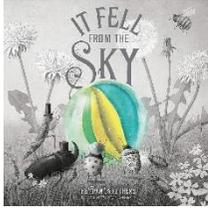
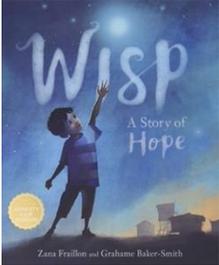
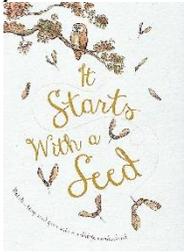
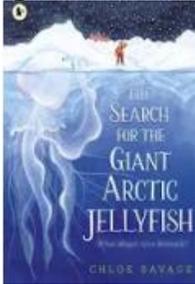
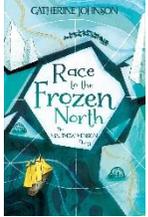
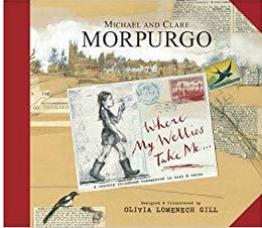
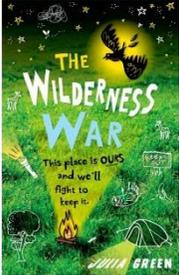
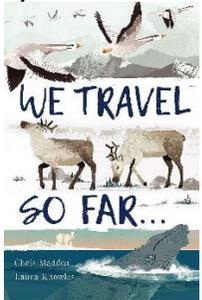


Year 3 and 4 Long Term Overview
Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: It Fell From the Sky by The Fan Brothers</p>  <p>Outcome: (inform/entertain) Blog from the POV of one of the insects from the book.</p> <p align="center">OR</p> <p>Text: Wisp by Zana Fraillon</p>  <p>Outcome(entertain): Children to write the story of Idris.</p>	<p>Text: It Starts with a Seed by Laura Knowles</p>  <p>Outcome: (entertain) a collection of class nature poems in a class anthology</p>	<p>Text: The Search for the Giant Arctic Jellyfish by Chloe Savage</p>  <p>Outcome: (inform) A letter home to describe what has happened on the trip</p>	<p>Text: The Promise by Nicola Davies</p>  <p>Outcome: (entertain/inform) To write two setting descriptions to show the comparison between the beginning and end of the book.</p>	<p>Text: Fox and the Deep Sea Quest by Benjamin Flou & The Island by Mark Janssen</p>  <p>Outcome: (inform/entertain) A recount of a discovery of a new giant turtle.</p>	<p>Text: Race to the Frozen North by Catherine Johnson</p>  <p>Outcome: (inform/entertain) A letter from Mathew Henson to someone in the future describing his life and the events that have happened.</p>
	<p>Site of Application opportunities/ drop in writes: Form: Recount Purpose: To explain what happens to the seed after it lands on the ground. Skills: Use either conjunctions, prepositions or adverbs to express time and cause</p>	<p>Site of Application opportunities/ drop in writes: Form: Narrative Purpose: To retell part of the story from the point of view of the giant jellyfish. Skills: (From Year 2) Expanded noun phrases (adj + adj + noun)</p>	<p>Site of Application opportunities/ drop in writes: Form: Leaflet Purpose: To persuade people to look after the environment by planting plants. Skills: To use subordination (because)</p>	<p>Site of Application opportunities/ drop in writes: Form: Information page Purpose: To inform people about what the giant turtle is like Skills: Use headings and subheadings to organise writing</p>	<p>Site of Application opportunities/ drop in writes: Form: News Report Purpose: To record the events of Mathew reaching the North Pole Skills: Express time, place and cause using conjunctions, adverbs or prepositions</p>

Year 3 and 4 Long Term Overview

Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: Where my wellies take me...by Michael Morpurgo</p>  <p>Outcome: (entertain/inform) extended journal about an autumn walk.</p>	<p>Text: Christmas Poetry – based around Haikus and shape poetry</p>  <p>Outcome: (entertain) to write own Christmas Haiku.</p>	<p>Text: Arthur and the Golden Rope</p>  <p>Outcome: write a narrative about the battle (entertain).</p>	<p>Text: The Wilderness War by Julia Green</p>  <p>Outcome: (inform) instructions to build a den / guide to the wilderness or the school grounds</p>	<p>Text: We Travel So Far by Laura Knowles</p>  <p>Outcome: to (inform) create a class book of animal migration journeys, presented in the style of the text driver</p>	<p>Text: Land of Never Believe by Norman Messenger</p>  <p>Outcome(inform/entertain): Children to create their own Land of Never Believe as a class. Children to recreate a page about a creature, plant and setting they've designed.</p>
<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Narrative</p> <p>Purpose: Setting description from what they see in our school grounds/field/tree area</p> <p>Skills: Collect vocabulary appropriate to purpose and audience</p>	<p>Site of Application opportunities/drop in writes:</p> <p>Form: Poem</p> <p>Purpose: To create a shape poem based on a Christmas/wintry image</p> <p>Skills: Collect vocabulary suitable for purpose</p>	<p>Site of Application opportunities/drop in writes:</p> <p>Form: Diary</p> <p>Purpose: To reflect on what has happened on the journey</p> <p>Skills: Secure coordination (and, but, so)</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Diary</p> <p>Purpose: To reflect on when he saw the deer.</p> <p>Skills: Vary sentence length for effect and clarity</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Letter</p> <p>Purpose: Personal communication about their journey</p> <p>Skills: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Diary</p> <p>Purpose: To show how Norman Mesenger's reflections on discovering the island.</p> <p>Skills: Vary the position of clauses within a sentence</p>

Year 3 and 4 Long Term Overview

Cycle 1

Autumn Teaching Focus	Spring Teaching Focus	Summer Teaching Focus
<p>Transcription: (Year 3) Begin to join some letters – stringing Apply suffixes to spell longer words Apply apostrophes for omission Apply Year 1 and 2 common exception words at the point of writing (Year 4) Increasing fluency in joined handwriting Apply KSI common exception words, Year 3 statutory spellings and spelling rules and patterns taught so far</p>	<p>Transcription: (Year 3) Develop fluency in stringing more letters in handwriting Apply spelling rules / patterns taught so far Use spelling rules and patterns taught so far (Year 4) Increasing fluency in joined handwriting Application of spelling rules and patterns taught so far</p>	<p>Transcription: (Year 3) Increasing fluency in joined handwriting Apply Year 1 and 2 CEW and Yr 3 statutory spellings Apply spelling rules and patterns at the point of writing (Year 4) Increasing fluency in joined handwriting Apply KSI spelling, Year 3/4 statutory spellings and taught rules and patterns at the point of writing</p>
<p>Sentence structure: (Year 3) Secure coordination (and, but, so) and subordination (because) Commas for lists (Year 4) Vary sentence length for effect and clarity Use a range of sentence structures – simple, compound and complex</p>	<p>Sentence structure: (Year 3) Comma after a fronted adverbial Develop subordination (when, if) (Year 4) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Sentence structure: (Year 3) Express time, place and cause using conjunctions, adverbs or prepositions (Year 4) Vary the position of clauses within a sentence</p>
<p>Grammar: (Year 3) Apostrophe for singular possession Adverbial phrases (adv + verb) (Year 4) Use conjunctions, prepositions and adverbs to express time and cause Use inverted commas to indicate speech</p>	<p>Grammar: (Year 3) Fronted adverbials for when and where Use a / an correctly (Year 4) Apostrophe for singular and plural possession Vary nouns/ pronouns within and across sentences to aid cohesion</p>	<p>Grammar: (Year 3) Use inverted commas to indicate speech Use present perfect (Year 4) Use inverted commas and other punctuation to indicate direct speech</p>
<p>Composition: (Year 3) Group related materials into sections Collect vocabulary appropriate to purpose and audience Proofreading to check for errors (Year 4) Use a range of devices to build cohesion within paragraphs</p>	<p>Composition: (Year 3) Use headings and subheadings to organise writing Proofreading to check for errors – spelling, grammar, punctuation (Year 4) Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Composition: (Year 3) Development of paragraphs Collecting vocabulary appropriate to purpose and audience Proofreading to check for cohesion (Year 4) Discuss choices linked to purpose and audience Evaluate the effectiveness of their writing and edit Include a range of devices to build cohesion within paragraphs</p>
<p>End of Year Pen Portrait (Year 3) Pupils are aware of the purpose and audience for their writing. They explore and experiment with a wider range of sentence structures, thinking carefully about how to extend and join parts of their writing using appropriate adverbs and conjunctions. Description is developed using appropriate noun phrases and technical vocabulary is</p>		

Year 3 and 4 Long Term Overview

Cycle 1

evident in non-fiction. Writing is shaped by simple planning structures that support the development of paragraphs: sections of writing are grouped under subheadings in non-fiction. Where speech is used it is accurately punctuated. Writing is legible and beginning to become more consistent when joined. Spelling reflects the curriculum taught so far. They read back their writing and, with support, edit to link and develop ideas coherently.

(Year 4) Pupils can identify the purpose, audience and form of their writing in both fiction and non-fiction texts. They organise these texts using paragraphs for clarity. Ideas are connected using nouns, pronouns, and adverbials to provide clarity and coherence for the reader. Narratives have clear structures and key events are expanded to provide clarity for the reader. They are secure in using a range of sentence structures and are beginning to manipulate clauses dependent on the purpose of the writing. Speech is accurately punctuated, and a character's response is beginning to be indicated within the narrative. Writing is consistently joined and legible. Spelling reflects the curriculum taught so far. Pupils can proof-read and edit their writing with increasing independence.