

3/4 English Curriculum – Cycle 1

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Magical Me</b>	<b>Out of this world</b>	<b>British History</b>	<b>Materials</b>	<b>Wonderful World</b>	
<b>Narrative</b>	<b>Adventure stories</b>	<b>Story Settings</b>	<b>Traditional Tales - Myths</b>	<b>Writing and performing a play</b>	<b>Stories with a theme</b>	
<b>Suggested final outcome:</b>	Write an adventure story focussing on plot	Write a narrative focussing on setting.	Write a myth focussing on effective characterisation e.g. description, link dialogue to effective characterisations interweaving speech and action.	Write and perform a play based on a familiar story.	Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.	
<b>Opportunities/Texts:</b>	George's marvellous medicine (stories with adventure)	The Green Ship – Story with adventure/mystery and suspense) Leon and the place in between. (adventure story)	The Eagle of the Ninth (mythical legendary or historical characters/events) Hercules Sword in the stone.	The emperor's new clothes and modern version – The emperor's new hair.	The Hunter Aborigine dream time stories	
<b>Non-Fiction</b>	<b>Instructions</b>	<b>Report</b>	<b>Persuasion- persuasive letter writing.</b>	<b>Discussion</b>	<b>Explanation/ Persuasion</b>	<b>Recount</b>
<b>Suggested final outcome:</b>	Write and evaluate a range or instructions.	Teacher demonstrates research and note taking using information and ICT texts on a subject and use a spider gram to organise information.	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.	Consider different sides of an argument and decide on a course of action summarising your reasons in an email. Create a flow chart explaining how a new invention	Write an explanation to persuade a specific audience.	Write a news report of an 'unfolding' event, including detail expressed in ways that will engage the reader.

				works. Use the notes to write an explanation using an impersonal style.		
<b>Opportunities/Texts</b>	Instructions – for potions based on GMM	Reports based on science findings	Viewpoint from a historical figure. Letter from the soldier	Real life case studies. Results found from investigations.	Write persuasive – travel brochure	Post cards News report
<b>Poetry</b>	<b>Structure – narrative poetry.</b>	<b>Structure - Haiku</b>	<b>Take one poet – poetry appreciation</b>	<b>Riddles</b>	<b>Vocabulary building</b>	<b>Limericks</b>
<b>Suggested outcome:</b>	Read, write and perform free verse.	Read and write Haikus.	Read, write and perform a poem about Julius Caesar.	Read and write riddles.	Read, write and perform free verse.	Recite familiar limericks by heart.
<b>Opportunities/Texts</b>	Revolting rhymes (poems conveying an image/poems learnt by heart)	Space poems (haiku)	Read a variety of poems about Rome and the Romans	Study a variety of riddles.	Nature poetry	Study a variety of limericks about the world.
<b>Essentials for writing</b>	<b>Composition:</b> To write with purpose To use imaginative description To organise writing appropriately To use paragraphs To use sentences appropriately		<b>Transcription:</b> To present neatly To spell correctly To punctuate accurately.		<b>Analysis and presentation:</b> To analyse writing To present writing	

Essentials for Progress	Milestone 1	Milestone 2	Milestone 3
To write with purpose	<ul style="list-style-type: none"> <li>• Say first and then write to tell others about ideas</li> <li>• Write for a variety of purposes</li> <li>• Plan by talking about ideas and writing notes</li> <li>• Use some of the characteristic features of the type of writing used</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a wide range of purposes using the main features identified in reading</li> <li>• Use techniques used by authors to create character and setting</li> <li>• Compose and rehearse sentences orally</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience</li> <li>• Choose the appropriate form of writing using the main features identified in reading</li> <li>• Note, develop and research ideas</li> </ul>
To use imaginative description	<ul style="list-style-type: none"> <li>• Use adjectives to add detail</li> <li>• Use names of people, places and things</li> <li>• Use well-chosen adjectives</li> <li>• Use nouns and pronouns for variety</li> <li>• Use adverbs for extra detail</li> </ul>	<ul style="list-style-type: none"> <li>• Create character, settings and plots</li> <li>• Use alliteration effectively</li> <li>• Use similes effectively</li> <li>• Use a range of descriptive phrases including some collective nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Use the techniques that authors use to create characters, settings and plots</li> <li>• Create vivid images by using alliteration, similes, metaphors and personification</li> <li>• Interweave description of characters, setting and atmospheres with dialogue</li> </ul>
To organise writing appropriately	<ul style="list-style-type: none"> <li>• Reread writing to check it makes sense</li> <li>• Use the correct tenses</li> <li>• Organise writing in line with its purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Use organisational devices such as headings and subheadings</li> <li>• Use the perfect form of verb to mark relationships of time and cause</li> <li>• Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices including a range of connectives</li> <li>• Choose effective grammar and punctuation and purpose changes to improve clarity</li> <li>• Ensure correct use of tenses throughout a piece of writing</li> </ul>
To use paragraphs	<ul style="list-style-type: none"> <li>• Write about more than one idea</li> </ul>	<ul style="list-style-type: none"> <li>• Organise paragraphs around a</li> </ul>	<ul style="list-style-type: none"> <li>• Write paragraphs that give the</li> </ul>

		<p>theme</p> <ul style="list-style-type: none"> <li>• Sequence paragraphs</li> </ul>	<p>reader a sense of clarity</p> <ul style="list-style-type: none"> <li>• Write paragraphs that makes sense if read alone</li> </ul>
<p>To use sentences appropriately</p>	<ul style="list-style-type: none"> <li>• Write so that other people can understand the meaning of sentences</li> <li>• Sequence sentences to form a short narrative</li> <li>• Convey ideas sentence by sentence</li> <li>• Join sentences with conjunctions and connectives</li> <li>• Vary the way sentences begin</li> </ul>	<ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences</li> <li>• Write sentences that include:                             <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Adverbs</li> <li>• Direct speech, punctuated</li> </ul> </li> <li>• Correctly</li> <li>• Clauses</li> <li>• Adverbial phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences that include:                             <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Modal verbs</li> <li>• Relative pronouns</li> <li>• Brackets</li> <li>• Parenthesis</li> <li>• A mixture of active and passive voice</li> <li>• Clear subject and object</li> <li>• Hyphens, colons and semi colons</li> <li>• Bullet points</li> </ul> </li> </ul>