


# ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN



**TOPIC TITLE/SUBJECT:** English Marcy and the riddle of the Sphinx

**YEAR GROUP:** 3

**TERM:** Spring 2

<p><b>Vocabulary</b> noun, expanded noun phrase, question, adjective, adverb, comma, conjunction, contraction, apostrophe, possession, preposition, speech, inverted commas, reporting clauses</p> <p><b>Subject vocabulary:</b> Sphinx, Egypt, Pyramids, fearful, nervous, brave, explorer,</p> <p><b>Speaking/Listening:</b> <b>Listening:</b> adds detail or leaves information out according to how much is already known by the listener <b>Questioning:</b> poses 'What if?' questions that may change the outcome or direction of the problem <b>Oral Rehearsal/Presenting:</b> performance of speech to inform writing.</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>- Use some <b>conjunctions</b> (e.g. and, because, but, and, so) for cohesion and to add detail</li> <li>- Use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)</li> <li>- Write direct speech using appropriate punctuation</li> <li>- Use phonic knowledge and other knowledge of spelling to spell many words relating to KS1 programme of study correctly</li> </ul>	<p><b>What we already know</b></p> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>- Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>
<p><b>Illustration</b></p> 	<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>• To use inference skills</li> <li>• To compare characters using evidence from the text</li> <li>• Investigate new vocabulary from the text</li> <li>• To write a letter of apology</li> <li>• To use prepositions in a descriptive sentence.</li> <li>• To write a conversation between two characters.</li> <li>• To order the events in a story</li> <li>• To write a first person recount of Marcy's adventure showing that she has become braver.</li> </ul>	<p><b>Themes/Morals</b></p> <p><b>Themes:</b> Bravery Family Egyptian gods</p> <p><b>Morals:</b> Inner bravery</p>