

Term	Year 3					
	Autumn		Spring		Summer	
	First half	Second half	First half	Second half	First half	Second half
<p>Objectives:</p> <p>Application from previous year group</p> <p>Teach new learning</p> <p>Application of new learning</p>	<p>Y2: Past and present tense; use of the progressive form of verbs</p> <p>Y2: expanded noun phrases for description</p> <p>Y2 – Use of CL, FS, ?, ! to demarcate sentences; commas to separate items on a list;</p> <p>Y3: noun phrases provide detail with preposition phrases for character descriptions ‘the white horses gathering out at sea’</p> <p>Y3 - introduce inverted commas to punctuate speech</p> <p>Y3 – expressing place using prepositions</p>	<p>Y2: Past and present tense; use of the progressive form of verbs</p> <p>Y2: expanded noun phrases for description</p> <p>Y2 – Use of CL, FS, ?, ! to demarcate sentences; commas to separate items on a list; apostrophes for contraction and to mark singular possession in nouns</p> <p>Y2 – co-ordination (using or, and, but)</p> <p>Y3 - introduce inverted commas to punctuate speech</p> <p>Y3 – expressing time, place and cause using conjunctions, adverbs and prepositions</p>	<p>Y2 – Use of CL, FS, ?, ! to demarcate sentences; commas to separate items on a list; apostrophes for contraction and to mark singular possession in nouns</p> <p>Y2 – subordination (when, if, that, because), and co-ordination (using or, and, but)</p> <p>Y3 and 4: build a varied and rich vocabulary</p> <p>Y3 e.g. adverbs to express time</p> <p>Y3: use of present perfect instead of simple past ‘she has noticed’, ‘I have been there before’</p> <p>Y3: noun phrases provide detail with preposition phrases for setting descriptions</p> <p>Y3 – introduction of inverted commas to punctuate speech</p>	<p>Y2 – Use of CL, FS, ?, ! to demarcate sentences; commas to separate items on a list; apostrophes for contraction and to mark singular possession in nouns</p> <p>Y3 and 4: build a varied and rich vocabulary</p> <p>Y3: use of present perfect instead of simple past ‘she has noticed’, ‘I have been there before’</p> <p>Y3 e.g. adverbs, conjunctions and prepositions</p> <p>Y3: noun phrases provide detail with preposition phrases for setting descriptions</p> <p>Y3 – introduction of inverted commas to punctuate speech</p>	<p>Y2 – Use of CL, FS, ?, ! to demarcate sentences; commas to separate items on a list; apostrophes for contraction and to mark singular possession in nouns</p> <p>Y3 and 4: build a varied and rich vocabulary Y3 e.g. adverbs, conjunctions and prepositions</p> <p>Y3: begin to use paragraphs that are group related ideas (linked to sub-headings appropriately in non-fiction);</p> <p>Y3: use conjunctions, adverbs and prepositions to provide information about ‘when’ ‘where’ and ‘how things happen</p> <p>Y3: use of present perfect instead of simple past</p> <p>Y3: noun phrases provide detail with preposition phrases for setting descriptions</p>	<p>Y2 – Use of CL, FS, ?, ! to demarcate sentences; commas to separate items on a list; apostrophes for contraction and to mark singular possession in nouns</p> <p>Y3 and 4: build a varied and rich vocabulary Y3 e.g. adverbs, conjunctions and prepositions</p> <p>Y3: noun phrases provide detail with preposition phrases for setting descriptions</p> <p>Y3 – introduction of inverted commas to punctuate speech</p> <p>Y3:begin to use paragraphs that are group related ideas (linked to sub-headings appropriately in non-fiction);</p> <p>Y3: use conjunctions, adverbs and prepositions to provide information about ‘when’ ‘where’ and ‘how things happen</p> <p>Y3: use of present perfect instead of simple past ‘she has noticed’, ‘I have been there before’</p>

Suggested texts	2 days: Here we are	Into the forest	The Stone Age Boy	Jumblies	80 festivals		Dragon Machine	Cinderella of the Nile		Esio Trot	The Worst Witch
Text type Final Outcome		Fiction: Setting description To entertain Write next page To entertain	Fiction: Write a beginning To entertain Non fiction: Diary entry To recount	Poetry: Performance poetry? Non-fiction: Postcard home To recount	Non-fiction: Entry for festival To inform		Non-fiction: Non-chron report To inform Explanation – technical manual To instruct	Fiction: Ending To entertain Non-fiction Letter To inform Speech To persuade		Non-fiction: Instructions – tortoise catcher To instruct Debate – is Mr Hoppy a villain? To argue	Fiction Character description To entertain Non-fiction: Recipe for a potion To instruct Advert To persuade

Term	Duration of unit (weeks)	Context / text	Form	Outcome(s) (purpose and audience)	Key grammar and vocabulary teaching
	2 days	Here we are			
	3	Into the forest	Fiction: Setting description To entertain Write next page/rewrite story To entertain	F:Setting description, A: Yr 2 age reader P: to describe F: Conversation between 2 characters A: Yr 2 reader P: narrative F: Additional page A: Yr 2 reader P: narrative	Y2: Past and present tense; Y2: expanded noun phrases for description Y2 – Use of CL, FS, ?, ! to demarcate sentences; Y3 - introduce inverted commas to punctuate speech A and an

Autumn term	4	Stone age boy	<p>Fiction: Write a beginning To entertain</p> <p>Non fiction: Diary entry To recount</p>	<p>F: Setting description A: Reader yr 3 age P: to describe</p> <p>F: diary entry A: Reader yr 3 age P: to recount</p>	<p>Y2: Past and present tense; use of the progressive form of verbs</p> <p>Y2: expanded noun phrases for description</p> <p>Y2 – Use of CL, FS, ?, ! to demarcate sentences; apostrophes for contraction</p> <p>Y3: noun phrases provide detail with preposition phrases for character descriptions 'the white horses gathering out at sea'</p> <p>Y3 - introduce inverted commas to punctuate speech</p>
				HALF TERM	
	3	The Jumblies	<p>Poetry: Performance poetry</p>	<p>F: Performance A: to peers P: to entertain</p>	
	3	80 Festivals	<p>Non-fiction: Entry for festival To inform</p>	<p>F: Non-chron report A: Their peers P: To inform</p>	<p>Y2 – Use of CL, FS, ?, ! to demarcate sentences; commas to separate items on a list; apostrophes for contraction and to mark singular possession in nouns</p> <p>Y2: Past and present tense;</p> <p>Y2 – subordination (when, if, that, because)</p> <p>Y3 and 4: build a varied and rich vocabulary</p> <p>Y3 e.g. adverbs, conjunctions and prepositions</p> <p>Y3: noun phrases provide detail with preposition phrases for setting descriptions</p>
Spring term	6	Dragon Machine	<p>Non-fiction: Non-chron report Letter</p>	<p>F: Non-chron report A: Peers P: To inform</p> <p>F: Informal letter home A: Character parents P: to recount</p>	<p>Y2 – subordination (when, if, that, because), and co-ordination (using or, and, but)</p> <p>Y3 and 4: build a varied and rich vocabulary</p> <p>Y3 e.g. adverbs, conjunctions and prepositions</p> <p>Y3: use of present perfect instead of simple past 'she has noticed', 'I have been there before'</p>

				Half term	
	7	Cinderella of the Nile	<p>Fiction: Conversation To entertain</p> <p>Non-fiction Letter To inform</p> <p>Fiction: Ending To entertain</p>	<p>F: Conversation between 2 characters A: Yr 3 reader P: narrative</p> <p>F: Letter A: Peers P: To inform</p> <p>F: Ending A: Peer P: To entertain</p>	<p>Y2 – Use of CL, FS, ?, ! to demarcate sentences; commas to separate items on a list; apostrophes for contraction and to mark singular possession in nouns</p> <p>Y3 and 4: build a varied and rich vocabulary</p> <p>Y3 e.g. adverbs, conjunctions and prepositions</p> <p>Y3: use of present perfect instead of simple past 'she has noticed', 'I have been there before'</p> <p>Y3: noun phrases provide detail with preposition phrases for setting descriptions</p> <p>Y3 – introduction of inverted commas to punctuate speech</p>
Summer term	4	Esio Trot	<p>Non-fiction: Instructions – tortoise catcher To instruct</p> <p>Letter To recount</p> <p>Debate – is Mr Hoppy a villain? <i>Oracy</i> To argue</p>	<p>F: Instructions A: peers P: To instruct</p> <p>F: Letter A: Peers P: To recount</p> <p>F: Debate - <i>Oracy</i> A: Peers P: To argue</p>	<p>Y2 – Use of CL, FS, ?, ! to demarcate sentences; commas to separate items on a list; apostrophes for contraction and to mark singular possession in nouns</p> <p>Y3 and 4: build a varied and rich vocabulary Y3 e.g. adverbs, conjunctions and prepositions</p> <p>Y3: begin to use paragraphs that are group related ideas (linked to sub-headings appropriately in non-fiction);</p> <p>Y3: begin to use paragraphs that are group related ideas (linked to sub-headings appropriately in non-fiction);</p> <p>Y3: use conjunctions, adverbs and prepositions to provide information about 'when' 'where' and 'how things happen</p> <p>Y3: use of present perfect instead of simple past</p>

	6	Worst Witch	<p>Fiction</p> <p>Character description</p> <p>To entertain</p> <p>Non-fiction:</p> <p>Recipe for a potion</p> <p>To instruct</p>	<p>F: Character description A: Peers P: To entertain</p> <p>F: Recipe for a potion A: Peers P: To instruct</p>	<p>Y2 – Use of CL, FS, ?, ! to demarcate sentences; commas to separate items on a list;</p> <p>apostrophes for contraction and to mark singular possession in nouns</p> <p>Y3 and 4: build a varied and rich vocabulary Y3 e.g. adverbs, conjunctions and prepositions</p> <p>Y3: noun phrases provide detail with preposition phrases for setting descriptions</p> <p>Y3 – introduction of inverted commas to punctuate speech</p> <p>Y3:begin to use paragraphs that are group related ideas (linked to sub-headings appropriately in non-fiction);</p> <p>Y3: use conjunctions, adverbs and prepositions to provide information about ‘when’ ‘where’ and ‘how things happen</p> <p>Y3: use of present perfect instead of simple past ‘she has noticed’, ‘I have been there before’</p>
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