

YEAR 3/4 AUTUMN EVEN YEARS

TERM/ TOPIC	AUTUMN 1 – The Romans	AUTUMN 2 – The Romans
Unit	4A - Stories from other Cultures – Narrative	1A Performance Poetry – Poetry 3B Myths and Legends - Narrative
Core texts	The Greedy Zebra - Mwenye Hadithi The Enormous Elephant - Mwenye Hadithi	Orchard Book of Roman Myths - Geraldine McCaughrean A Kid in my Class: Poems - Rachel Rooney
Range of writing outcomes	Rewrite a story in the style of an author To describe a setting Write the end of a story Write a story	Create calligrams Write a Poem Retell a myth Write in role of a character Create a character profile Write a myth
Unit objectives	<ul style="list-style-type: none"> ✓ Language choices help create realistic narratives, e.g. adverbs, adjectives, nouns ✓ Narratives and retellings are written in first or third person / past tense ✓ Events are sequenced to create chronologically ✓ Use adverbials to describe settings ✓ Use of dialogue begins to move a narrative forward ✓ Logically organised paragraphs ✓ Use a range of fronted adverbials – time, manner & place and use of comma ✓ Use a range of conjunctions e.g. when, before, after, while, so, ✓ Using prepositions e.g. before, after, during, in, ✓ Present perfect form of verbs can be used within dialogue or a character’s thoughts ✓ Verbs and adverbs should be chosen for effect ✓ Noun phrases used to create effective descriptions ✓ Inverted commas can be used to punctuate direct speech and using a new line for a new speaker 	<ul style="list-style-type: none"> ✓ Narratives and retellings are written in first or third person / past tense ✓ Events are sequenced to create chronologically ✓ Use of Dialogue begins to move a narrative forward ✓ Logically organised paragraphs ✓ Fronted adverbials – time and manner followed by a comma ✓ Inverted commas can be used to punctuate direct speech and using a new line for a new speaker ✓ Noun phrases can be used to create effective descriptions – adjectives and prepositions ✓ Use Verbs and adverbs should be chosen for effect ✓ Cohesion can be created, and repetition avoided through the use of nouns and pronouns ✓ Children can plan, organise and create a poetry presentation
Outcomes	<p><u>Stories from other cultures</u></p> <ul style="list-style-type: none"> ✓ Read stories from another culture and find evidence about where the story is set. ✓ Write character sketches using evidence deduced from the text. ✓ Recognise the stages in a story and the way that events are linked. ✓ Identify powerful verbs in a text and talk about their function. ✓ Plan a story with a clear structure including a build-up, climax and resolution. ✓ Write a complete narrative with their ideas organised into paragraphs. 	<p><u>Performance Poetry</u></p> <ul style="list-style-type: none"> ✓ Listen for and use some technical terms in discussion of poems. ✓ Understand how the use of expressive and descriptive language can create effects or generate emotional responses. ✓ Experiment orally with phrases and words to create different effects and responses. ✓ Reflect on and evaluate the quality of their own and their peers’ poetry presentations. <p><u>Myths/Legends</u></p> <ul style="list-style-type: none"> ✓ Identify the main text features of a quest myth, including the introduction of the characters, the problem to be overcome, the journey undertaken and the resolution of the problem. ✓ Question others to find out further detail about a narrative. ✓ Tell a story orally, organised in a clear sequence, using the organisational and language features of the text-type. ✓ Write a narrative using paragraphs to organise ideas maintaining cohesion within and between paragraphs
Composition	<p><u>Children should be taught to:</u></p> <p><u>Plan writing by:</u></p> <ul style="list-style-type: none"> ✓ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ✓ Discussing and recording ideas <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> ✓ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ✓ Organising paragraphs around a theme ✓ In narratives, creating settings, characters and plot ✓ In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> ✓ Assessing the effectiveness of their own and others’ writing and suggesting improvements ✓ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ✓ Proof-read for spelling and punctuation errors ✓ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	

Grammar	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> ✓ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ✓ Using the present perfect form of verbs in contrast to the past tense ✓ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ✓ Using conjunctions, adverbs and prepositions to express time and cause ✓ Using fronted adverbials <p><u>Indicate grammatical and other features by:</u></p> <ul style="list-style-type: none"> ✓ Using commas after fronted adverbials ✓ Indicating possession by using the possessive apostrophe with plural nouns ✓ Using and punctuating direct speech <p><u>Year 3 specific:</u></p> <ul style="list-style-type: none"> ✓ Use conjunctions to express time, place and cause – when, before while, so because, adverbs – then, soon, prepositions – before, after, during, in, because of, next ✓ Using determiners, a and an correctly ✓ Use heading and subheadings ✓ Use the present perfect form ✓ Begin to use inverted commas for direct speech ✓ Use clauses and subordinate clauses. <p><u>Year 4 specific:</u></p> <ul style="list-style-type: none"> ✓ Use expanded noun phrases with adjectives and prepositions ✓ Use fronted adverbials punctuated correctly ✓ Use of paragraphs to organise ideas around a theme ✓ Use pronouns and nouns to avoid repetition ✓ Punctuate direct speech correctly ✓ Identify and use determiners 				
Content NC Appendix 2	<p><u>Word</u> Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>	<p><u>Sentence</u> Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>	<p><u>Text</u> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p><u>Punctuation</u> Introduction to inverted commas to punctuate direct speech</p>	<p><u>Terminology</u> adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)</p>
Handwriting	<p><u>Expectation by the end of Year 3 and 4:</u></p> <ul style="list-style-type: none"> ✓ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ✓ Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 				