

## Year 3

<b>Year 3 Spring MTP</b>												
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
Grammar and Punctuation	Adverbs Using adverbs to express time and cause	Adverbs Express time, place and cause using adverbs [for example, then, next, soon, therefore etc	Adverbs Express time, place and cause using adverbs [for example, then, next, soon, therefore etc	Prepositions Using prepositions to express time and cause	Prepositions Express time, place and cause using prepositions [for example, before, after, during, in, because of]	Prepositions Express time, place and cause using prepositions [for example, before, after, during, in, because of]	Speech Introduction to inverted commas to punctuate direct speech		Tenses Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]  Using the present perfect form of verbs in contrast to the past tense		Assess	Review miscon Week
Alan Peat Sentences	Double ly ending  The more, the more					ing_____, ed_____		3ed sentences				
Spelling  Spelling Shed	Wk 13- Words with the digraph ai and tetragraph aigh Wk 14- Words with the digraph 'ei' and tetragraph 'eigh' Wk 15- Words where the digraph 'ey' makes an /ai/ sound			Wk 16- Words with the suffix '-ly' Wk 17- Words that are homophones Wk 18- Challenge Words			Wk 19- Words ending in al Wk 20- Words ending in le Wk 21- Words ending in ly with the base word le			Wk 22- Words ending in '-ly' where the base word ends in '-ic'. Wk 23- Words ending in '-ly'; exceptions Wk 24: Challenge Words		
Handwriting	The One-Armed Robot Family (k, b, p and r)						Assess and Review	The Curly Caterpillar Family (c, a, d, e, s and g)				Practice and Review
Reading text  VIPERS Foci	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Miraculous Journey of Edward Tulane	The Orchard Book of Greek Myths	The Orchard Book of Greek Myths	The Orchard Book of Greek Myths	The Orchard Book of Greek Myths	The Orchard Book of Greek Myths	The Orchard Book of Greek Myths
Writing Sequence	<b>Night at the Museum: Fictional recount narrative</b>  Experience lesson – To watch the film and generate useful vocabulary for the topic.			<b>Newspaper report</b>  Analyse the features of a newspaper report Identify facts and opinions			<b>The miraculous journey of Edward Tulane</b>  Understand and recall new vocabulary Identify the features of a narrative journey.			<b>Mummification</b>  Identify the purpose of a range of instructions Identify the structure of instructions		

	<p>To identify features of a fictional recount.          To define and use year 3 spellings.          To identify and use subordinate conjunctions.          To identify and use the more, the more sentence type.          To use and punctuate speech accurately.          To write a setting description. (Class write)          To write a setting description. (Independent write)          To plan my own fictional recount.          To independently write own fictional recount.          To edit my fictional recount.          To share my fictional recount.</p>	<p>Use inverted commas to punctuate quotes          Plan a newspaper report          Use fronted adverbials for effect          Ask appropriate interview questions          Write an effective headline          Write a clear orientation/introduction          Use a range of conjunctions to join clauses.          Use the present and past tenses accurately          Write a newspaper report          Edit and improve writing</p>	<p>Infer details about a character using evidence in the text.          Create a timeline of the main events of a narrative story using chronological order.          Use adverbs to express time and place.          Use speech to develop characters.          Write a character description          Plan own narrative journey          Use fronted adverbials to vary openers.          Independently write own narrative journey          Edit own narrative journey          Share narrative journey</p>	<p>Identify the features of instructions          Use imperative verbs and adverbs for effect          Use time conjunctions and fronted adverbials to order instructions          Use simple organisational devices within my writing          Compose and rehearse sentences orally          Discuss and record my ideas          Use a range of conjunctions to join clauses          Plan and write a set of instructions for the mummification process          Edit and improve writing</p>
Writing Outcomes	Write own imagined fictional recount narrative based on a museum experience.	Write our own imaginative newspaper report.	Retell the narrative of a new journey.	Write the process of mummification as detailed instructions (with because, when, if, as)