

Year 3 and 4 - Autumn 1 - Cycle B

NC Grammar Objectives

Different ways to construct sentences -

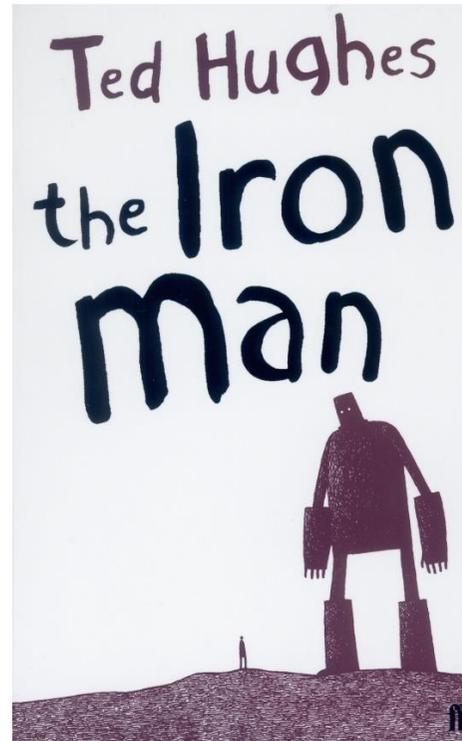
ALL

- ❖ 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 Text:



Genre Progression

Science Fiction Story

Y3 –4

- ❖ 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

Y3-4

- ❖ 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

- Then and now
- Double ly ending

Y4

- Action as if

Randwick Requirements

Y3

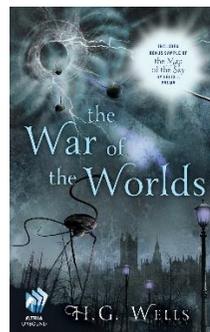
- I use compound and complex structures purposefully.
- I use simple structures purposefully.

- 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 Text:



Supporting Text:



Cross Curricular Links

History - Britain's settlement by Anglo-Saxons and Scots
(Migration Focus)

Were the Anglo-Saxons refugees or invaders?

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

Year 3 and 4 - Autumn 2 - Cycle B

NC Grammar Objectives

Nouns and noun phrases

All

- I can use **preposition** to add greater detail to my noun phrase, *e.g. 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**, *e.g. pot, tub, box, container, holder.*
- I can identify a range of **determiners**, *e.g. Definite article: the Indefinite: a, an Possessives: my, your, our, its, her, his, their, whose.*

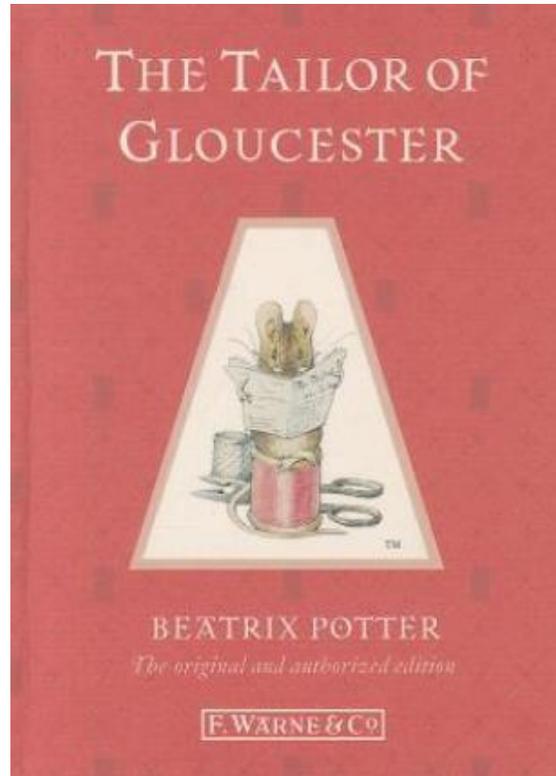
Y3

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

Y4

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

Core Text:



Genre Progression

Discussion

- ❖ Interview Focus only
- ❖ Introduction to the interview e.g. Good morning! Thank you for joining us. We are very excited to hear all about your job as a superhero
- ❖ Layout in a Q and A style
- ❖ Closing statement e.g. Thank you for your time
- ❖ Second Person for questions/First person for responses
- ❖ Formal Tone
- ❖ Technical Vocabulary relevant to the subject (age appropriate)

Dilemma Story

- ❖ 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

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 Text:



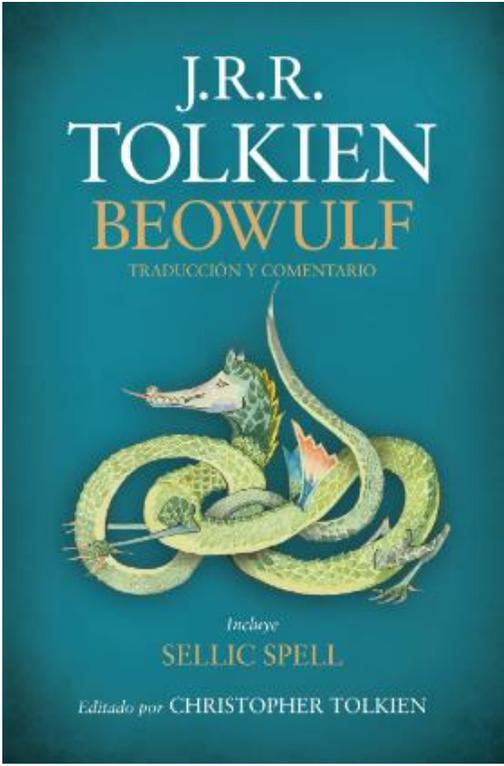
Supporting Text:

Cross Curricular Links

Geography – exploring our local area – Gloucester

- ❖ Investigate places
- ❖ Investigate patterns
- ❖ Communicate geographically

Year 3 and 4 - Spring 1 - Cycle B

<p style="text-align: center;"><u>NC Grammar Objectives</u></p> <p><u>All</u></p> <ul style="list-style-type: none"> I can open sentences with an adverbial, <i>e.g. When he could no longer hold his breath, he swam to the surface.</i> <i>e.g. Slowly, he swam to the surface.</i> <p><u>Y3</u></p> <ul style="list-style-type: none"> I open sentences with a single word (adverb), <i>e.g. Slowly, he swam to the surface.</i> I open sentences with a simile, <i>e.g. Like a dolphin, he swam to the surface.</i> <p><u>Y4</u></p> <ul style="list-style-type: none"> I open sentences with an adverbial clause, <i>e.g. When he could no longer hold his breath, he swam to the surface.</i> 		<p><u>Core Text:</u></p> <div style="text-align: center;">  </div>		<p><u>Genre Progression</u></p> <p><u>Persuasive Speech</u></p> <ul style="list-style-type: none"> Use of 2nd person An opening statement - Often begin with a question <i>e.g. Do you know how good vegetables are for you?</i> 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 <i>e.g. They contain vitamins. Vitamin C is vital for</i> <p>Present Tense</p> <p><u>Myths and Legends</u></p> <ul style="list-style-type: none"> Detailed Description Paragraphs/sections to organise in time sequence <p><u>Y3</u></p> <p>Time and place are referenced <i>e.g. In the morning, Later that day, Meanwhile etc...</i></p> <ul style="list-style-type: none"> Text organised into paragraphs Cohesion is strengthened through relationships between characters <i>e.g. Jack, His, His Mother, Her etc...</i> <p><u>Y4</u></p> <ul style="list-style-type: none"> Link between opening and resolution Link between sentences Paragraphs organised correctly building up to the event/climax
<p><u>Alan Peat Sentences</u></p> <p><u>Y3</u></p> <ul style="list-style-type: none"> Simile (like a / as a) <p><u>Y4</u></p> <ul style="list-style-type: none"> As _ ly With a (n) action, more action 	<p><u>Randwick Requirements</u></p> <p><u>Y3</u></p> <p>I open sentences with a single word (adverb), <i>e.g. Slowly, he swam to the surface.</i></p> <p><u>Y4</u></p> <p>I open sentences with an adverbial clause.</p>	<p><u>Supporting Text:</u></p> <p style="text-align: center;">Henry V</p> <p style="text-align: center;">Speech</p>	<p><u>Supporting Text:</u></p> <p style="text-align: center;">Winston Churchill</p> <p style="text-align: center;">Speech</p>	<p><u>Cross Curricular Links</u></p> <p>History - The Viking and Anglo-Saxon struggle to the time of Edward the Confessor – Aethelflaed's battles with the Vikings (in context of King Alfred and Aethelstan)</p> <ul style="list-style-type: none"> Understanding chronology Investigate and interpret the past Build an overview of world history Communicate historically

Year 3 and 4 - Spring 2 - Cycle B

NC Grammar Objectives

All

- I use the **present perfect** form of verbs, *e.g. He has gone out to play. Instead of - He went out to play.*
- I use **irregular verbs** in the past tense, *e.g. beat, awoke, bought, hid, drew, fought, did, put, saw.*
- I use a range of synonyms for common verbs, *e.g. said, went, walked.*

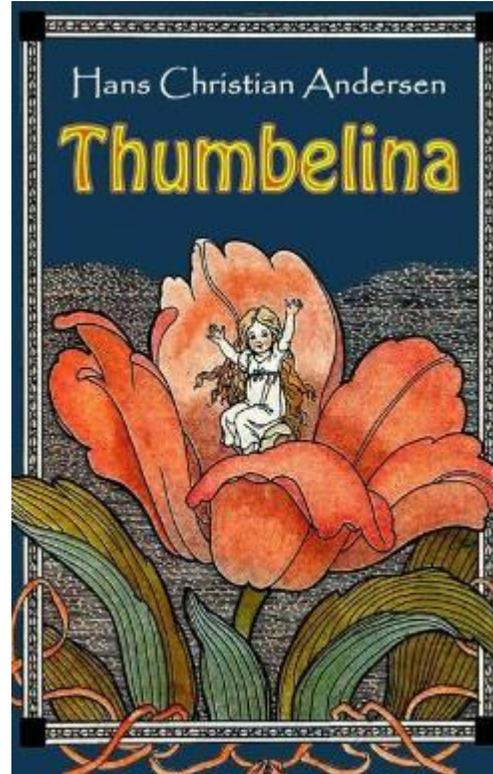
Y3

- I can open sentences with a verb

Y4

- I open sentences with a verb followed by a comma.
- I can identify and use **modal verbs** in my speech and writing, *e.g. will, would, could, may, shall, should, must and ought.*
- I use the **past perfect** form of verbs, *e.g. She had written a poem. Simple past: She wrote a poem.*
- I use a range of irregular verbs in the past tense, *e.g. sought, strode, set, shed, hurt*

Core Text:



Genre Progression

Adventure

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

Newspaper reports

- Clear introduction
- Organised into paragraphs denoted by time/place
- Topical information included • Bold, eye-catching headline
- 3 rd person
- Past tense
- Written in columns
- Bold, eye-catching headline which includes alliteration
- Might include a photo with a caption

Alan Peat Sentences

Y3

Verb, person

Y4

• Will not/will

Randwick Requirements

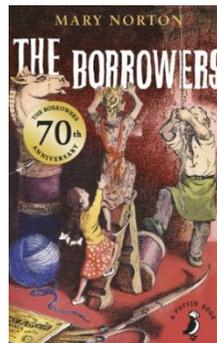
Y3

- I use a range of synonyms for common verbs.
- I use irregular verbs in the past tense

Y4

- I use a range of irregular verbs in the past tense.
- I use the present perfect form of verbs.
- I can use the past perfect form of verbs.

Supporting Text:



Supporting Text:



Cross Curricular Links

Geography – investigate the country I live in - UK

- ❖ Investigate places
- ❖ Investigate patterns
- ❖ Communicate geographically

Year 3 and 4 - Summer 1 - Cycle B

NC Grammar Objectives

All

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

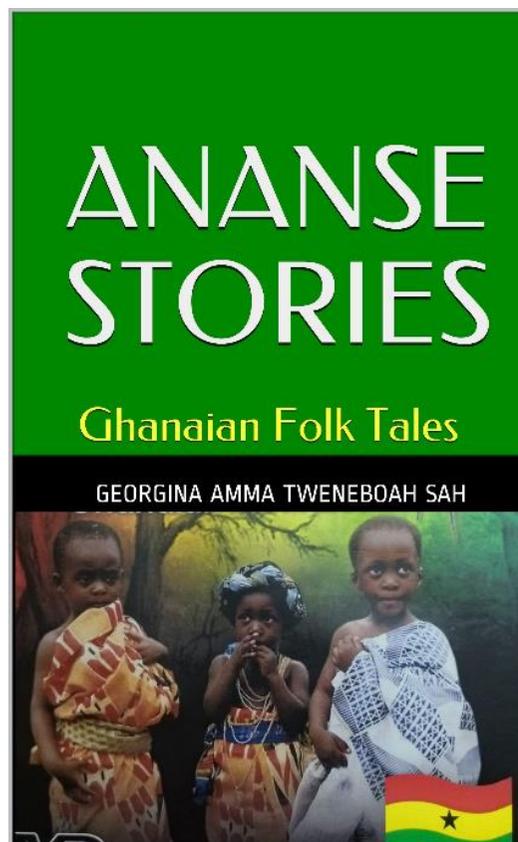
Y3

- I can identify and use **compound** and **complex** structures purposefully, *e.g. 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, *e.g. 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 Text:



Genre Progression

Poetry

- develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of poetry
- prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discuss words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry [for example, free verse, narrative poetry]

Recounts (Diary) (On board the Windrush)

- Clear introduction
- Organised into paragraphs about key events
- A closing statement summarising the overall impact
- Clear introduction and conclusion
- Elaboration is used to reveal the writer's emotions and responses

Fable and Folktales

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

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

Alan Peat Sentences

- Action as if

Randwick Requirements

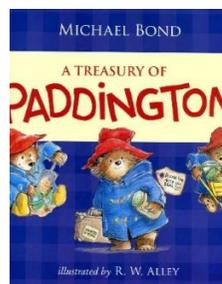
Y3

- I can use compound sentences.

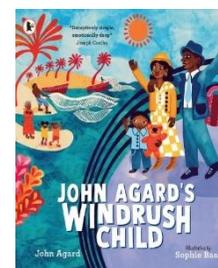
Y4

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

Supporting Text:



Supporting Text:



Cross Curricular Links

History - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Migration and the Windrush generation

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

Year 3 and 4 - Summer 2 - Cycle B

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, *e.g. The owl whispered, "Hello."*

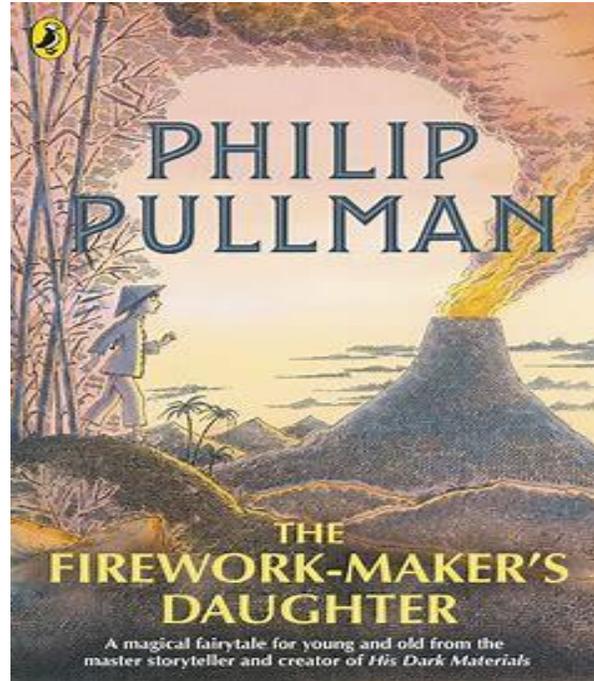
Y3

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

Y4

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

Core Text:



Genre Progression

Quest Journey Tale

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

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

Explanation

Y3

- ❖ Clear introduction
- ❖ Organised into paragraphs denoted by time/place
- ❖ Topical information included • Bold, eye-catching headline
- ❖ 3 rd person
- ❖ Past tense

Y4

- ❖ Clear introduction (who, what, when, where, why, how)
- ❖ Paragraphs organised correctly into key ideas
- ❖ Written in columns
- ❖ Bold, eye-catching headline which includes alliteration
- ❖ Might include a photo with a caption

Alan Peat Sentences

Y3

- ❖ 2 pairs.

Y4

- ❖ Italics 'stressed word'.

Randwick Requirements

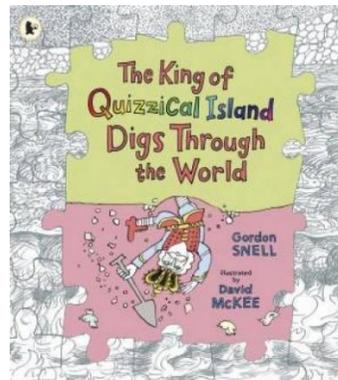
Y3

- 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 Text:



Supporting Text:

Cross Curricular Links

Geography - Mountains, volcanoes and earthquakes