

Key Stage Two: Class 6 – Year 3 and 4

Long Term Plan for English

Autumn 1 Topic: Time Travellers: Victorians	Autumn 2 Topic: Time Travellers: Benin Civilisation	Spring 1 Topic: Invaders and Settlers: Ancient Rome	Spring 2 Topic: Invaders and Settlers: Anglo Saxons and Vikings	Summer 1 Topic: Volcanoes and Earthquakes	Summer 2 Topic: Where We Live: Gosforth
<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>• ‘The Brothers Grimm’ - ‘The mouse, the bird and the sausage’.</li> <li>• Various extracts, ‘Pickpockets’, diary entries</li> <li>• Biography – Harry Potter, J.K. Rowling, Usain Bolt.</li> </ul>	<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>• ‘Street Child’ by Berlie Doherty</li> <li>• Playscript extracts</li> <li>• Link to Christmas performance</li> </ul>	<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>• Adverts, including Edinburgh Zoo</li> <li>• ‘Amazing Train’.</li> <li>• Performance poetry – ‘Ice Pact’, ‘The River’, The Angry Volcano, cinquains</li> </ul>	<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>• Newspaper extracts, ‘Bag Thief’, ‘Boy Overboard’.</li> <li>• ‘How Do Flowering Plants Grow’</li> <li>• ‘How Does the Water Cycle Work’</li> </ul>	<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>• ‘Sheep Pig’ by Dick King-Smith</li> <li>• Shape poems – example texts.</li> <li>• Volcanoes and Earthquakes texts</li> </ul>	<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>• Revisit adverts using different current examples</li> <li>• Proverb based tale telling through playscripts.</li> </ul>
<p><b>Writing Opportunities and Outcomes (genres)</b> Traditional folk tales and fairy stories (3 weeks) Poetry to perform (2 weeks) Recounts (3 weeks)</p>	<p><b>Writing Opportunities and Outcomes (genres)</b> Key Stories (3 weeks) Play scripts (3 weeks)</p>	<p><b>Writing Opportunities and Outcomes (genres)</b> Traditional Tales and fairy stories (fables). (2 weeks) Explanations (3 weeks) Free verse and narrative (1 week)</p>	<p><b>Writing Opportunities and Outcomes (genres)</b> Myths and Legends (3 weeks) Key Stories (2 weeks) Non-chronological report (3 weeks – cross curricular link?)</p>	<p><b>Writing Opportunities and Outcomes (genres)</b> Key Stories (3 weeks) Free verse and narrative (1 week) Non-chronological report (2/3 weeks)</p>	<p><b>Writing Opportunities and Outcomes (genres)</b> Persuasive texts Playscripts</p>
<p><b>Grammar focus</b> <b>Year 4:</b> Standard English verb inflections. Expanded noun phrases using modifying adjectives. Paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to add cohesion and avoid repetition. How speech is punctuated. Use of fronted adverbials with appropriate punctuation; how fronted adverbials add variety to sentence structure. How the poet uses language to create a specific effect and impact on the reader. <b>Year 3:</b> Use of clauses and subordinate clauses. Use of paragraphs to group related materials. Use of inverted commas to punctuate direct speech. Express time, place and cause using conjunctions, adverbs and prepositions. How the poet expresses time, place and cause using conjunctions, adverbs and prepositions. The language used by the poet to create pictures for the reader.</p>	<p><b>Grammar focus</b> <b>Year 4:</b> Standard English verb inflections. Expanded noun phrases using modifying adjectives. Paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to add cohesion and avoid repetition. How speech is punctuated. Use of fronted adverbials with appropriate punctuation. The use of fronted adverbials in stage directions. How play scripts are punctuated. <b>Year 3:</b> The use of clauses and subordinate clauses. Use of inverted commas to punctuate direct speech. Express time, place and cause using conjunctions, adverbs and prepositions. Use of paragraphs to group related materials.</p>	<p><b>Grammar focus</b> <b>Year 4:</b> Standard English verb inflections. Causal phrases. Paragraphs to organise ideas around a theme/group related material. How speech is punctuated. Use of fronted adverbials with appropriate punctuation. Headings and subheadings to aid presentation. Use of clauses and subordinate clauses. Use of nouns within and across sentences to aid cohesion and avoid repetition. How the poet uses language to create a specific effect and impact on the reader. <b>In addition, for Year 3:</b> Clauses Use of inverted commas to punctuate direct speech. Express time, place and cause using conjunctions, adverbs and prepositions. Identify the present perfect for of verbs. How the poet expresses time, place and cause using conjunctions, adverbs and prepositions. The language used by the poet to create pictures for the reader.</p>	<p><b>Grammar focus</b> <b>Year 4:</b> Standard verb inflections. The use of phrases to indicate the passing of time, including fronted adverbials. Paragraphs to organise ideas around a theme. How texts are punctuated, including speech. How expanded noun phrases with modifying adjectives and prepositional phrases are used. How apostrophes are used to mark plural possession. Use of headings and subheadings to aid presentation. Use of complex sentences to add variety. Use of nouns within and across sentences to aid cohesion and avoid repetition. <b>Year 3:</b> Use of clauses and subordinate clauses. The use of inverted commas to punctuate direct speech. How to express time, place and cause using conjunctions, adverbs, prepositions. The use of paragraphs to group related material. Headings and subheadings to aid presentation. Identify the present perfect form of verbs.</p>	<p><b>Grammar focus</b> <b>Year 4:</b> Standard English verb inflections How expanded noun phrases are used to add detail through modifying adjectives and prepositional phrases. The use of phrases to indicate the passing of time including fronted adverbials. Paragraphs to organise ideas around a theme. Apostrophes to mark plural possession. How texts are punctuated, including speech. How the poet uses language to create a specific effect and impact on the reader. Paragraphs organised around a theme. Use headings and subheadings to aid presentation. Use of complex sentences to add variety. Use of nouns within and across sentences to aid cohesion and avoid repetition. <b>Year 3:</b> Use of clauses and subordinate clauses. The use of inverted commas to punctuate direct speech. How to express time, place and cause using conjunctions, adverbs, prepositions. The use of paragraphs to group related material. How the poet expresses time, place and cause. The language used by the poet to create pictures for the reader. Headings and subheadings to aid presentation.’ Use of clauses and subordinate clauses. How to express time, place and cause using conjunctions, adverbs, prepositions. The use of paragraphs to group related material.</p>	<p><b>Grammar focus</b> <b>Year 4:</b> Standard English forms for verb inflections. How paragraphs re used to organise ideas round a theme. Use of pronouns or nouns within and across sentences to avoid repetition. Use of fronted adverbials The use of fronted adverbials in stage directions How playscripts are punctuated. <b>Year 3:</b> Use of clauses and subordinate clauses. How to express time, place and cause using conjunctions, adverbs, prepositions. The use of paragraphs to group related material. How the conventions of play scripts express time, place and cause using conjunctions, adverbs, and prepositions.</p>
<p><b>Broadway Recommended Reads</b> ‘The Lion, the Witch and the Wardrobe’ by C.S. Lewis</p>	<p><b>Broadway Recommended Reads</b> ‘Beetle Boy’ by M.G. Leonard</p>	<p><b>Broadway Recommended Reads</b> ‘Midnight Fox’ by Betsy Byers ‘I Wandered Lonely As A Cloud’ by William Wordsworth</p>	<p><b>Broadway Recommended Reads</b> ‘The Iron Man’ by Ted Hughes</p>	<p><b>Broadway Recommended Reads</b> ‘Sheep Pig’ by Dick King-Smith</p>	<p><b>Broadway Recommended Reads</b> ‘Woof’ by Allan Ahlberg</p>