

Year 3				
Term	Topic	Outcome	Grammar Objectives to be taught	
			Word Level	Sentence Level
Advent 1	What makes Britain Great?	Story with a familiar setting (1 Cluster)  Author: Rahl Dahl Book: George's Marvellous Medicine	<b>(C1) recap adjectives.</b> (Y2, two adjectives with a comma to separate) <b>(C1)Use precise nouns</b> tree > oak flower > daisy insect > moth	<b>(C1) recap subject, predicate, stop</b>
		Nonsense poetry (1 cluster)	(C1-poem) Use <b>adjectives</b> that describe sound <i>loud quiet shrill melodic</i> (C1-poem) Use <b>adjectives</b> that describe touch <i>icy rough smooth sticky</i>	
		Story with a familiar setting (1 cluster)		(C1)Join 3 <b>predicates</b> with a <b>comma</b> and a <b>coordinating conjunction (and yet, but so)</b> <i>The boy fumbled through his bag, found the old key and pushed it into the lock.</i>

Advent 2	Through The Ages	<p>Historical narrative (2 clusters)</p> <p>Author: Satoshi Kitamura Book: Stone Age Boy</p>	<p>(C1) Understand a <b>preposition</b> as a single <b>word</b> that starts an <b>adverbial phrase</b></p> <p>(C1) Know and use the following <b>prepositions</b> among beneath beyond by during for like throughout until</p> <p>(C2) Begin a <b>sentence</b> with a <b>linking adverb</b> Soon, the sky was as black as pitch.</p>	<p>(C1) Understand a <b>non-finite clause</b> as a type of <b>subordinate clause</b> that starts with a <b>verb</b> (C1) Use an <b>ing non-finite clause</b> after a main clause</p> <p>(C2) Start a <b>sentence</b> with an –ing <b>non-finite clause</b>, separating with a <b>comma</b> Casting a sickly light over the world, the moon shone with a deathly glow.</p>
Lent 1	Gods and Mortals	<p>Greek Myth (2 clusters~)</p> <p>Theseus and the Minotaur C2 to focus on setting and problem, C1 to focus on solution and moral)</p>	<p>(C1) Know and use a range of reporting <b>verbs</b> yelled shrieked murmured</p>	<p>(C1) Year 2 recap: Punctuate direct <b>speech</b> with <b>inverted commas (speech marks)</b> “It’s dark tonight” the boy said.</p> <p>(C2) Begin a <b>sentence</b> with a <b>simile</b> (a ‘how’ <b>adverbial phrase</b>), separating with a <b>comma</b> Like a ghost, the moon drifted across the sky.</p> <p>(C2) Use an <b>apostrophe</b> to mark <b>plural</b> possession Rats’ eyes glittered in the darkness.</p>
Lent 2	What is Italy Like today?	<p>Persuasive Letter (1 cluster)</p> <p>Author: Philip Pullman Book: Firework Maker’s Daughter</p>	<p>Y1 Recap Starter: Understand a <b>verb</b> as a single <b>word</b> that describes an action</p> <p><b>C1 Know and use adverbs of time (when) and place (where)</b> <i>Time: still again soon tomorrow today</i></p> <p><i>Place: here there home left south upstairs</i></p>	<p><b>C1 Separate a fronted adverbial with a comma</b> That night, the moon shone.</p>

		Recipe/Instructions (1 cluster) Either firework recipe or ECO related	<b>C2</b> Know and use ordinal determiners First second third fifth tenth thirteenth hundredth	<b>C2 Use simple organisational devices such as headings and subheadings</b>
Pentecost 1	Emperors and Empires	Non-chronological report  (Julius Caesar/Romans independent write about themselves)	<b>(Cluster 1) Plural noun using possessive apostrophes</b> dog's vs dogs' Boy's vs boys' <b>Starters- Recap possessive apostrophe singular possessive (Yr2)</b>   Cluster 2 <b>Starter: Understand a main clause as a clause that may function independently as a sentence</b>	<b>Cluster 1-Organise writing into paragraphs around a theme</b>          Use an -ing <b>non-finite clause</b> after a <b>main clause</b> , separating with a <b>comma</b> The moon shone with a deathly glow, casting a sickly light over the world.

Pentecost 2	Rocks, relics and rumbles	<p>Diary entry</p> <p>Author: Christina Balit Book: Escape from Pompeii (2 clusters)</p>	<p><b>(C1) Understand a pronoun as a single word that replaces a noun or noun phrase</b> Know and use the following subjective pronouns (function as subjects) and objective pronouns (function as objects) subjective: I you he she it we they objective: me you him her it us them</p> <p><b>Use the present perfect tense, using the form: to have + -past participle (usually an -ed verb)</b> have walked has walked have caught has caught</p> <p>Cluster 2: Starter- Understand a clause as a structure that contains a single verb or verb phrase</p> <p><b>Understand a subordinate clause as a clause that does not function independently as a sentence</b></p>	<p><b>Use the present perfect tense to contrast with the past tense.</b></p> <p><b>Understand an adverbial clause as a type of subordinate clause that starts with a subordinating conjunction</b> Know and use the following subordinating conjunctions after although before as just as while (revise if when because from Y2)</p> <p><b>Separate an adverbial clause with a comma when it starts a sentence</b> When the boy pushed it, the gate creaked.</p>
-------------	---------------------------	----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------