

Yearly Overview for Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write				2. Determiners			3. Conjunctions				Assessments
Spring	1. Adverbs			2. Prepositions			3. Speech			4. Tenses		Assessments
Summer	1. Nouns		2. Paragraphs				3. Word Families		4. Prefixes			Assessments

*Opportunities to consolidate previously taught Y3 objectives in red. *Links to previous year group's objectives in green

Year 3 – Long Term Plan – Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	1. Ready to Write (2G3.2) Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon] Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: • (2G5.2) <u>full stops</u> • (2G5.1) <u>capital letters</u> • (2G5.4) <u>exclamation marks</u> • (2G5.3) <u>question marks</u> (2G2.2) How the grammatical patterns in a sentence indicate its function as a question (2G2.3) How the grammatical patterns in a sentence indicate its function as a command (2G2.4) How the grammatical patterns in a sentence indicate its function as a exclamation (2G2.1) How the grammatical patterns in a sentence indicate its function as a statement (2G3.3) <u>Co-ordination (using or, and, or but)</u> (2G3.4) <u>Subordination (using when, if, that, or because)</u> (2G5.5) <u>Commas to separate items in a list</u> (2G5.8) <u>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</u> (2G4.2) Learn how to use the present and past tenses correctly and consistently including the progressive form				2. Determiners (3G1.8) <u>Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</u> Terminology for pupils: • (3G1.8) <u>consonant</u> • (3G1.8) <u>consonant letter</u> • (3G1.8) <u>vowel</u> • (3G1.8) <u>vowel letter</u>				3. Conjunctions (3G3.4) <u>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</u> (3G1.4) <u>Using conjunctions to express time and cause</u> (3G1.4) <u>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</u> Terminology for pupils: • (3G1.4) <u>conjunction</u> • (3G3.1) <u>clause</u> • (3G3.4) <u>subordinate clause</u>				Assessments

*Links to Y2 expanded noun phrases objective.

*Links to Y2 co-ordination and subordination.

*Determiners

*Links to all Y2 objectives.

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Year 3 – Long Term Plan – Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
Spring	<p>1. Adverbs</p> <p>(3G1.6) <u>Using adverbs to express time and cause</u></p> <p>(3G1.6) <u>Express time, place and cause using adverbs [for example, then, next, soon, therefore]</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y2 using ly to turn adjectives into adverbs.</p> <p>*Determiners</p> </div>			<p>2. Prepositions</p> <p>(3G1.7) <u>Using prepositions to express time and cause</u></p> <p>(3G1.7) <u>Express time, place and cause using prepositions [for example, before, after, during, in, because of]</u></p> <p>Terminology for pupils: • (3G1.7) <u>preposition</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y2 expanded noun phrases objective.</p> <p>* Adverbs</p> <p>* Determiners</p> </div>			<p>3. Speech</p> <p>(3G5.7) <u>Introduction to inverted commas to punctuate direct speech</u></p> <p>Terminology for pupils: • (3G5.7) <u>direct speech</u> • (3G5.7) <u>inverted commas (or 'speech marks')</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y2 sentence types (statement/exclamation/command)</p> <p>*Adverbs</p> <p>*Prepositions</p> <p>*Determiners</p> </div>			<p>4. Tenses</p> <p>(3G4.1b) <u>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]</u></p> <p>(3G4.1b) <u>Using the present perfect form of verbs in contrast to the past tense</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y2 past and present tense.</p> <p>*Adverbs</p> <p>*Prepositions</p> <p>*Determiners</p> </div>			<p>Assessments</p>		

Year 3 – Long Term Plan – Summer

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	<p>1. Nouns</p> <p><i>No National Curriculum objective for Year 3. This block will look at types of nouns including abstract nouns.</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y2 nouns, verbs and adjectives</p> <p>*Adverbs</p> </div>		<p>2. Paragraphs</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y2 sentence types</p> <p>*Adverbs</p> <p>*Speech</p> </div>				<p>3. Word Families</p> <p>(3G6.4) <u>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</u></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (3G6.4) <u>word family</u> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y2 suffix</p> <p>*Adverbs</p> </div>		<p>4. Prefixes</p> <p>(3G6.2) <u>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</u></p> <p>Spelling: Spell more prefixes</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (3G6.2) <u>prefix</u> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Links to Y2 suffix</p> <p>* Word families</p> </div>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessments</p>	