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| **Year 3****Lent Term****(Approx.13 weeks)** | **4 weeks (2 weeks to complete in this term)** | **4 weeks** | **4 weeks** | **4 weeks (2 weeks in this term)****BEGIN THIS TOPIC THIS TERM CARRY INTO NEXT TERM.** |
| NON-FICTION (writing to inform)**CONTINUED FROM ADVENT** | NON-FICTION (writing to inform) | FICTION (narrative) | NON-FICTION (writing to inform) |
| ***Text***  | Bill’s New Frock  |  Explanation text-how fossils are formed. | Lost Happy Endings  | Biography  |
| ***Structure*** | **How will we organise this piece of writing?**Past tense in third voice as narrator of the story.Follow structure of story with beginning, build up, dilemma, resolution and ending.  | **How will we organise this piece of writing?**Stages of an explanation in chronological order. Title and subheadings. Text boxes and diagrams.  | **How will we organise this piece of writing?**Follow structure of story with beginning, build up, dilemma, resolution and ending.  | **How will we organise this piece of writing?**Summarise main events of person’s life in introduction.Conclusion of how they’ll be remembered. Chronological ordering of life events.  |
| ***Knowledge*** | **What knowledge will children need to have in order to write this successfully?**Know about familiar settings such as home and school.  | **What knowledge will children need to have in order to write this successfully?** Know what an explanation text is and see examples of this. Know how fossils are formed.  | **What knowledge will children need to have in order to write this successfully?**Knowledge of what a forest looks like and what plants/animals are there. Knowledge of time and day/night changesKnowledge of weather | **What knowledge will children need to have in order to write this successfully?**Know what a biography looks like and features of this. Know about the person’s life/key events.  |
| ***Word*** | **What words will help children to describe this content knowledge?**Adjectives for description. Third person pronouns. Interesting verb choices for character actions. Informal direct speech between friendships from text.  | **What words will help children to describe this content knowledge?**Use coordinating and subordinating conjunctions to join clauses and give further information. Present perfect tense use e.g. “the mud has…for…” Causal connectives for cause and effect. Conjunctive adverbs to extend sentences. Prepositions to describe where the process happens and for cause for adding detail of how. Topical vocabulary linked to Science.  | **What words will help children to describe this content knowledge?**Adjectives for scenery description linked to range of senses.Third person pronouns for Jub and the witch. Prepositions for what is around Jub. Adverbs for how things move in the forest. Time adverbials for when event happens | **What words will help children to describe this content knowledge?**Third person pronouns for whoever the biography is about. Fronted time adverbials to sequencing of life. Past tense verbs Topical vocabulary linked to person’s life they are writing about.  |
| ***Sentence*** | **How will children compose well-written eloquent sentences?**Expanded noun phrases to describe the events from text and how character feels/reacts to this.Sequenced sentences so the narrative makes sense.  | **How will children compose well-written eloquent sentences?**Informative and detailed sentences. Main clause + subordinating clause=complex sentences. Sentences written in present or present perfect tense.  | **How will children compose well-written eloquent sentences?**Prepositions to develop detail of where things are placed and help reader picture this. Fronted adverbial phrases to add extra information for where, when or why. Expanded noun phrases to describe the forest setting and characters in detail. Suspense in sentences to make forest sound creepy | **How will children compose well-written eloquent sentences?** Chronologically sequenced sentences. Factually based complex sentences. Sentences organised by theme into a paragraph of information.  |