

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)	<b>Know and use ordinal determiners</b> first, second, third, fifth, tenth, thirteenth, hundredth ( <i>the hundredth dragon, the fifth dragon hatched</i> ).  <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	Year 2 Recap: Use an <b>apostrophe</b> to mark <b>singular possession</b>  <b>Use an apostrophe to mark plural possession</b> The rats' eyes glittered in the darkness. dog's vs dogs' boy's vs boys'  <b>Understand a main clause as a clause that may function independently as a sentence.</b>  <b>NC: Organise writing into paragraphs around a theme</b> <b>NC: Create settings, characters and plot</b>
		Explanation Life cycle of a Bearded Dragon (2 clusters)	<b>Use precise nouns</b> oak rather than tree daisy rather than flower moth rather than insect  <b>Understand an adverb as a single word that describes how, when or where a verb happens</b> carefully slowly gently greedily	<b>Understand an adverbial clause as a type of subordinate clause that starts with a subordinating conjunction</b> (recap: <b>when, if, because</b> ; introduce: <b>after, although, before, as, just as, while</b> )  <b>Separate an adverbial clause with a comma when it starts a sentence:</b> <i>When the boy pushed it, the gate creaked.</i>  <b>NC: Organise writing into paragraphs around a theme</b> <b>NC: Organise writing with headings and subheadings</b>

Advent 2	Through The Ages	<p>Instructions</p> <p>How to be an archaeologist (<i>enrichment: archaeological dig at Creswell Crags</i>) (1 cluster)</p>	<p>Know and use the following <b>linking adverbs</b>: next, now, soon, then</p> <p>Understand an <b>adverb</b> as a single <b>word</b> that describes <b>how, when or where a verb happens</b> carefully slowly gently</p> <p>Use <b>adjectives</b> that describe touch Rough smooth sticky icy</p>	<p>Begin a sentence with a <b>linking adverb</b> <i>Soon, the sky was as black as pitch.</i></p> <p>NC: Organise writing with headings and subheadings</p>
		<p>Historical narrative (2 clusters)</p> <p>Author: Satoshi Kitamura Title: The Stone Age Boy</p>	<p>Cluster 1) Understand a <b>preposition</b> as a single <b>word</b> that starts an <b>adverbial phrase</b></p> <p>Cluster 1) Know and use the following <b>prepositions</b> among beneath beyond by during for like throughout until</p> <p>Cluster 2) Begin a <b>sentence</b> with a <b>linking adverb</b> <i>Soon, the sky was as black as pitch.</i></p> <p>Cluster 2) Know and use the following <b>linking adverbs</b> (at the start of a <b>sentence</b>) Next now soon then</p>	<p>Cluster 1) Understand a <b>non-finite clause</b> as a type of <b>subordinate clause</b> that starts with a <b>verb</b></p> <p>Cluster 1) Use an <b>ing non-finite clause</b> after a main clause</p> <p>Cluster 2) Start a <b>sentence</b> with an <b>-ing non-finite clause</b>, separating with a <b>comma</b> <i>Casting a sickly light over the world, the moon shone with a deathly glow.</i></p> <p>NC: Organise writing into paragraphs around a theme NC: Create settings, characters and plot</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>Cluster 2) Begin a <b>sentence</b> with a <b>simile</b> (a 'how' <b>adverbial phrase</b>), separating with a <b>comma</b> <i>Like a ghost, the moon drifted across the sky.</i></p> <p>Cluster 2) Use <b>like</b> and <b>as</b> to create similes <i>like</i> a shadow <i>as</i> old as time</p> <p>Cluster 2) Use an <b>apostrophe</b> to mark <b>plural</b> possession The rats' eyes glittered in the darkness. dog's vs dogs' boy's vs boys'</p>	<p>Cluster 1) Year 2 recap: Punctuate direct <b>speech</b> with <b>inverted commas (speech marks)</b> <i>"It's dark tonight" the boy said.</i></p> <p>Cluster 1) Know and use a range of <b>reporting verbs</b> yelled shrieked murmured</p> <p>NC: Create settings, characters and plot</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> (recap: <b>when, if, because</b>; introduce: <b>after, although, before, as, just as, while</b>)</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</p> <p>Author: Philip Pullman Title: The Firework Maker's Daughter: Chapter 1 (1 cluster)</p>	<p>Know and use <b>adverbs</b> of time (when) and place (where). <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</p> <p>Author: Roald Dahl Title: George's Marvellous Medicine (1 cluster)</p>	<p>Use <b>precise nouns</b> Oak rather than tree Daisy rather than flower Moth rather than insect</p> <p>Use <b>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> <i>"It's dark tonight" the boy said.</i></p> <p>Know and use a range of reporting <b>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>Use <b>adjectives</b> that describe sound <i>loud quiet shrill melodic</i></p> <p>Use <b>adjectives</b> that describe touch <i>icy rough smooth sticky</i></p>	Understand a <b>coordinating conjunction</b> as a single <b>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>Narrative recount (Diary Entry)</p> <p>Author: Christina Balit Title: Escape from Pompeii (2 clusters)</p>	<p>Cluster 1) Understand a <b>pronoun</b> as a single <b>word</b> that replaces a <b>noun</b> or <b>noun phrase</b> Know and use the following subjective <b>pronouns</b> (function as subjects) and objective <b>pronouns</b> (function as objects) <i>subjective:</i> I you he she it we they <i>objective:</i> me you him her it us them</p> <p>Cluster 1) Use the <b>present perfect tense</b>, using the form: <b>to have + -past participle (usually an -ed verb)</b> have walked    has walked have caught    has caught</p>	<p>Cluster 2) Understand an <b>adverbial clause</b> as a type of <b>subordinate clause</b> that starts with a <b>subordinating conjunction</b></p> <p>Cluster 2) Understand a <b>subordinate clause</b> as a <b>clause</b> that does not function independently as a <b>sentence</b></p> <p>Cluster 2) Understand an <b>adverbial clause</b> as a type of <b>subordinate clause</b> that starts with a <b>subordinating conjunction</b> (recap: <i>when, if, because</i>; introduce: <i>after, although, before, as, just as, while</i>)</p> <p>Cluster 2) Separate an <b>adverbial clause</b> with a <b>comma</b> when it starts a sentence <i>When the boy pushed it, the gate creaked.</i></p> <p>NC: Organise writing into paragraphs around a theme</p>

Pentecost 2	Rocks, relics and rumbles	<p>Narrative Author: Remi Blackwood Title: Future Hero (2 clusters)</p>	<p>Cluster 2) Understand a <b>preposition</b> as a single <b>word</b> that starts an <b>adverbial phrase</b></p> <p>Know and use the following <b>prepositions</b> among beneath beyond by during for like throughout until</p>	<p>Cluster 1) 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.</p> <p>Cluster 1) 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> <p>Cluster 2) Join 3 <b>predicates</b> with a <b>comma</b> and a <b>coordinating conjunction</b> (and, yet, so, but) The boy fumbled through his bag, found the old key and pushed it into the lock.</p> <p>NC: Organise writing into paragraphs around a theme NC: Create settings, characters and plot</p>
		<p>Biography (of Jarell, main character from Future Hero) (2 clusters)</p>	<p>Know and use <b>adverbs</b> of time (when) and place (where) Time: still again soon tomorrow today Place: here there home left south upstairs</p> <p>Begin a <b>sentence</b> with a <b>linking adverb</b> Soon, the sky was as black as pitch.</p> <p>Know and use the following <b>linking adverbs</b> (at the start of a <b>sentence</b>) Next now soon then</p> <p>Know and use <b>subjective pronouns</b> (function as subjects) and <b>objective pronouns</b> (function as objects) Subjective: he she it they Objective: him her it them</p>	<p>Use the <b>present perfect tense</b>, using the form: to have + -past participle (usually an -ed verb) 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>