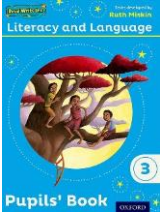




English Curriculum Map 2024-2025

Cycle B - Year 3&4

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks 3 days)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (3weeks 4 days)	Summer 2 (7 weeks)
Cross-curricular theme						
Enrichment e.g. visitor, author, poet, trips, school events	Roald Dahl Day September 2024 National Poetry Day October 2024 NFER	Non-Fiction November	Multi-cultural Children's Book Day January 2024 NFER	World Book Day March 2024	NFER	National Writing Day 2024
Core Text	A Bear called Paddington by Michael Bond (class copies)  Michael Bond <small>Illustrated by Peggy Fortnum</small>	The Enchantress of the Sands (class copies)  Pupils' Book	Stig of the Dump (class copies) 	The Fib by George Layton (short story – copies) 	The Iron Man by Ted Hughes (library loan) 	Adventure Stories (if Classic Poetry and Explanation texts completed first)
Linked Texts	Best-Loved Paddington Stories The Complete Adventures of Paddington by Michael Bond Paddington – A Treasury for the Very Young by Michael Bond (more suitable for Y2) Paddington film (PG) 2014 Paddington 2 film (PG) 2017 Paddington 2: Story of the Movie by Anna Wilson Original Paddington Episode 1 (1975) Film Fair https://www.youtube.com/watch?v=epOwMn04BAs&list=PL_nccfnXFki5-CliQx3QbDQVnQaomc_4 https://www.youtube.com/watch?v=sCgnuhb45ik	<i>The Lancashire Giant</i> – Espresso. The Tin Forest by Helen Ward. The Tin Forest on YouTube https://www.youtube.com/watch?v=AP5PNOIU4ns Storyteller 7-9 by Pie Corbett – Dragonory and other stories The Three Wishes The Old Lady who lived in a Vinegar Bottle Greenling by Levi Pinfold Black Dog by Levi Pinfold The Green Children by Kevin Crossley- Holland	Stig of the Dump by Clive King. Stig of the Dump: Complete BBC Series (2002). Stig of the Dump: 1981 Children's BBC Series https://www.youtube.com/watch?v=prbCQaSXFbg Oogo the Cave Boy by Christy Davies. Stone Girl, Bone Girl by Laurence Anholt. Fossil Girl by Catherine Brighton. Stone Soup by Heather Forest	The Balaclava Story in The Fib by George Layton. The Fastest Boy in the World by Elizabeth Laird. A Matter of Loaf and Death – Wallace and Gromit – DVD by Nick Park and Novelisation by Penny Worms. Just William series by Richmal Crompton, illustrated by Chris Riddell. A Boy and a Bear in a Boat by Dave Shelton. The Chilli Challenge by Angela Barry. Woof! by Allan Ahlberg.	The Iron Man by Ted Hughes. The Iron Woman by Ted Hughes. The Iron Giant DVD. The Wild Robot by Peter Brown. The Secret Lake by Karen Inglis Mrs Pepperpot Stories by Alf Proysen. James and the Giant Peach by Roald Dahl. The Hodgeheg by Dick-King Smith. The Sheep-Pig by Dick-King Smith	A Child's Garden of Verses by Robert Louis Stevenson. https://www.gutenberg.org/files/25609/25609-h/25609-h.htm Spider and the Fly by Mary Howitt, such as: Print version https://www.ocf.berkeley.edu/~aathavan/poems/The%20Spider%20and%20The%20Fly%20A%20Fable.htm

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Cycle B - Year 3&4

Poetry						Classic Poetry The Spider and the Fly by Mary Howitt 2 weeks
<u>Narrative Unit and skills</u>	<p style="text-align: center;"><u>Bridging Unit - Narrative</u></p> <p><u>Timescale:</u> 4 weeks</p> <p><u>Writing Skills:</u></p> <p><u>Y2</u> -Secure the use of full stops, capital letters, exclamation marks and question marks. -Use subordination for time using when, before and after. Noun phrases</p> <p><u>Into Y3</u> -Explore, identify and create complex sentences using a range of conjunctions -Use inverted commas to punctuate direct speech</p>	<p style="text-align: center;"><u>Folk Tales</u></p> <p><u>Timescale:</u> 3-4 weeks</p> <p><u>Writing Skills:</u></p> <p><u>Y3</u> Identify, select and use prepositions for where Use prepositions to begin sentences</p> <p><u>Y3/4</u> Use inverted commas to punctuate direct speech Use commas to mark clauses</p>	<p style="text-align: center;"><u>Story on a theme</u></p> <p><u>Timescale:</u> 3-4 weeks</p> <p><u>Writing Skills:</u></p> <p><u>Y3</u> Identify, select, generate and effectively use prepositions for where, e.g. above, below, beneath, within, outside, beyond. Explore, identify and create complex sentences using a range of conjunctions, e.g. when, before, after, until. Identify clauses in sentences</p> <p><u>Y3/Y4</u> Group related material into paragraphs.</p> <p><u>Y4</u> Identify, select, generate and use subordinate conjunctions. Use the comma to separate clauses in complex sentences where the subordinate clause appears first</p>	<p style="text-align: center;"><u>Dilemmas</u></p> <p><u>Timescale:</u> 3-4 weeks</p> <p><u>Writing Skills:</u></p> <p><u>Y3/Y4</u> Create complex sentences with adverb starters, e.g. 'Silently trudging through the snow, Sam made his way up the mountain.' Use inverted commas and other punctuation to indicate direct speech, e.g. 'The tour guide announced, "Be back here at four o' clock."'</p> <p>Use precise noun (burglar rather than man) and expanded noun phrases (the crumbly cookie with tasty marshmallow pieces)</p>	<p style="text-align: center;"><u>Novel as a theme</u></p> <p><u>Timescale:</u> 3 weeks</p> <p><u>Writing Skills:</u></p> <p><u>Y3</u> - Explore, identify and create complex sentences using a range of conjunctions</p> <p><u>Y4</u> -Create complex sentences with adverb starters, e.g. Silently trudging through the snow, Sam made his way up the mountain. -Use inverted commas for dialogue</p>	<p style="text-align: center;"><u>Adventure Stories</u></p> <p><u>Timescales:</u> Last week/s of term</p> <p><u>Writing Skills:</u></p>

English Curriculum Map 2024-2025

Cycle B - Year 3&4

<p><u>Purpose and Audience</u></p>	<p><u>Purpose:</u> Innovated version of Paddington making a mistake on moving in with The Browns.</p> <p><u>Audience:</u> Published in a Paddington Anthology for visitors.</p>	<p><u>Purpose:</u> Innovated folk tale based on a model</p> <p><u>Audience:</u> Read aloud to small groups in partner class</p>	<p><u>Purpose:</u> Children will be able to write a narrative based on a plot.</p> <p><u>Audience:</u> Read aloud to an adult different in school.</p>	<p><u>Purpose:</u> Children will be able to write a story based on a dilemma.</p> <p><u>Audience:</u> Book of short stories to be placed in class or school library, or on display.</p>	<p><u>Purpose:</u> A story based on the plot of The Iron Man</p> <p><u>Audience:</u> To publish on school website</p>	<p><u>Poetry Purpose:</u> Performance of a poem Written response</p> <p><u>Audience:</u> Assembly to parents</p>
<p><u>Narrative</u> Weekly short independent writing opportunities within the unit</p>	<p>Word map (semantic) Compare text and film narratives of same events, and record preferences in writing. A character description of Paddington. Diary entries Making predictions Letter/postcard writing Description using noun phrases</p>	<p>Story map using prepositional phrases</p> <p>Dialogue between two characters</p> <p>Add yourself as a character into a scene</p> <p>Diary entry / letter</p>	<p>Diary in role as a character</p> <p>Children create own true/false quiz using a selected section of text,</p> <p>Writing a dialogue between two characters. Hot seating. Thoughts and feelings – write a postcard from his dump.</p>	<p>Informal letter / email to friend</p> <p>Formal letter / email to head</p> <p>Dialogue between main character & mum</p> <p>Persuasive piece – Should the MC have a balaclava?</p>	<p>Sentences using past progressive linked to images from film/text</p> <p>Descriptions of settings</p> <p>Dialogue between Iron Man and Hogarth</p> <p>Diaries in role as different characters</p> <p>Point and evidence grid</p>	
<p><u>Non-fiction</u> Unit and skills</p>	<p><u>Information Leaflet / guide to London (or local area)</u> (See suggested texts LP Unit) <u>Timescale:</u> 3 weeks</p> <p><u>Writing Skills:</u> Year 3 LA Use sentences with different forms including statement, question, exclamation. Use subordination for time using when, before and after. <u>Year3-4</u></p>	<p><u>Recount - biographies</u> Based on Little People, Big Dreams (see suggested texts) <u>Timescale:</u> 2-3 weeks</p> <p><u>Writing Skills:</u> Year 3 - 4 Explore, identify and create complex sentences using a range of conjunctions, e.g. <i>when, while, after, before</i> - Use different sentence structures e.g. conjunctions to create complex sentences.</p>	<p><u>Discussion / debate text</u></p> <p><u>Timescale:</u> 2-3 weeks</p> <p><u>Writing Skills:</u> <u>Year 3 – 4</u></p> <p>Identify clauses in sentences.</p> <p>Explore, identify and create complex sentences using a range</p>	<p><u>Persuasion – advert on a product or food</u></p> <p><u>Timescale:</u> 2-3 weeks</p> <p><u>Writing Skills:</u></p> <p>Use suffixes to understand meanings, e.g. -tion, -sion.</p> <p>Identify, select and effectively use pronouns.</p>	<p>No Non-Fiction due to short term</p>	<p><u>Explanation Texts linked to plants or a science topic</u></p> <p><u>Timescale:</u> 2-3 weeks</p> <p><u>Writing Skills:</u> - Explore, identify and create complex sentences using a range of conjunctions - Identify, select, generate and</p>

English Curriculum Map 2024-2025

Cycle B - Year 3&4

	<p>-Explore and identify main and subordinate clauses in complex sentences.</p> <p>-Explore, identify and create complex sentences using a range of conjunctions</p> <p>-Use the comma to separate clauses in complex sentences where the subordinate clause appears first</p>		<p>of conjunctions, e.g. because, if, although.</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first.</p> <p>Use a comma to separate clauses (subordinate clause after a fronted adverbials).</p>	<p>Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.</p>		<p>effectively use prepositions for where</p> <p>- Use adverbs</p>
<u>Purpose and Audience</u>	<p><u>Purpose:</u> Innovated version of a new leaflet/guide on two themed landmarks (Buckingham Palace and Westminster Abbey).</p> <p><u>Audience:</u> Children in class</p>	<p><u>Purpose:</u> Biography of a hero linked to topic</p> <p><u>Audience:</u> Collate to make a class booklet</p>	<p><u>Purpose:</u> To present different points of view.</p> <p><u>Audience:</u> To small groups in class</p>	<p><u>Purpose:</u> To write a persuasive advert or leaflet.</p> <p><u>Audience:</u> Present persuasive advert and record using ICT.</p>		<p><u>Purpose:</u> An explanation text</p> <p><u>Audience:</u> To produce using IT</p>
<u>Non-fiction</u> <u>Weekly short independent writing opportunities within the unit</u>	<p>Key facts Top Trumps cards Write riddles. A newcomer's guide or leaflet on London (or your local area).</p>	<p>Questions to ask and answer</p> <p>Note taking</p> <p>Research boxes</p>	<p>To write a balanced argument.</p> <p>Summarise using annotations and notes at the side of each paragraph.</p> <p>Rules for an effective discussion.</p> <p>Short letter writing for both sides of an argument.</p>	<p>Developing ideas for a persuasive leaflet and organising into a planner.</p> <p>Checklist for spotting persuasion language.</p>		<p>Semantic maps to explore vocabulary</p> <p>True or false statements</p> <p>Note taking / research boxes</p>