

2SIMPLE PLANS Medium Term Plan YEAR 3 TERM 2 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: Myths, legends, fables, parables: traditional stories, stories with related themes: oral and performance poetry from different cultures. .

Non-fiction: i) Instructions ii) dictionaries without illustrations, thesauruses

Electronic text suggestions available http://www.ict.oxon-lea.gov.uk/weblinks/pri_literacy.html

Sentence Objectives	Text Objectives for Units	Suggested Outcomes	Text suggestions 2simple take no responsibility for content	Suggestions for using 2simple products	Link to example
<p>S1 Using awareness of grammar to decipher words</p> <p>S2 knowing the function of adjectives</p> <p>S3 use the term adjective appropriately</p> <p>S6 to note where commas occur in reading</p> <p>S7 use the term comma appropriately</p>	<p>MYTH - LEGENDS Themes -3 week unit</p> <p>T2, To identify typical story themes</p> <p>T3 Discuss recurring character types</p> <p>T7, To describe and sequence key incidents in a variety of ways</p> <p>T9, To write a story plan for own myth, fable or traditional tale</p> <p>T8, To write portraits of characters, using story text to describe behaviour</p>	<p>A story with a moral message. This may be an adaptation that shows the triumph of good over evil, +good and evil characters. Story with beginning, middle and an end that conveys the message. Sentences with some effective adjectives.</p>	<p>Search web using name of a myth or fable to produce and electronic version by an out of copyright author e.g. Andrew Lang or Aesop</p>	<p>T2 T3 Use 2Connect to list features of myth or characters</p> <p>T9 2Connect myth template to structure own story</p> <p>T6 2Publish wanted poster template</p> <p>ICT 3E data bases for features of legends use 2Investigate e.g data base to sort monsters</p>	<p>Myth planner in 2connect</p>
<p>S 1 Awareness of grammar should support reading</p> <p>S9 Experiment with deleting words to explore sense of language</p>	<p>PERFORMANCE POETRY 2 weeks</p> <p>T4, To choose and prepare poems for performance</p> <p>T5, Rehearse and improve performance, taking note of punctuation and meaning</p> <p>T11, To write new or extended verses for performance</p>	<p>Prepare a poem for performance. Rehearse and improve their performance by: varying the expression, tone, volume of the voice; using movement and sound to enhance audience enjoyment. Write own verse and perform it</p>	<p>Poems with strong emotions and lively language make good performance poems. E.g. raps, chants and songs, free verse. Poets e.g. Grace Hallworth, Grace Nicholls, John Agard, Paul Cookson, Adrian Henri, Tony Mitton</p> <p>Web search for 'nursery rhymes' also</p>	<p>T5 use voice recording on 2create to improve expression etc.</p> <p>T4 T11 add sound effects to poems using 2create or Music toolkit</p>	

<p>S4 plurals S5 plurals</p>	<p>NARRATIVE PLOT TRADITIONAL STORY T1, To investigate the styles and voices of traditional story language T3, To identify and discuss main recurring characters T6, To plan main points as a structure for story writing T7 sequence key events in a variety of ways T8, To write portraits of characters, using text to describe behaviour T9 To write story plan for own myth of fable or traditional story T10, To write alternative sequels to traditional</p>	<p>A traditional story based on a model read but substituting different characters or setting with a clear sequence of beginning, middle and an end. Mostly be written in sentences with effective adjectives. Some phrases from traditional stories, e.g. for opening scenes, will be used.</p>	<p>If children are going to write an alternative sequel to a traditional tale, it is helpful if they read a published sequel as well as the traditional tale e.g. by Jon Scieszka, Laurence Anholt, Babette Cole, Amanda Graham</p>	<p>.T3 T6 Use 2connect to identify key themes in a traditional tale T9 2connect to plan story. Export in to 2Connect then: T10 Use 2create to write alternative endings to a traditional tale to make multi ending class story.</p>	
<p>S9 - Deleting words S8, Capitals S11 verbs</p>	<p>NOTEMAKING AND INSTRUCTIONS 2 weeks T17, To make clear notes, through, e.g.,: Discussing the purpose of note taking T12, To identify the different purposes of instructional texts T13, To discuss the merits and limitations of particular instructional texts T14, How written instructions are organised T15, To read and follow simple instructions T16, To write instructions</p>	<p>Make notes in 2 different ways; texts include IT ones Write a set of clear instructions that are easy to follow; in the correct order with an overview of the process& equipment; diagrams, language of command. The layout may include bullet points arrows etc</p>	<p>Web search for 'children's games' or 'children's recipes' Route finders and directions are also available on the web through motoring organisations or tourist and hotel websites. Dictionaries and thesaurus e.g. Plumbs visual thesaurus-free trial on web</p>	<p>T17 Use 2connect to make notes in sequence. T16 Import photos into 2CAS and write instructions based on the photos.</p>	
	<p>2SIMPLE PLANS</p>	<p>Year 3 term 2</p>	<p>JULIE STEER</p>		