

Year 3/4 SPRING EVEN YEARS

TERM/ TOPIC	SPRING 1 -The Ancient Egyptians	SPRING 2 -The Ancient Egyptians
Unit	4B - Newspapers	4B- Historical 1A- Information
Core texts	The is a Pharaoh in the Bathtub - Jeremy Strong	The Happy Prince -Oscar Wilde The Story of Tutankhamun - Patricia Cleveland-Peck
Range of writing outcomes	Fact file Recount Newspaper report Interview Poster Description of a character Poster	Non-chronological report Description of a setting Newspaper report Diary writing
Unit objectives	<ul style="list-style-type: none"> ✓ Written in the first or third person / past tense ✓ Events are sequenced chronologically through the use of adverbials and prepositions ✓ Dialogue is used to convey characters' thoughts and to move the narrative forward ✓ Language choices help create realistic sounding narratives ✓ The third person and past tense are used. This can include the past progressive ✓ Standard English forms of verb inflections are used instead of local spoken forms ✓ Fronted adverbials can be used, these should be punctuated using a comma ✓ Cohesion can also be created, and repetition avoided through nouns/ pronouns ✓ Paragraphs are useful for organising the narrative into logical sections ✓ Verbs and adverbs should be chosen for effect ✓ The use of conjunctions ✓ Descriptions can be developed through the effective use of expanded noun phrases, ✓ Apostrophes can be used to indicate plural possession ✓ Develop range of sentence types used within writing ✓ Questions can be used to form titles /Question marks are used to denote questions ✓ Use prepositions, e.g. before, after... ✓ Headings can be used to organise different sections ✓ Layout devices such as heading, subheadings, columns, bullets points ✓ Specific use of vocabulary ✓ Determiners – some, most, few, many 	<ul style="list-style-type: none"> ✓ Third person and present tense ✓ Questions can be used to form titles / Question marks are used to denote questions ✓ Use of conjunctions /Use prepositions ✓ Layout devices such as heading, subheadings, columns, bullets points ✓ Adjectives and specifically comparative adjectives ✓ Wider range of layout features ✓ Determiners – some, most, few, many ✓ Sections organised around a theme with topic sentences and next sentence follow on ✓ Main and subordinate clauses used at the beginning of a sentences ✓ Expanded noun phrases ✓ 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, ✓ 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, ✓ Fronted adverbials can be used, these should be punctuated using a comma ✓ Cohesion can also be 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 ✓ Develop a range of sentence types used within writing
Outcomes	<p>Newspapers</p> <ul style="list-style-type: none"> ✓ Organise and sequence a recount, identifying key events. ✓ Write a draft recount in the correct verb tense. ✓ Distinguish between factual information and opinions-based information ✓ Write a simple commentary on a recount draft. ✓ Identify and record factual information and opinions ✓ Identify key language and presentational features of newspapers and magazines. ✓ Draft a newspaper or magazine article based on a recount. ✓ Record evidence for a newspaper article based on a range of evidence. ✓ Develop an understanding of how an event can be perceived from different viewpoints. ✓ Plan, draft and publish a newspaper article using the appropriate language and presentational features. 	<p>Historical</p> <ul style="list-style-type: none"> ✓ Read stories with a historical setting and find evidence about the period 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, prepositions to show changes in time/place/sequence events. ✓ Write a complete narrative with their ideas organised into paragraphs. <p>Information</p> <ul style="list-style-type: none"> ✓ Find a key word using an index and then locate the relevant information on a page. ✓ Demonstrate they understand information read from a book/screen by noting the main points. ✓ Recognise the structure and language features of a non-chronological report. ✓ Note information collected from reading more than one source ✓ Fill out brief notes into connected prose. ✓ Children present it in the form of a non-chronological report, using precise language, commas for lists and presentational features such as headings, subheadings and labelled diagrams.
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</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] 						