

Year 3				
Term	Topic	Outcome	Grammar Objectives to be taught	
			Word Level	Sentence Level
Advent 1	What makes Britain great?	Narrative (past tense)  Author: Andy Shepherd Title: The Boy who Grew Dragons (2 clusters)	<p><b>Know and use ordinal determiners</b> first, second, third, fifth, tenth, thirteenth, hundredth (<i>the hundredth dragon, the fifth dragon hatched</i>).</p> <p><b>Understand a coordinating conjunction as a single word</b> that joins two equal <b>sentence</b> elements (i.e. a single word that joins two main clauses) and but or so</p>	<p>Year 2 Recap: <b>Use an apostrophe to mark singular possession</b></p> <p><b>Use an apostrophe to mark plural possession</b> The rats' eyes glittered in the darkness. dog's vs dogs' boy's vs boys'</p> <p><b>Understand a main clause as a clause that may function independently as a sentence.</b></p> <p><b>NC: Organise writing into paragraphs around a theme</b> <b>NC: Create settings, characters and plot</b></p>
		Explanation Life cycle of a Bearded Dragon (2 clusters)	<p><b>Use precise nouns</b> oak rather than tree daisy rather than flower moth rather than insect</p> <p><b>Understand an adverb as a single word that describes how, when or where a verb happens</b> carefully slowly gently greedily</p>	<p><b>Understand an adverbial clause as a type of subordinate clause that starts with a subordinating conjunction</b> (recap: <i>when, if, because</i>; introduce: <i>after, although, before, as, just as, while</i>)</p> <p><b>Separate an adverbial clause with a comma when it starts a sentence:</b> <i>When the boy pushed it, the gate creaked.</i></p> <p><b>NC: Organise writing into paragraphs around a theme</b> <b>NC: Organise writing with headings and subheadings</b></p>

Advent 2	Through The Ages	<p>Instructions How to be an archaeologist (enrichment: <i>archaeological dig at Creswell Crags</i>) (1 cluster)</p>	<p><b>Know and use the following linking adverbs:</b> next, now, soon, then</p> <p><b>Understand an adverb as a single word that describes how, when or where a verb happens</b> carefully slowly gently</p> <p><b>Use adjectives that describe touch</b> Rough smooth sticky icy</p>	<p><b>Begin a sentence with a linking adverb</b> Soon, the sky was as black as pitch.</p> <p><b>NC: Organise writing with headings and subheadings</b></p>
		<p>Historical narrative (2 clusters)</p> <p>Author: Satoshi Kitamura Title: The Stone Age Boy</p>	<p><b>Cluster 1) Understand a preposition as a single word that starts an adverbial phrase</b></p> <p><b>Cluster 1) Know and use the following prepositions</b> among beneath beyond by during for like throughout until</p> <p><b>Cluster 2) Begin a sentence with a linking adverb</b> Soon, the sky was as black as pitch.</p> <p><b>Cluster 2) Know and use the following linking adverbs (at the start of a sentence)</b> Next now soon then</p>	<p><b>Cluster 1) Understand a non-finite clause as a type of subordinate clause that starts with a verb</b></p> <p><b>Cluster 1) Use an ing non-finite clause after a main clause</b></p> <p><b>Cluster 2) Start a sentence with an -ing non-finite clause, separating with a comma</b> Casting a sickly light over the world, the moon shone with a deathly glow.</p> <p><b>NC: Organise writing into paragraphs around a theme</b> <b>NC: Create settings, characters and plot</b></p>
Lent 1	Gods and Mortals	<p>Myths King Midas and the golden touch (and writing own myth based on this) (2 clusters)</p>	<p><b>Cluster 2) Begin a sentence with a simile (a 'how' adverbial phrase), separating with a comma</b> Like a ghost, the moon drifted across the sky.</p> <p><b>Cluster 2) Use like and as to create similes</b> like a shadow as old as time</p> <p><b>Cluster 2) Use an apostrophe to mark plural possession</b> The rats' eyes glittered in the darkness. dog's vs dogs' boy's vs boys'</p>	<p><b>Cluster 1) Year 2 recap: Punctuate direct speech with inverted commas (speech marks)</b> "It's dark tonight" the boy said.</p> <p><b>Cluster 1) Know and use a range of reporting verbs</b> yelled shrieked murmured</p> <p><b>NC: Create settings, characters and plot</b></p>

	<p>Non-chronological Report Greece (weather, climate, food, Athens, the islands) (2 clusters)</p>	<p>Use a <b>pronoun</b> as a single <b>word</b> that replaces a <b>noun</b> or <b>noun phrase</b></p>	<p>Use the <b>present perfect tense</b>, using the form: to have + - past participle (usually an -ed verb) [The islands] have attracted [Athens] has attracted [Many people] have travelled [The Greeks] have built</p> <p>Understand an <b>adverbial clause</b> as a type of <b>subordinate clause</b> that starts with a <b>subordinating conjunction</b> (<i>recap: when, if, because; introduce: after, although, before, as, just as, while</i>)</p> <p>NC: Organise writing with headings and subheadings NC: Organise writing into paragraphs around a theme</p>
Lent 2  What is Italy Like today?	<p>Persuasive Letter  Author: Philip Pullman Title: The Firework Maker's Daughter: Chapter 1 (1 cluster)</p>	<p><b>Know and use adverbs of time (when) and place (where).</b> <i>Time: still again soon tomorrow today</i> <i>Place: here there home left south upstairs</i></p>	<p>Separate a <b>fronted adverbial</b> with a <b>comma</b>. <i>That night, the moon shone.</i></p> <p>Join 3 <b>predicates</b> with a <b>comma</b> and a <b>coordinating conjunction</b>. <i>The boy fumbled through his bag, found the old key and pushed it into the lock.</i></p> <p>NC: Organise writing into paragraphs around a theme</p>
	<p>Story with a Familiar Setting  Author: Roald Dahl Title: George's Marvellous Medicine (1 cluster)</p>	<p><b>Use precise nouns</b> Oak rather than tree Daisy rather than flower Moth rather than insect</p> <p><b>Use adjectives</b> that describe sound loud quiet shrill melodic</p>	<p>Year 2 recap: Punctuate direct <b>speech</b> with <b>inverted commas (speech marks)</b> "It's dark tonight" the boy said.</p> <p><b>Know and use a range of reporting verbs</b> yelled shrieked murmured</p> <p>NC: Organise writing into paragraphs around a theme NC: Create settings, characters and plot</p>

Pentecost 1  Emperors and Empires	Poetry (Nonsense based on George's Marvellous Medicine) (1 cluster)	<p><b>Use adjectives that describe sound</b> <i>loud quiet shrill melodic</i></p> <p><b>Use adjectives that describe touch</b> <i>icy rough smooth sticky</i></p>	<p><b>Understand a coordinating conjunction as a single word that joins two equal sentence elements (i.e. a single word that joins two main clauses)</b> and but or so</p>
	<p>Narrative recount (Diary Entry)</p> <p>Author: Christina Balit</p> <p>Title: Escape from Pompeii</p> <p>(2 clusters)</p>	<p><b>Cluster 1) 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) <i>subjective: I you he she it we they</i> <i>objective: me you him her it us them</i></p> <p><b>Cluster 1) 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><b>Cluster 2) Understand an adverbial clause as a type of subordinate clause that starts with a subordinating conjunction</b></p> <p><b>Cluster 2) Understand a subordinate clause as a clause that does not function independently as a sentence</b></p> <p><b>Cluster 2) Understand an adverbial clause as a type of subordinate clause that starts with a subordinating conjunction</b> (recap: when, if, because; introduce: after, although, before, as, just as, while)</p> <p><b>Cluster 2) Separate an adverbial clause with a comma when it starts a sentence</b> <i>When the boy pushed it, the gate creaked.</i></p> <p><b>NC: Organise writing into paragraphs around a theme</b></p>

Pentecost 2	<p>Narrative Author: Remi Blackwood Title: Future Hero (2 clusters)</p>	<p><b>Cluster 2) Understand a preposition as a single word that starts an adverbial phrase</b></p> <p><b>Know and use the following prepositions</b> among beneath beyond by during for like throughout until</p>	<p><b>Cluster 1) Use an -ing non-finite clause after a main clause, separating with a comma</b> The moon <b>shone</b> with a deathly glow, casting a sickly light over the world.</p> <p><b>Cluster 1) Start a sentence with an -ing non-finite clause, separating with a comma</b> Casting a sickly light over the world, the moon <b>shone</b> with a deathly glow.</p> <p><b>Cluster 2) Join 3 predicates with a comma and a coordinating conjunction (and, yet, so, but)</b> The boy <b>fumbled</b> through his bag, <b>found</b> the old key and <b>pushed</b> it into the lock.</p> <p>NC: Organise writing into paragraphs around a theme NC: Create settings, characters and plot</p>
Rock, relics and rumbles	<p>Biography (of Jarell, main character from Future Hero) (2 clusters)</p>	<p><b>Know and use adverbs of time (when) and place (where)</b> <i>Time:</i> still again soon tomorrow today <i>Place:</i> here there home left south upstairs</p> <p><b>Begin a sentence with a linking adverb</b> <i>Soon, the sky was as black as pitch.</i></p> <p><b>Know and use the following linking adverbs (at the start of a sentence)</b> Next now soon then</p> <p><b>Know and use subjective pronouns (function as subjects) and objective pronouns (function as objects)</b> <i>Subjective:</i> he she it they <i>Objective:</i> him her it 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>NC: Organise writing into paragraphs around a theme NC: Organise writing with headings and subheadings</p>