


Autumn 1: How can we save our planet?	Autumn 2: The Amazon Rainforest	Spring 1: Ancient Civilisations	Spring 2: Ancient Civilisations	Summer 1: Saxons and Scots	Summer 2: Electricity
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Poetry: Wild by James Carter (p. 52 of The worlds Greatest Space Cadet')</p>  <p>Purpose: To describe</p> <p>Outcome: Perform a poem about myself.</p> <p>Audience: My new teacher</p>	<p>Text: The Tin Forest by Helen Ward.</p>  <p>Purpose: To recount</p> <p>Outcome: Series of diary entries</p> <p>Audience: Part of the rainforest café - display (Sight of Application: To retell the story of the Tin forest)</p>	<p>Poetry: The Magic Box by Kit Wright p. 91</p>  <p>Purpose: To describe</p> <p>Outcome: Innovate - What's inside the pyramid? What's inside the Pharaohs tomb?</p> <p>Audience: Display board in the classroom</p>	<p>Text: Egyptology by Emily Sands</p>  <p>Purpose: To inform</p> <p>Outcome: A Information page for the Year 3/4 museum</p> <p>Audience: Visitors to the museum</p>	<p>Poetry: Dragon Poems</p>  <p>Dragon by James Jarrett https://www.poemhunter.com/poems/dragon/page-1/12495971/</p> <p>Dragon by Alesia Leach https://www.poemhunter.com/poems/dragon/page-1/40321463/</p> <p>I met a dragon face to face by Jack Prelutsky https://www.poemhunter.com/poem/i-met-a-dragon-face-to-face/</p> <p>Purpose: To entertain</p> <p>Outcome: Narrative poems about dragons</p> <p>Audience: (Sight of Application: News report about an invasion of dragons)</p>	<p>Text: Ada Twist, Scientist by Andrea Beaty</p>  <p>Purpose: To entertain</p> <p>Outcome: Innovated story about someone achieving their dream</p> <p>Audience: (Site of Application: To Instruct -)</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>Year 2:</p> <p>Write expanded noun phrases to describe and specify (recap)</p> <p>Use the suffixes er, est in adjectives (recap)</p>	<p>Year 2</p> <p>To use commas to separate items in a list (recap)</p> <p>Link related sentences through the use of pronouns. (recap)</p> <p>Use the progressive form correctly and consistently e.g. He was shouting. (recap Y2)</p> <p>Year 3:</p> <p>Know when to use 'a' and 'an' (new)</p>	<p>Year 2:</p> <p>Write expanded noun phrases to describe and specify (recap)</p> <p>To use commas to separate items in a list (recap)</p> <p>Year 3:</p> <p>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' (Y3 P2)</p>	<p>Year 3</p> <p>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' (recap)</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) (recap)</p>	<p>Year 3</p> <p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation (recap)</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>Year 3</p> <p>In narratives, creates settings, characters and plot (recap)</p> <p>Use fronted adverbials (recap)</p> <p>Use commas after fronted adverbials (recap)</p>

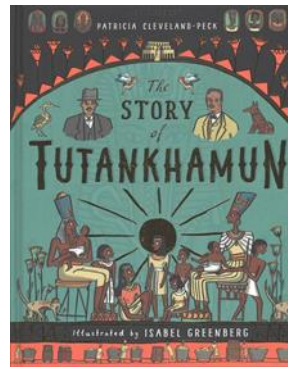
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: <i>The Carbon Monster</i> by Katherine Wheatley</p>  <p>Purpose: To inform Outcome: A leaflet instructing the reader about how to reduce their carbon monster Audience: Local residents (Sight of application: To describe the carbon monster)</p>	<p>Text: <i>Wild Animals of the South</i> by Dieter Braun</p>  <p>Purpose: To inform Outcome: Non-chronological report about a rainforest animal for a book 'Wild Animals of the Rainforest' Audience: To be sold at the rainforest cafe (Sight of application: To recount - recount an experience from an animals point of view)</p>	<p>Text: <i>Cinderella on the Nile</i> by Beverly Naidoo</p>  <p>Purpose: To Entertain Outcome: A re-written traditional tale Audience: Visitors to the museum (Site of Application - To report - Rodopis disappearance)</p>	<p>Text: <i>The Time-travelling Cat and the Egyptian Goddess</i> by Julia Jarman</p>  <p>Purpose: To describe Outcome: Children to the character of Ka Audience: Missing Poster for people of the neighbourhood. (Site of Application - to recount - Ka's point of view what he saw in the Egyptian temple)</p>	<p>Text: <i>How to train your dragon?</i> By Cressida Cowell</p>  <p>Digital Literacy: Video Clips from Films Purpose: To instruct Outcome: Chn to write their own instruction manual about how to successfully catch their own dragon (Sight of Application: To recount what it was like going into the caves)</p>	<p>Text: <i>Until I Met Dudley</i> by Roger McGough</p>  <p>Purpose: To explain Outcome: Explain how an electrical circuit works. Links to digital media: CBeebies - Do You Know! Audience: Someone wanting to find out how to fix an appliance (Sight of Application: To entertain)</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>Year 2 Add suffixes to spell longer words including - ful and - less. (recap)</p> <p>Use a brief opening and ending. (recap)</p> <p>Use sentences with different forms: statement, question, exclamation and command. (recap)</p> <p>To use subordinating conjunctions e.g. when, if, that, because. (recap)</p>	<p>Year 2 To use subordinating conjunctions e.g. when, if, that, because. (recap)</p> <p>Year 3 Organise writing into logical chunks and write a coherent series of linked sentences for each (new)</p> <p>Use simple organisational devices, e.g. headings and subheadings (new)</p> <p>Select nouns and pronouns to provide clarity for the reader (new)</p>	<p>Year 3 Use conjunctions to express time, place and cause (new)</p> <p>Use inverted commas to punctuate direct speech (new)</p> <p>In narratives, creates settings, characters and plot (new)</p> <p>Vary nouns and pronouns to avoid repetition (new)</p>	<p>Year 3 Use inverted commas to punctuate direct speech (recap)</p> <p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation (recap)</p> <p>Use adverbs and prepositions to express time, place and cause(recap)</p>	<p>Year 3 Use fronted adverbials (new)</p> <p>Use commas after fronted adverbials (new)</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) (recap)</p>	<p>Year 3 Use fronted adverbials and use commas after fronted adverbials. (recap)</p> <p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation (recap)</p> <p>Indicate possession by using the possessive apostrophe with plural nouns (recap)</p> <p>Organise paragraphs around a theme (recap)</p>

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3
<p>Text: The Iron Man by Ted Hughes</p>  <p>Purpose: To entertain Outcome: An innovated narrative based on 'saving the world'. Audience:</p> <p>Digital Media links: http://www.bbc.co.uk/education/clips/z878q6f (Sight of Application: To instruct the village about how to capture the iron man)</p>	<p>Text: The Vanishing Rainforest by Richard Platt</p>  <p>Newsround (ICT/Video)</p> <p>Purpose: To report Outcome: A news report Digital Links https://www.bbc.co.uk/newsround/49435987 https://www.bbc.co.uk/newsround/27840452 https://www.bbc.co.uk/newsround/49520864 https://www.bbc.co.uk/newsround/48836955 Audience: (Sight of Application: To describe the rainforest)</p>	<p>Text: Egyptology by Emily Sands</p>  <p>Purpose: To recount Digital text to use alongside: Night at the Museum 3 Outcome: A scrapbook from Howard Carter about his discovery of Tuthankhamun's tomb. Audience: Visitors to the tomb. (Sight of Application: To entertain - retell the story opener of 'Night at the museum' using the film clip)</p>	<p>Text: The Time-travelling Cat and the Egyptian Goddess by Julia Jarman</p>  <p>Purpose: To entertain Outcome: Children to write their own narrative based on time travel. Audience: Could we send to Julia Jarman?</p>	<p>Text: Beowulf (Illustrated version) by Rob Lloyd Jones (Use extracts from Beowulf by Michael Morpurgo).</p>  <p>Digital Literacy: The Literacy Shed: The Dragon Slayer https://www.literacyshed.com/dragonslayer.html# Purpose: To entertain Outcome: Chn to create their own narrative about a mythical creature/monster. Audience: Vikings (Sight of application: To instruct: How to kill the monster) (Site of Application - To describe Beowulf)</p>	<p>Text: The King who Banned the Dark by Emily Harworth Booth</p>  <p>Purpose: To report Outcome: News Report Audience: residents of the palace (Site of Application - to explain)</p>
<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>
<p>Year 2</p> <p>Use apostrophes to mark singular possession in nouns (recap)</p> <p>Use the progressive form correctly and consistently e.g. He was shouting. (new - Y2)</p> <p>Use the past and present tense correctly and consistently (new Y2)</p>	<p>Year 3</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) (new)</p> <p>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play (new)</p> <p>Use irregular simple past-tense verbs e.g. awake / awoke (new)</p>	<p>Year 3:</p> <p>Use adverbs and prepositions to express time, place and cause(new)</p> <p>Organise paragraphs around a theme (new)</p> <p>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play (recap)</p> <p>Use irregular simple past-tense verbs e.g. awake / awoke (recap)</p>	<p>Year 3:</p> <p>In narratives, creates settings, characters and plot (recap)</p> <p>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play (recap)</p> <p>Indicate possession by using the possessive apostrophe with plural nouns (new)</p>	<p>Year 3:</p> <p>In narratives, creates settings, characters and plot (recap)</p> <p>To use vivid vocabulary to introduce a character.</p> <p>To use inverted commas to punctuate direct speech (recap)</p>	<p>Year 3</p> <p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation (recap)</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) (recap)</p>

Guided Reading Texts



Bushcraft – (Brown – Oxford Owl)



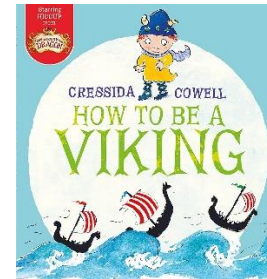
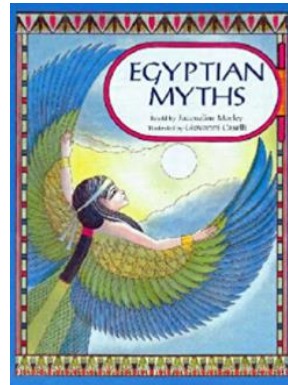
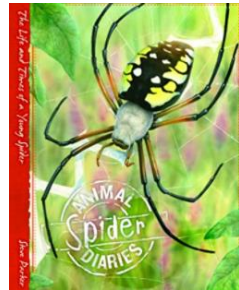
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Building the Future (Brown – Oxford Owl)

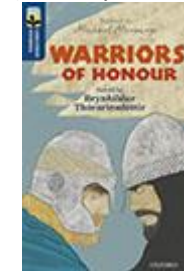
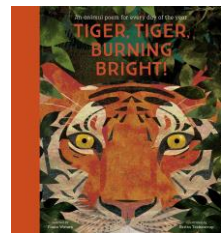


(Literacy Shed +)



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DK Find Out – Electricity – information webpage



Warriors of Honour – (Grey – Oxford Owl)