

YEAR 3/4 AUTUMN EVEN YEARS

TERM/ TOPIC	SPRING 1 - ANGLO SAXONS AND VIKINGS	SPRING 2 - ANGLO SAXONS AND VIKINGS
Unit	3A Imaginary Worlds 1A -Adventure and mystery 2A -Poetry Imagery – Odes and Insults Poems 1A -Information	
Core texts	How to Train your Dragon - Cressida Cowell Dragons - Information text / Non-Fiction Odes to Food – Poetry	
Range of writing outcomes	Description of characters and settings Diary writing Odes and insults poems – related to food Adverts Wanted posters Creating and labelling own dragon Non-chronological reports	Non-chronological reports Shakespearian insults Instructions Book review Maps and Key – Labelling Comparison of book and film
Unit objectives	<p><u>Odes and insults Poems</u></p> <ul style="list-style-type: none"> ✓ Children can write their own simple poem based on one previously read and analysed. ✓ Perform a range of poems aloud <p><u>Information text</u></p> <ul style="list-style-type: none"> ✓ Third person and present tense ✓ Questions can be used to form titles ✓ Use of conjunctions and prepositions ✓ Organised into sections with a topic sentence for paragraphs / headings / subheadings ✓ Layout devices such as heading, subheadings, columns, bullet points ✓ Specific use of vocabulary ✓ Determiners – some, most, few, many ✓ Main and subordinate clauses use at the beginning of a sentences using although <p><u>Recount</u></p> <ul style="list-style-type: none"> ✓ Past tense - past progressive form & past perfect ✓ Use conjunctions/ apostrophes/ adverbs/prepositions noun phrases ✓ Fronted adverbials to show- time, manner, place, frequency 	<p><u>Adventure/ Mystery/ Fantasy</u></p> <ul style="list-style-type: none"> ✓ Written in the first or third person ✓ Written in the past tense, occasionally told in the present tense ✓ Events are sequenced to create chronology through the use of adverbials and prepositions ✓ Descriptions, including those of settings, are developed through the use of adverbials/ expanded noun phrases ✓ Dialogue is used to convey characters' thoughts and to move the narrative forward- ✓ Language choices help create realistic- sounding narratives ✓ Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'We were' ✓ Fronted adverbials used with a comma ✓ The use of adverbials, e.g. therefore, however creates cohesion within and across paragraphs ✓ Paragraphs are useful for organising the narrative into logical sections ✓ Verbs and adverbs should be chosen for effect ✓ Use conjunctions ✓ Apostrophes can be used to indicate plural possession e.g. the girls' names ✓ Develop a range of sentence types used within writing
Outcomes	<p><u>Imaginary</u></p> <ul style="list-style-type: none"> ✓ Express opinions about an author's intended impact on a reader. ✓ 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 <p><u>Adventure and Mystery</u></p> <ul style="list-style-type: none"> ✓ Identify key features of adventure stories. ✓ Explain reasons why a character has behaved in a particular way. ✓ Identify how the author engages the reader and maintains interest. ✓ Recount an incident from a story maintaining a first-person viewpoint. ✓ Plan an extended narrative using the key features of the text-type. ✓ Write an extended adventure story with logically sequenced events and a resolution. <p><u>Images</u></p> <ul style="list-style-type: none"> ✓ Recognise and discuss how poets use language (including similes and other simple images) to create a vivid picture in words. ✓ For a range of poetry children can discuss their likes and dislikes, with reasons. ✓ Write their own simple poem based on one previously read and analysed. ✓ Paint a vivid word picture using similes and other simple images. 	

Composition	<p>Children should be taught to:</p> <p>Plan writing by:</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>Draft and write by:</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>Evaluate and edit by:</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>Pupils should be taught to:</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>Indicate grammatical and other features by:</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>Year 3 specific:</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>Year 4 specific:</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>Word</p> <p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>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>Sentence</p> <p>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>Text</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>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>Punctuation</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Terminology</p> <p>adverb, preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or ‘speech marks’)</p>
Handwriting	<p>Expectation by the end of Year 3 and 4:</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] 				

