

2SIMPLE PLANS Medium Term Plan YEAR 3 TERM 3 Based on NLS unit plans

Objectives have been shortened for ease of reference, please refer to full objectives on the weekly plans.

Range Fiction & poetry: Adventure and mystery stories; stories by the same author; humorous poetry, poetry that plays with language, word puzzles, puns, riddles.
Non-fiction: i) letters written for a range of purposes: to recount, explain, enquire, congratulate, complain, etc ii) alphabetic texts, directions, encyclopaedias, indexes, etc
Links to electronic texts available on http://www.ict.oxon-lea.gov.uk/weblinks/pri_literacy.html

Sentence Objectives	Text Objectives for Units	Suggested Outcomes for learning	Text suggestions <small>2simple take no responsibility for content</small>	Suggestions for using <small>2simple products</small>	Link to example
S1 - to use awareness of grammar to decipher new and unfamiliar words in reading	POETRY 2 weeks T6, To compare forms or types of humour T7, To select, prepare, read aloud and recite by heart poetry that plays with language or entertains T9, Preferences for certain authors T15, To write poetry that uses sound to create effects T21 Use IT to bring to a published form	Short, humorous poem.e.g. by use of word play, absurd situations, cautionary tales, nonsense verse or a combination of these. It will be published using IT	Allan Ahlberg, John Agard, Hilaire Belloc, Wendy Cope, Mick Gowar, Brian Patten, Jack Prelutsky, Roger McGough, Kit Wright, http://www.bbc.co.uk/arts/poetry/outloud/ poets perform work	T15 , T21 Use 2Create and Music toolkit to import pictures and sound effects T7 Share likes 2Review+ T7, T21 Use sound recording to prepare and improve lines of poetry when reading or writing - 2Create A Story T21 Publish poem in 2publish	
S1,use grammar to support reading S4 to use speech marks and dialogue punctuation accurately S5 join sentences in more complex ways S6 to use vocabulary of time passing	NARRATIVE PLOT 2 weeks T1, To re-tell main points in sequence T2, To refer to significant aspects text T10, To plot a sequence of episodes modelled on a known story, as a plan T11, To write openings to stories or chapters linked to reading T13, To write extended stories based on a plan of incidents	Story includes: an opening - characters, setting; problem with development and build-up, an ending that resolves the problem;adjectives and variety of sentence structure. Some paragraphs will indicate some shifts in time or place.	Picture books for younger children e.g. by Antony Browne Maurice Sendak provide a good structure for children's own writing	T10, T1, T2 Use 2 connect to list main points in a story then use to retell orally. T13 Use 2Connect to write story or 2CAS for less confident writers. T2 Share ideas using 2Review+	

<p>S3 - to ensure grammatical agreement in speech and writing of pronouns S2, S4</p>	<p>NARRATIVE PERSPECTIVE 2 weeks T3, To distinguish between 1st and 3rd person accounts T4, To consider credibility of events T5, To discuss characters feelings, behaviour and relationships T8, To compare and contrast works by the same author T12, To write a first person account</p>	<p>First person account that indicates the character's feelings & in the first person with pronouns used correctly. Most speech will be laid out correctly.</p>	<p>Authors e.g. Roald Dahl, Dick King Smith Anthony Browne, Allan Ahlberg.</p>	<p>ICT 3C simple data base of characters or author's books 2investigate</p>	
<p>S6 - Joining Sentences S1, grammar S3, pronouns S 7 to become aware that commas mark grammatical boundaries</p>	<p>LETTERS AND NOTETAKING 2 weeks T16, To read examples of letters written for a range of purposes T20, To write letters, notes and messages linked to work in other subjects, T21, Use IT to bring to a published form T22, Experiment with recounting the same event in a variety of ways T23, To organise letters into paragraphs T25 To revise and extend work on note-making from previous term T26 To summarise in writing</p>	<p>A letter that is organised into paragraphs, written appropriately for the audience and states the writer's views clearly. The final form should use IT preferably sent to real person e.g. governors, author</p>	<p>Private letters or from the school. Published letters e.g. Jolly Postman Alan Ahlberg, Dear Greenpeace Simon James , I wish you were here Martina Selway Author websites http://www.ipl.org/div/kidspace/browse/rzn9300/</p>	<p>T20 Use 2publish template T23 Use 2Connect to note and organise ideas - start to use web research tool to take note of key words T23. T22 Exchange with other children using 2Email</p>	
<p>S7 - Commas</p>	<p>ALPHABETICAL TEXT 2 weeks T17, To 'scan' indexes directories and IT sources, etc. T18, To locate books by classification in class or school libraries T19, To summarise orally in one sentence the content of a passage or text T24, To make alphabetically ordered texts</p>	<p>Sort information alphabetically. Contribute to an alphabetically ordered text about another curriculum area. To use IT to enhance the published format</p>	<p>Dictionaries, glossaries, catalogues, registers. CDROMs. Files on a computer. Site maps of websites.</p>	<p>T24 Use 2Connect to brainstorm then sort words. Turn off lines T24 Use 2Create. Make own catalogue e.g. of objects in Roald Dahl stories linked to author study.</p>	
	<p>2SIMPLE PLANS</p>	<p>YEAR 3 TERM 3</p>	<p>JULIE STEER</p>		