

ENGLISH LONG TERM PLAN ELSTON HALL LEARNING TRUST

SUMMER



SCHOOL: ELSTON HALL

YEAR: 3

DIMENSIONS UNITS FOR THIS TERM	CORE UNIT – THEME 3 (continued)	COMPETENCY / NC ESSENTIALS UNIT	CORE UNIT – THEME 4	WHOLE SCHOOL THEME
	Picture our Planet 13.03.23 – 05.05.23	Viking Warrior 08.05.23 – 26.05.23	Come Fly With Me! – Africa 05.06.23 – 21.07.23	

UNIT	GENRE	GOLDEN WRITING OUTCOME	FICTION OR NON-FICTION	TEXT	STIMULUS	READING SKILLS	WRITING SKILLS	WRITING OUTCOMES IN ENGLISH BOOKS
ONE 17.4.23 ONE WEEKS	FICTION POERTY	Write a poem in a similar style EDIT: SHAPE POEMS	FICTION	The Eagle – Alfred Lord Tenneson – links to Scotland Too Messy for Nessy	Scotland photos, videos and information	* Demonstrate increasing understanding of purpose	* Discuss writing similar to theirs to understand and learn from the structure, grammar and vocabulary used * Begin to use structure and layout of a range of texts *description skills of adjectives, nouns and noun phrases *Rhyming words *Key fatuers of poetry – stanzas, lines, rhyme, rhythm etc.	Write poems Plan poem

<p>TWO 24.4.23 1.5.23</p>	<p>FICTION RECOUNT</p>	<p>Write a diary entry from female volcano emerging from water</p>	<p>FICTION</p>		<p>Fiji – lava Disney short film (5 parts on YouTube) Lava Short Film Movie Clip P1 - YouTube Lava Short Film Movie Clip P2 - YouTube Lava Short Film Movie Clip P3 - YouTube Lava Short Film Movie Clip P4 - YouTube Lava Short Film Movie Clip P5 - YouTube</p>	<p>*Empathy/inference of characters</p>	<p>*Description of events, places, changes. * setting descriptions *organise writing around a theme into a paragraph * use a wide range of conjunctions * Expanded noun phrases, * paragraphing around a theme (time) * adverbs including fronted adverbials, and to show time, manner and place</p>	<p>*Plan diary of male volcano *Write diary of male volcano Plan female diary *Write a diary entry from female volcano emerging from water</p>
<p>8.5.23 15.5.23 22.5.23</p> <p>THREE WEEKS</p>	<p>FICTION ADV. DESCRIPTIVE WRITING OF CHARACTER AND SETTING.</p>	<p>Using plot frame, retell the story using speech and varied sentence structures. Paragraphing to show structure.</p>	<p>FICTION</p>		<p>How to train your dragon Using video clips from start of first movie, introduction and character development of Hiccup, Toothless and Astrid and reasons for their actions.</p>	<p>* settings * conjunctions and adverbials impact on sentences/clauses * speech for dialogue, move on from Autumn Term learning * plot – identify and rewrite own version</p>	<p>* Look at arrival of character, images, effect of sentences style and length * explore character and setting and authorial clues/language including similes * Adverbials to show time, place and conjunctions to link ideas – adverbial and subordinate clauses.</p>	<p>Develop setting in Viking times, and start to develop retell, including dialogue between the characters.</p>
<p>UNIT</p>	<p>GENRE</p>	<p>GOLDEN WRITING OUTCOME</p>	<p>FICTION OR NON-FICTION</p>	<p>TEXT</p>	<p>STIMULUS</p>	<p>READING SKILLS</p>	<p>WRITING SKILLS</p>	<p>WRITING OUTCOMES IN ENGLISH BOOKS</p>

Half Term

<p>FIVE 5.5.23 12.6.23</p> <p>TWO WEEKS</p>	<p>FICTION LETTER</p>	<p>Write letter from boy to home telling about Butterfly Lion</p>	<p>FICTION</p>	<p>The Butterfly Lion</p>	<p>Letter writing</p>	<ul style="list-style-type: none"> * Sequencing and discussing the main events in stories * Analysing and evaluate texts looking at language, structure and presentation 	<ul style="list-style-type: none"> *Features of letters Advanced descriptive language *Coordinating and subordinating conjunctions *Effective verbs *Adverbs *Paragraphs 	<p>Plan letter</p>
<p>19.6.23</p> <p>WRITING ASSESSMENT WEEK PRIOR TO TEACHER ASSESSMENT</p>	<p>Fiction DIARY WRITING AND DESCRIPTION</p>	<p>Write letter</p>	<p>FICTION</p>	<p>The Time of the Lion (Guided reading) – Caroline Pitcher</p>	<p>Diary writing and description</p>	<ul style="list-style-type: none"> * Sequencing and discussing the main events in stories * Analysing and evaluate texts looking at language, structure and presentation 	<ul style="list-style-type: none"> *Features of letters Advanced descriptive language *Coordinating and subordinating conjunctions *Effective verbs *Adverbs *Paragraphs 	<p>Plan letter</p>
<p>SIX 26.6.23 3.7.23</p> <p>TWO WEEKS</p>	<p>Non-Fiction Report</p>	<p>Non-Fiction Report</p>	<p>NON- FICTION</p>	<p>Text:</p>	<p>Stimulus: Influential people African animals Non-fiction texts</p>	<ul style="list-style-type: none"> * Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary diagrams.</i> * Analysing and evaluate texts looking at language, structure and presentation * Explain how non-fiction books are 	<ul style="list-style-type: none"> * Plan their writing *Identifying and discussing the purpose, audience, language and structure. * Paragraphs. * Using headings and sub headings to organise information. * Conjunctions 	<p>Reports based on each stimulus</p>

						structured in different ways and can use them effectively.		
SEVEN 10.7.23 ONE WEEK	GENRE: Balanced Argument	Write up a balanced argument	NON- FICTION	Non-Fiction news stories, information books, ipad research	Stimulus: Tourism Conservation Poaching Global Warming	* paragraphs writing around a theme, * structure and layout, * audience awareness, * deliberate word choices (tech vocab)	*Layout of writing *begin to group facts under headings (paragraphing) *understand and use technical vocab *produce a paragraph around a theme *layout a text e.g title, for tourism, against tourism	<ul style="list-style-type: none"> • QR codes of verbal arguments • Written for and against arguments
EIGHT 17.7.23 LAST WEEK	NON-Fiction Skills Week		NON- FICTION					