal scientific societies; beetles; close observation; flora and fauna; cyanotypes and light</p> <p>Art: Observational drawing of shells, plants and natural objects; creating cyanotypes; photography; mixed media illustration and artwork; silhouettes</p> <p>PSHE: Equality and access to education, achievement and recognition then and now, in the UK and globally</p>	<p>Science: Seasonal change, day and night; The sun and light sources; electrical circuits – light; impact on animal/human health, adaptation and plant growth,</p> <p>Geography: Seasonal patterns, time difference, daylight hours</p> <p>Art: Art inspired by light and dark; incl. photography and monochrome techniques</p> <p>Design and Technology: design electrical light sources; opaque materials for shelter and shade</p>

YEAR 3 POWER OF READING CURRICULUM MAP 2024 - 2025

			the Valley of a Thousand Hills			
Reading: Experience, Knowledge, Skills and Strategies	Respond to illustration Make predictions Make personal connections Infer and deduce Respond personally, critically and evaluatively Identify language and structure Visual literacy Form intertextual links Empathise Develop breadth of reading	Respond to illustration Close read Skim, scan and summarise Make predictions Develop breadth of reading Visualise Identify levels of formality Ask, answer and evaluate questions Respond personally, critically and evaluatively Develop fluency through performance Clarify and define vocab	Respond to illustration Form intertextual links Clarify and define vocab Empathise Develop knowledge of storytelling language and tropes Make predictions Infer and deduce Compare characters Respond personally, critically and evaluatively Story map and structure narrative Develop fluency through performance	Link texts and illustrations Look at language Visualise Compare characters Skim, scan and summarise Close read Develop fluency through performance Infer and deduce Respond personally, critically and evaluatively Form intertextual links Build reading stamina	Respond to illustration Ask, answer and evaluate questions Clarify and define vocab Skim, scan and close reading Note register of formality Make predictions Respond personally, critically and evaluatively Infer and deduce Develop breadth of reading	Respond to illustration Identify language and structure Visualise Compare characters Skim, scan and close read Form intertextual links Infer and deduce Respond personally, critically and evaluatively Develop breadth of reading Explore bias Consider authorial intent
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	Past tense, including progressive Direct and reported speech in different forms Functional sentence structure, including rhetorical questions, exclamations Apostrophe for contractions Conjunctions, adverbs and prepositions to express time, place and cause Compare standard English and spoken forms Expand noun phrases (by modifying adjectives, nouns and prepositional phrases)	Non-fiction explanatory voice Levels of formality Passive and active voice Consistent present tense Paragraphs to organise ideas Conjunctions, adverbs and prepositions to express time, place and cause Fronted adverbials (demarcated with comma) Questions Pronoun to aid cohesion and avoid repetition Determiners Commas and brackets to indicate parenthesis	Subjunctive form Adverbs or modal verbs for degrees of possibility Narrative storytelling voice Past tense Expand noun phrases (by modifying adjectives, nouns and prepositional phrases) Rhetorical questions Alliteration Conjunctions, adverbs and prepositions to express time, place and cause Dialogue, including play script and punctuated direct speech Figurative Language	Consistent past and present tense; progressive, present perfect Levels of formality Figurative language Direct speech punctuation Pronoun to aid cohesion and avoid repetition Punctuation to indicate parenthesis Active and passive voice Fronted adverbials (with comma) Conjunctions, adverbs and prepositions to express time, place and cause Expand noun phrases (by modifying adjectives, nouns and prepositional phrases)	Explore levels of formality Passive and active voice Paragraphs to group related ideas Expand noun phrases (by modifying adjectives, nouns and prepositional phrases) Fronted adverbials Conjunctions, adverbs and prepositions to express time, place and cause Adverbs or modal verbs for degrees of possibility Determiners Pronoun to aid cohesion and avoid repetition Comparatives and superlatives (-er, -est)	Figurative language Direct speech punctuation Adverbs or modal verbs for degrees of possibility Passive and active voices Paragraphs to organise ideas Headings and subheadings Prefixes and suffixes Determiners Pronouns to aid cohesion and avoid repetition Exploring word families Conjunctions, adverbs and prepositions to express time, place and cause
Extended Writing Outcome	Procedural Persuasive Speech Non-Chronological Report	Explanatory Text Information Writing Persuasive Writing (Letter)	Playscript Persuasive Speech Narrative (Trickster Tales)	Writing in Role Persuasive Writing Newspaper Report	Various informational writing Biography	Letter Writing Journalism Extended Narrative