
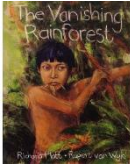


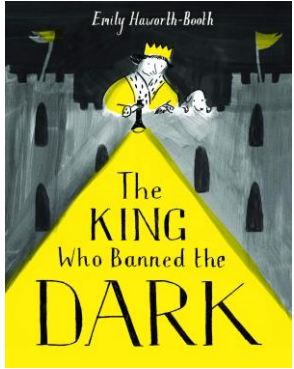


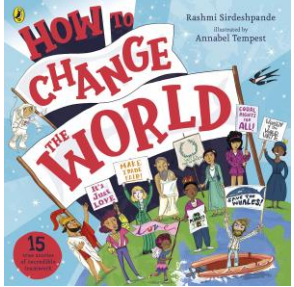



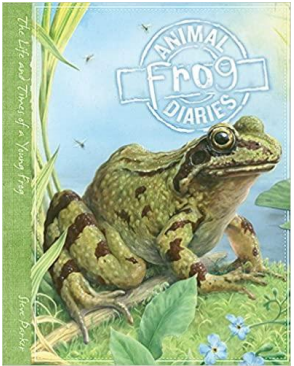
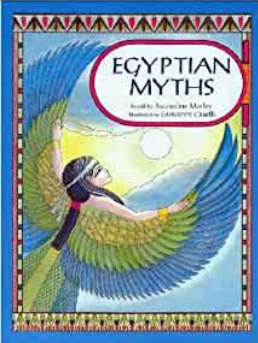
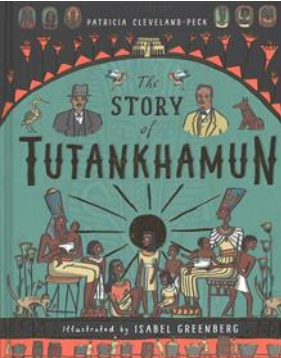

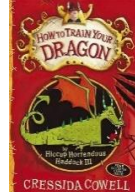
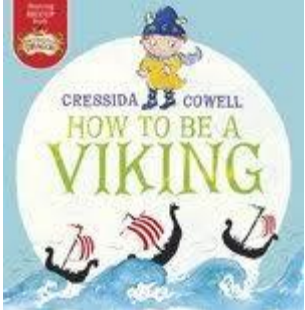
Autumn 1: How can we save our planet?	Autumn 2: The Amazon Rainforest	Spring 1: Ancient Civilisations	Spring 2: Ancient Civilisations	Summer 1: Saxons and Scots	Summer 2: Electricity
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Poetry: Werewolf Club Rules by Joseph Coelho</p>  <p>Poem: Miss Flotsam p. 13</p> <p>Purpose: To describe Outcome: Perform a poem about myself. Audience: My new teacher</p>	<p>Text: The Tin Forest by Helen Ward.</p>  <p>Purpose: To recount Outcome: Series of diary entries 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 Outcome: Innovate - What's inside the pyramid? What's inside the Pharaohs tomb? Audience: Display board in the classroom</p>	<p>Text: Egyptology by Emily Sands</p>  <p>Purpose: To inform Outcome: An information page for the Year 3/4 museum 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/ Dragon by Alesia Leach https://www.poemhunter.com/poems/dragon/page-1/40321463/ I met a dragon face to face by Jack Prelutsky https://www.poemhunter.com/poem/i-met-a-dragon-face-to-face/ Purpose: To entertain Outcome: Narrative poems about dragons 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 Outcome: Innovated story about someone achieving their dream 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 3 Expansion of detail/events may be supported through vocabulary and explanation</p> <p>Use fronted adverbials</p> <p>Use comma after fronted adverbials</p> <p>Use specific vocabulary and ideas expressed in the text to support own views.</p> <p>Year 4 Use a varied and rich vocabulary</p>	<p>Year 3 Justify inferences with evidence</p> <p>Vocabulary choices move from generic to specific</p> <p>Expansion of detail/events supported through</p> <p>Use conjunctions to express time, place and cause</p> <p>Use adverbs and prepositions to express time, place and cause</p> <p>Year 4</p>	<p>Year 3 Identify specific techniques and say why they interest them</p> <p>Use fronted adverbials</p> <p>Use comma after fronted adverbials</p> <p>Year 4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p>	<p>Year 3 Use irregular simple past tense verbs</p> <p>Year 4 Identify main ideas drawn from more than one paragraph and summarising these</p> <p>Identify how a range of presentational devices guide the reader in non-fiction</p> <p>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</p>	<p>Year 3 Expansion of detail/events may be supported through vocabulary and explanation</p> <p>Use fronted adverbials</p> <p>Use comma after fronted adverbials</p> <p>Use specific vocabulary and ideas expressed in the text to support own views.</p> <p>Year 4 Use a varied and rich vocabulary</p>	<p>Year 4 Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p>

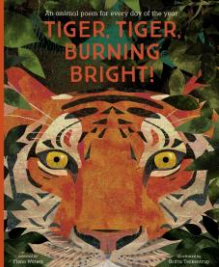
	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		Openings and closings are clearly signalled and well developed		
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: The Carbon Monster by Katherine Wheatley</p>  <p>Purpose: To instruct</p> <p>Outcome: A leaflet instructing the reader about how to reduce their carbon monster</p> <p>Audience: Local residents (Sight of application: To describe the carbon monster)</p>	<p>Text: Wild Animals of the South by Dieter Braun</p>  <p>Purpose: To inform</p> <p>Outcome: Non-chronological report about a rainforest animal for a book 'Wild Animals of the Rainforest'</p> <p>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: The Egyptian Cinderella by Shirley Climo</p>  <p>Purpose: To Entertain</p> <p>Outcome: A re-written traditional tale</p> <p>Audience: Visitors to the museum (Site of Application - To report - Rodopis disappearance)</p>	<p>Text: The Time-travelling Cat and the Egyptian Goddess by Julia Jarman</p>  <p>Purpose: To describe</p> <p>Outcome: Children to the character of Ka</p> <p>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: How to train your dragon? By Cressida Cowell</p>  <p>Digital Literacy: Video Clips from Films</p> <p>Purpose: To instruct</p> <p>Outcome: Children 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: Until I Met Dudley by Roger McGough</p>  <p>Purpose: To explain</p> <p>Outcome: Explain how an electrical circuit works. Links to digital media: CBeebies - Do You Know!</p> <p>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 3 Use dictionaries to check the meaning of words that they have read</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use some variation in sentence types (statement/ command/ question/ exclamation)</p>	<p>Year 3 Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use fronted adverbials</p> <p>Use comma after fronted adverbials</p> <p>Use simple organisational devices, e.g. headings and subheadings</p>	<p>Year 3 Use irregular simple past tense verbs e.g. awake/awoke</p> <p>Use conjunctions to express time, place and cause</p> <p>Organise paragraphs around a theme</p> <p>Year 4 Use an increasing range of sentence length and structure</p>	<p>Year 3 Expansion of detail/events may be supported through vocabulary and explanation</p> <p>Year 4 Identify how language, structure, and presentation contribute to meaning</p> <p>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p>	<p>Year 3 Use some variation in sentence types (statement/ command/ question/ exclamation)</p> <p>Year 4 Use fronted adverbials followed by a comma</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p>	<p>Year 4 Use specific vocabulary, and ideas expressed in the text, to support own responses</p> <p>Openings and closings are clearly signalled and well developed</p> <p>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</p>

<p>Organise paragraphs around a theme</p> <p>Year 4 Non-narrative material uses simple organisational devices</p>	<p>Year 4 Writing is clear in purpose</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p> <p>Use an increasing range of sentence length and structure</p>	<p>Understand the difference between plural and possessive -s</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	
<p>Learning Journey 3</p>	<p>Learning Journey 3</p>	<p>Learning Journey 3</p>	<p>Learning Journey 3</p>	<p>Learning Journey 3</p>	<p>Learning Journey 3</p>
<p>Text: The Iron Man by Ted Hughes</p>  <p>Purpose: To entertain Outcome: An innovated narrative based on 'saving the world'. Audience: 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 Tutankhamun'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: Children 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 3 Use specific vocabulary and ideas expressed in the text to support own ideas</p> <p>Use irregular simple past tense verbs e.g. awake/awoke</p>	<p>Year 3 Expansion of detail/events may be supported through vocabulary and explanation</p> <p>Use inverted commas to punctuate direct speech</p> <p>Know when to use 'a' and 'an'</p>	<p>Year 3 Use conjunctions to express time, place and cause</p> <p>Use adverbs and prepositions to express time, place and cause</p>	<p>Year 3 Use conjunctions to express time, place and cause</p> <p>Use adverbs and prepositions to express time, place and cause</p>	<p>Year 4 Identify how language, structure, and presentation contribute to meaning</p> <p>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration;</p>	<p>Year 4 Identify themes and conventions in a wide range of books</p> <p>Description or detail in both narrative and non-narrative is expanded through an</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</p> <p>Use adverbs and prepositions to express time.</p> <p>Year 4 Understand the difference between plural and possessive -s</p>	<p>Year 4 Writing is clear in purpose Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</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</p> <p>Year 4 Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use an increasing range of sentence length and structure</p>	<p>Year 4 Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence</p> <p>Openings and closings are clearly signalled and well developed</p> <p>Use inverted commas and other punctuation to indicate direct speech</p>	<p>explaining the effect on them as a reader</p> <p>Use figurative language such as similes, alliteration to build a picture in the readers head</p> <p>Use an increasing range of sentence length and structure</p> <p>Organise paragraphs around a theme</p>	<p>appropriate and precise range of vocabulary</p> <p>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</p>
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Guided Reading Texts

  	 <p>From Oxford Owl Grey Level</p> 	 	 <p>NEEDS MORE TEXTS</p>	 <p>(Literacy shed+)</p> <p>Warriors of Honour – (Grey – Oxford Owl)</p> 	<p>DK Find Out – Electricity – information webpage</p> <p>NEEDS MORE TEXTS</p>
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	 <p>The animal poem for every day of the year TIGER, TIGER, BURNING BRIGHT!</p>				
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