

## Year 3 and 4 - Autumn 1 - Cycle A

### NC Grammar Objectives

Different ways to construct sentences -

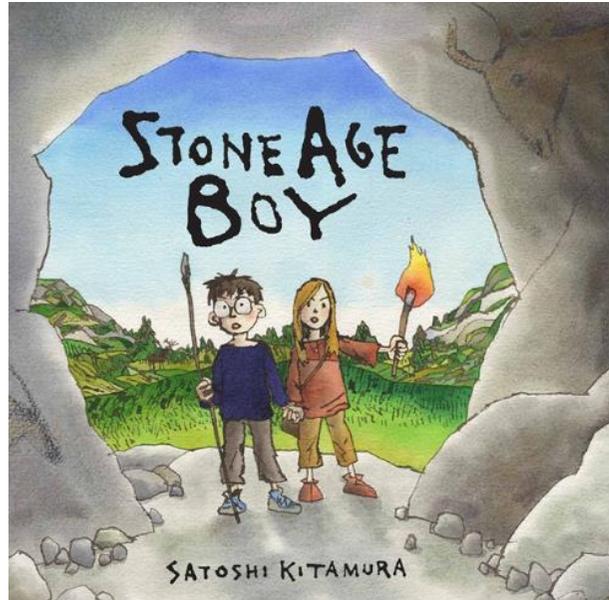
**ALL**

- ❖ I can use **fronted adverbials** e.g. *Carefully, the boy tip-toed. Above the clouds, the magical creature flew. A few spins later, he toppled over.*
- ❖ I can use **conjunctions to express time**, e.g. *after, before, when, since, until*
- ❖ I can use **conjunctions to express place**, e.g. *where, wherever*
- ❖ I can use **conjunctions to express cause**, e.g. *because, so that, whether, since*
- ❖ I can recognise the **main clause** and **subordinate clause** within a sentence, e.g. *In the forest, where small children should never venture, a girl with a crimson hood stood still.*

**Y4**

- ❖ I use **compound** and **complex** structures purposefully, e.g. *to build description.*
- ❖ I use **simple** structures purposefully, e.g. *to build suspense.*

### Core Texts



### Genre Progression

**Time-Slip Portal story**

**Y3 -**

- ❖ Time and place are referenced e.g. *In the morning, Later that day, Meanwhile etc...*
- ❖ Text organised into paragraphs
- ❖ Cohesion is strengthened through relationships between characters e.g. *Jack, His, His Mother, Her etc...*

**Y4**

- ❖ Link between opening and resolution
- ❖ Link between sentences
- ❖ Paragraphs organised correctly building up to the event/climax

### Instructions

**Y3**

- ❖ Brief introduction, summarising the product/game e.g. *Snakes and Ladders is a board game which has been around for centuries.*
- ❖ Equipment list, with a sub-heading, listed horizontally, using commas in a list.

**Y4**

- ❖ Brief introduction, summarising the product/game e.g. *Snakes and Ladders is a board game which has been around for centuries.*
- ❖ Equipment list, with a sub-heading, listed vertically using bullet points.

### Alan Peat Sentences

**Y3**

- P.C
- Then and now
- Double ly ending

**Y4**

- Action as if

### Randwick Requirements

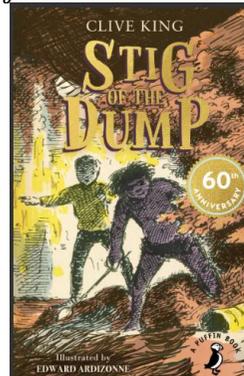
**Y3**

- I use compound and complex structures purposefully.
- I use simple structures purposefully.
- I recognise the main clause and subordinate clause within a sentence.

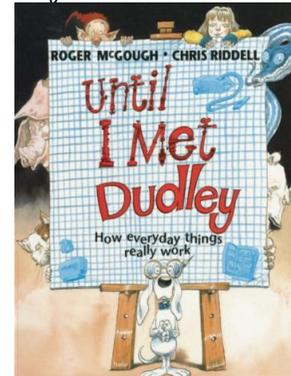
**Y4**

- I can identify conjunctions for different purposes and use some in my writing.
- I can use fronted adverbials.

### Supporting Texts



### Supporting Texts



### Cross-Curricular Links

History - Changes in Britain from the Stone Age to the Iron Age

- ❖ Understanding chronology
- ❖ Investigate and interpret the past
- ❖ Build an overview of world history
- ❖ Communicate historically

## Year 3 and 4 - Autumn 2 - Cycle A

### NC Grammar Objectives

#### Nouns and noun phrases

All

- I can use **preposition** to add greater detail to my noun phrase, *eg: the strict maths teacher with curly hair...*
- I can use **apostrophes** to mark **singular and plural possession**.
- I use **pronouns** within and across sentences to avoid repetition and make my writing flow.
- I carefully choose **nouns for accuracy**, *eg: pot; tub; box; container; holder.*
- I can identify a range of **determiners**, *eg: Definite article: the Indefinite: a, an Possessives: my, your, our, its, her, his, their, whose.*

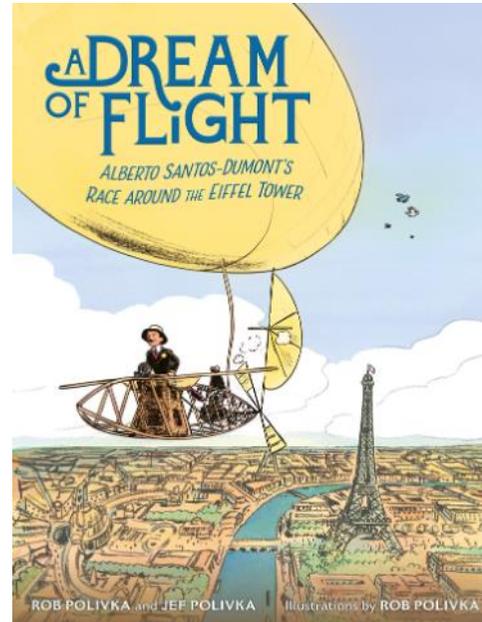
Y3

- I can use **a/an** correctly, depending on the **vowel sound** *eg: an hour; an FBI agent; a university; a European country.*

Y4

- I can use **adverbs** to complement my choice of adjectives, *eg: The princess was understandably upset.*

### Core Texts



### Genre Progression

#### Biography

Y3

- ❖ Clear introduction
- ❖ Organised into paragraphs about key events
- ❖ A closing statement summarising the overall impact

Y4

- ❖ Clear introduction and conclusion
- ❖ Elaboration is used to reveal the writer's emotions and responses

#### Adventure Journey

Y3

- ❖ Time and place are referenced *eg: In the morning, Later that day, Meanwhile etc..*
- ❖ Text organised into paragraphs
- ❖ Cohesion is strengthened through relationships between characters *eg: Jack, His, His Mother, Her etc..*

Y4

- ❖ Link between opening and resolution
- ❖ Link between sentences
- ❖ Paragraphs organised correctly building up to the event/climax

### Alan Peat Sentences

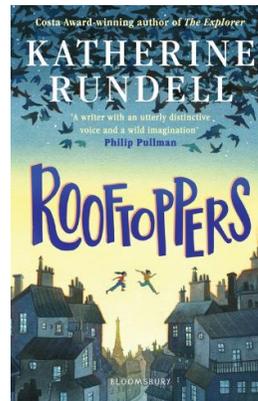
Y3/Y4

· Position + place, subject + action.

### Randwick Requirements

- I use apostrophes to mark singular possession.
- I carefully choose nouns for accuracy.
- I use pronouns within and across sentences to avoid repetition and make my writing flow.
- I use apostrophes to mark plural possession. I use a/an correctly depending on the vowel sound.

### Supporting Texts



### Supporting Texts



### Cross Curricular Links

Geography -

## Year 3 and 4 - Spring 1 - Cycle A

NC Grammar Objectives

All

- I can open sentences with an adverbial, *eg. When he could no longer hold his breath, he swam to the surface.*
- eg. Slowly, he swam to the surface.*

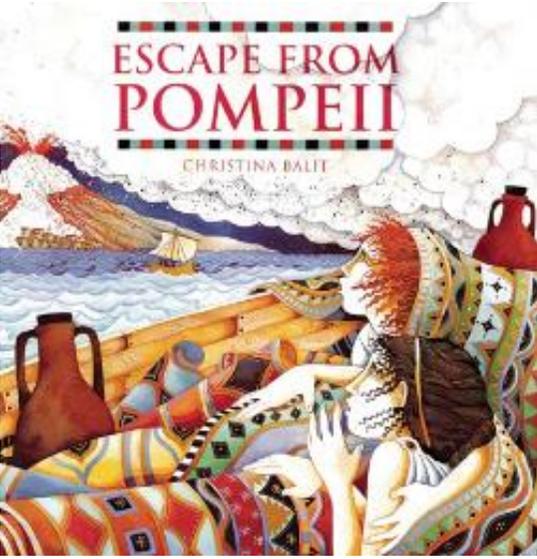
Y3

- I open sentences with a single word (adverb), *eg. Slowly, he swam to the surface.*
- I open sentences with a simile, *eg. Like a dolphin, he swam to the surface.*

Y4

- I open sentences with an adverbial clause, *eg. When he could no longer hold his breath, he swam to the surface.*

Core Texts



**ESCAPE FROM POMPEII**  
CHRISTINA BALIT

Genre Progression

Non-Chronological Report

Y3

- Clear introduction
- Organised into paragraphs shaped around a key topic
- Use of subheadings
- Conclusion
- Technical Vocabulary relevant to the subject (age appropriate)

Y4

Clear introduction and conclusion

- Links between sentences help to navigate the reader from one idea to the next
- Paragraphs organised correctly into key ideas

Historical Story

- Detailed Description
- Paragraphs/sections to organise in time sequence

Y3

Time and place are referenced *eg. In the morning, Later that day, Meanwhile etc..*

- Text organised into paragraphs
- Cohesion is strengthened through relationships between characters *eg. Jack, His, His Mother, Her etc..*

Y4

- Link between opening and resolution
- Link between sentences
- Paragraphs organised correctly building up to the event/climax

Alan Peat Sentences

Y3

- Simile (like a / as a)

Y4

- As \_ ly
- With a (n) action, more action

Randwick Requirements

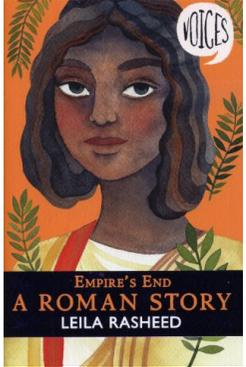
Y3

I open sentences with a single word (adverb), *eg. Slowly, he swam to the surface.*

Y4

I open sentences with an adverbial clause.

Supporting Texts



**EMPIRE'S END  
A ROMAN STORY**  
LEILA RASHEED

Supporting Texts

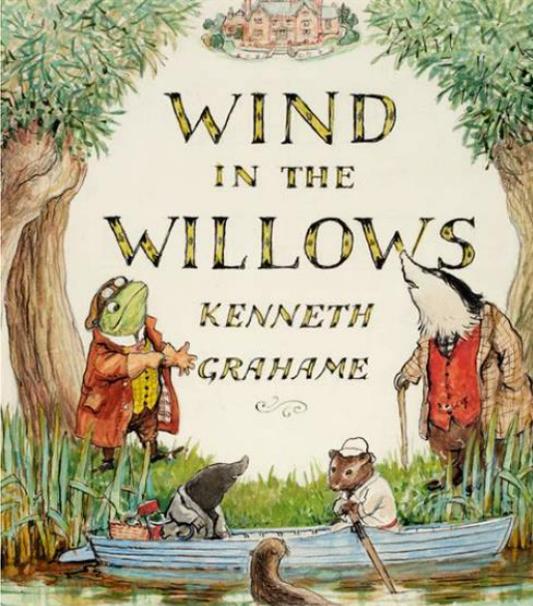
Cross-Curricular Links

History - The Roman Empire and its impact on Britain

- ❖ Understanding chronology
- ❖ Investigate and interpret the past
- ❖ Build an overview of world history
- ❖ Communicate historically

## Year 3 and 4 - Spring 2 - Cycle A

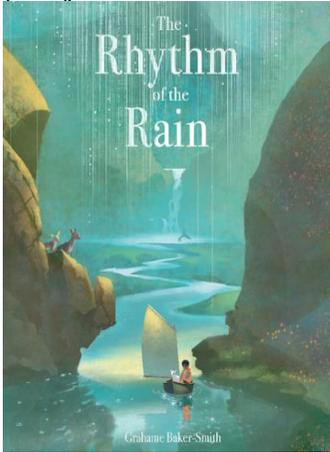
<b>NC Grammar Objectives</b>	
<b>All</b>	<ul style="list-style-type: none"> <li>I use the <b>present perfect</b> form of verbs; <i>eg. He has gone out to play. Instead of - He went out to play.</i></li> <li>I use <b>irregular verbs</b> in the past tense; <i>eg. beat, awoke, bought, hid, drew, fought, did, put, saw.</i></li> <li>I use a range of synonyms for common verbs; <i>eg. said, went, walked.</i></li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>I can open sentences with a verb</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>I open sentences with a verb followed by a comma</li> <li>I can identify and use <b>modal verbs</b> in my speech and writing; <i>eg. will, would, could, may, shall, should, must and ought.</i></li> <li>I use the <b>past perfect</b> form of verbs; <i>eg. She had written a poem. Simple past: She wrote a poem.</i></li> <li>I use a range of irregular verbs in the past tense <i>eg. sought, strode, set, shed, hurt</i></li> </ul>

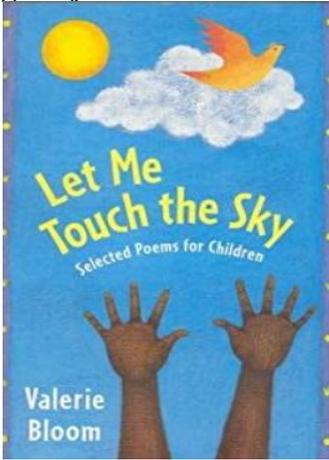
<b>Core Text</b>	
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<b>Genre Progression</b>
<p><b>Mystery story</b></p> <ul style="list-style-type: none"> <li>Detailed Description</li> <li>Paragraphs/sections to organise in time sequence</li> </ul> <p><b>Y3</b></p> <p>Time and place are referenced <i>eg. In the morning; Later that day; Meanwhile etc..</i></p> <ul style="list-style-type: none"> <li>Text organised into paragraphs</li> <li>Cohesion is strengthened through relationships between characters <i>eg. Jack, His, His Mother, Her etc..</i></li> </ul> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>Link between opening and resolution</li> <li>Link between sentences</li> <li>Paragraphs organised correctly building up to the event/climax</li> </ul>
<p><b>Poetry</b></p> <p>Y3 invent new similes and experiment with word play;</p> <p>Y4 use language playfully to exaggerate or pretend;</p>

<b>Alan Peat Sentences</b>
<p><b>Y3</b></p> <p>Verb, person</p>
<p><b>Y4</b></p> <p>· Will not/will</p>

<b>Randwick Requirements</b>
<p><b>Y3</b></p> <ul style="list-style-type: none"> <li>I use a range of synonyms for common verbs.</li> <li>I use irregular verbs in the past tense</li> </ul> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>I use a range of irregular verbs in the past tense.</li> <li>I use the present perfect form of verbs.</li> <li>I can use the past perfect form of verbs.</li> </ul>

<b>Supporting Text</b>	
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<b>Supporting Text</b>	
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<b>Cross Curricular Links</b>
<p>Geography - Rivers and water cycle</p>

# Year 3 and 4 - Summer 1 - Cycle A

## NC Grammar Objectives

### All

- I can use **paragraphs** to organise around a theme (TiPToP).
- I use nouns with similar meanings to vary my writing, *eg. The monster, beast, creature, figure, destroyer.*

### Y3

- I can identify and use **compound** and **complex** structures purposefully, *eg. to build description - In the forest, where small children should never venture, a girl with a crimson hood stood still.*
- I can identify and use **simple** structures purposefully, *eg. to build suspense - She was alone. There nobody else around. Or so she thought.*

### Y4

- I use a range of sentence structures for effect, *including: complex; compound and short; simple.*

## Core Texts



## Genre Progression

### Dilemma Story

- Detailed Description
- Paragraphs/sections to organise in time sequence
- Y3**
- Time and place are referenced *eg. In the morning, Later that day, Meanwhile etc...*
- Text organised into paragraphs
- Cohesion is strengthened through relationships between characters *eg. Jack, His, His Mother, Her etc...*
- Y4**
- Link between opening and resolution
- Link between sentences
- Paragraphs organised correctly building up to the event/climax

Discussion (balanced argument)

## Alan Peat Sentences

### Y3

- Action as if

- Interrogang?

### Y4

## Randwick Requirements

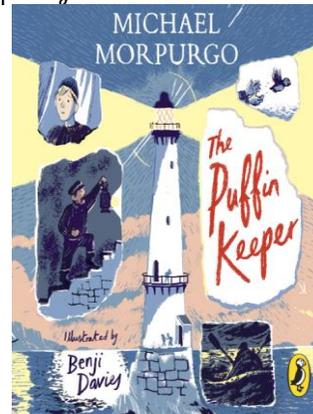
### Y3

- I can use compound sentences.

### Y4

- I use paragraphs to organise around a theme.
- I use a range of sentence structures for effect.

## Supporting Texts



## Supporting Texts



## Cross Curricular Links

**History** - Bronze Age - chronology, innovation, daily life and hierarchy

- ❖ Understanding chronology
- ❖ Investigate and interpret the past
- ❖ Build an overview of world history
- ❖ Communicate historically

## Year 3 and 4 - Summer 2 - Cycle A

### NC Grammar Objectives

#### All

- ❖ I use **commas** after fronted adverbials.
- ❖ I can use inverted commas to punctuate **direct speech**.
- ❖ I can use a comma after the reporting clause, *eg. The owl whispered, "Hello."*

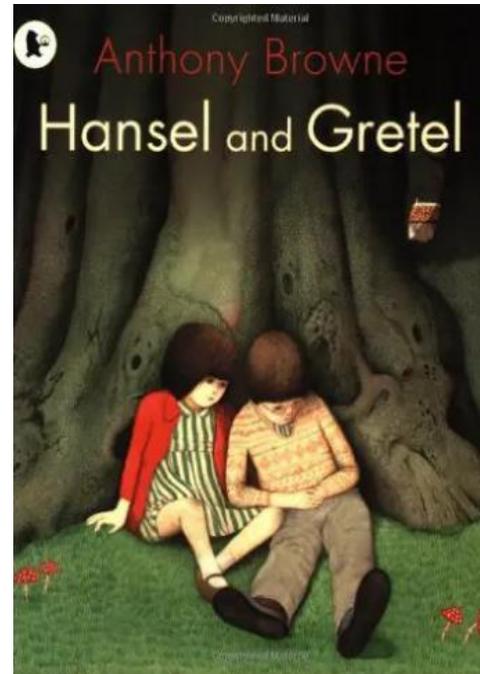
#### Y3

- ❖ I use an **apostrophe** to show the **omission** of letters.
- ❖ I can use **apostrophes** to mark **plural possession**, *eg. The girls' names were all Latin.*

#### Y4

- ❖ I use **hyphens** to modify and/or describe nouns, *eg. shiny-scaled dragon*

### Core Texts



### Genre Progression

#### Traditional Tales

- ❖ Detailed Description
  - ❖ Paragraphs/sections to organise in time sequence
- Y3**
- ❖ Time and place are referenced *eg. In the morning, Later that day, Meanwhile etc...*
  - ❖ Text organised into paragraphs
  - ❖ Cohesion is strengthened through relationships between characters *eg. Jack, His, His Mother, Her etc...*

#### Y4

- ❖ Link between opening and resolution
- ❖ Link between sentences
- ❖ Paragraphs organised correctly building up to the event/climax

### Persuasive writing: adverts and letter writing

#### Y3 and Y4

- ❖ Use of 2nd person
- ❖ An opening statement - Often begin with a question *eg. Do you know how good vegetables are for you?*
- ❖ Planned repetition - to reinforce point/idea
- ❖ Facts and Statistics
- ❖ Positive language and powerful verbs for description to create persuasion
- ❖ Use of colour and images for advertising (to stand out)
- ❖ Argue and give reasons *eg. They contain vitamins. Vitamin C is vital for...*
- ❖ Present Tense

### Alan Peat Sentences

#### Y3

- ❖ 2 pairs.

#### Y4

- ❖ Italics 'stressed word'.
- ❖ First word last

### Randwick Requirements

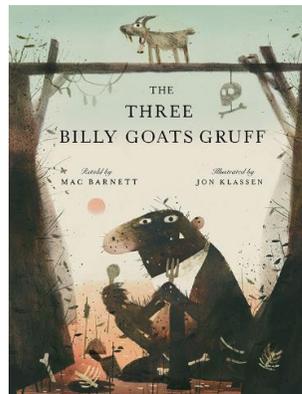
#### Y3

- I use commas after fronted adverbials.
- I can use inverted commas to punctuate direct speech.
- I use an apostrophe to show the omission of letters.

#### Y4

- I use inverted commas to punctuate direct speech.
- I use a comma after the reporting clause.
- I use commas to separate clauses in a sentence.

### Supporting Texts



### Supporting Texts

### Cross-Curricular Links

#### Geography

World countries, focus on Europe - environmental regions, countries, major cities

