

Year 3/4 AUTUMN ODD YEARS

TERM/ TOPIC	AUTUMN 1 - STONE AGE TO IRON AGE	AUTUMN 2 – STONE AGE TO IRON AGE
Unit	4B - Historical Settings	3B - Instructions 1B- Issues and Dilemmas
Core texts	Stone Age Boy - Satoshi Kitamura Littlenose - John Grant	The Egghunt – animated clip How to Wash Wolly Mammoth -Michelle Robinson
Range of writing outcomes	Recount Write a story in the style of an author Retell a story from a different perspective Wanted poster Character description Setting description Role on the Wall	Generate dialogue Write the ending of a story Write a narrative Instructions
Unit objectives	<ul style="list-style-type: none"> ✓ Narratives and retellings are written in first or third person/past tense ✓ Descriptions, including those of settings, are developed through the use of adverbials ✓ Language choices help create realistic- sounding narratives ✓ Paragraphs are useful for organising the narrative into logical sections ✓ Fronted adverbials – time, manner & place and use of comma ✓ Use conjunctions/prepositions ✓ Noun phrases can be used to create effective descriptions, e.g. The deep, dark woods ✓ Verbs/adverbs should be chosen to show rather than tell how characters feel behave ✓ Events are sequenced to create chronology through = adverbials and prepositions ✓ The third person and past tense are used. This can include the past progressive (e.g. The Billy Goats Gruff were eating), present perfect (e.g. What have you done?) ✓ Standard English forms of verb inflections are used instead of local spoken forms ✓ Cohesion created, and repetition avoided through the use of nouns and pronouns ✓ Paragraphs are useful for organising the narrative into logical sections ✓ Apostrophes can be used to indicate plural possession. 	<ul style="list-style-type: none"> ✓ Dialogue begins to be used to convey characters' thoughts and to move the narrative forward ✓ Inverted commas can be used to punctuate direct speech and using a new line for a new speaker. ✓ Present perfect form of verbs can be used within dialogue or a character's thoughts ✓ Verbs and adverbs should be chosen to show rather than tell how characters feel and behave ✓ Paragraphs for organising the narrative into logical sections ✓ Fronted adverbials – time, manner & place and use of comma ✓ Apostrophes can be used to indicate plural possession. ✓ Present tense ✓ Use of adverbs ✓ Use of conjunctions/ prepositions ✓ Use of nouns and pronouns to avoid repetition ✓ Layout devices such as heading, subheadings, columns, bullets ✓ Paragraphs around a theme and sequenced carefully ✓ Specific use of vocabulary ✓ Determiners – some, most, few, many ✓ Clauses – main and subordinate clauses used at the beginning of sentences
Outcomes	<p>Historical</p> <ul style="list-style-type: none"> ✓ Read stories with a historical setting and find evidence about the period when 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 or conflict, and resolution. ✓ Use conjunctions, adverbs and prepositions to show changes in time or place and the sequence of events. ✓ Write a complete narrative with their ideas organised into paragraphs 	<p>Instructions</p> <ul style="list-style-type: none"> ✓ Recognise the structure and language features of an instructional text. ✓ Express a view clearly as part of a class or group discussion. ✓ Orally produce instructions, evaluate their effectiveness and develop them into a chronological sequence. ✓ Write an instructional text using selective adverbial language, sequenced imperative statements and presentational features such as bullet points or numbering. <p>Issues and Dilemmas</p> <ul style="list-style-type: none"> ✓ Identify key features of 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 story with logically sequenced events and a resolution.
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 <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <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. </td> <td style="width: 50%; vertical-align: top;"> <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 </td> </tr> </table>					<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
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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 word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter 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] 						