

Cambois Primary School

Long Term Plan: Year 3/ 4 Cycle A (2020/2021)

| English Focus: Year 3-4 | | | | | | | | | | |
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| | Term 1 | | | Term 2 | | | Term 3 | | | |
| Narrative | Fables. | Play scripts. | Take One Book: 'Take One Book' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term. | Traditional Tales - fairy tales (alternative versions). | | Take One Book: 'Take One Book' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term. | Adventure stories. | | Take One Book: 'Take One Book' (1 or 2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term. | |
| Suggested Final Written Outcome | Y3: retell a fable showing understanding of the moral Y4: Write a new fable to convey a moral. | Write and perform a play, based on a familiar story. | | Write a traditional tale from a key character's perspective. | | | Write an adventure story, pulling together characters, setting and plot focusing on devices that move the plot on. | | | |
| Texts: | | | | | | | | | | |
| Non Fiction | Recount. | Instructions. | | Explanations | | | Reports | Letters (informal/formal) | | Persuasion - persuasive letter writing |
| Suggested Final Written Outcome | Write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer. | Write and evaluate a range of instructions, including directions e.g. a treasure hunt. Include introduction and top tips/warnings. | | Write an explanation of a process, ensuring relevant details are included and accounts ended effectively. | | | Write (non comparative) non chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources e.g. a | Layout of letters. Write a letter to a family/ member / friend and a more formal letter. | | Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader e.g. local environmental issue. |

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| | | | | | keeping healthy leaflet. | | | |
| Texts: | | | | | | | | |
| Poetry | Free Verse. | kennings. | | Free verse | Structure-haiku and tanka | | Free Verse. | Take One Poet: poetry appreciation |
| Suggested Outcome. | Build vocabulary through reading, writing and performing free verse of choice. | Read and write a kenning. | | Build vocabulary through reading, writing and performing free verse of choice. | Read and write a haiku and a tanka | | Build vocabulary through reading, writing and performing free verse of choice. | Research a particular poet. Personal responses to poetry Recite familiar poems by heart |
| Texts: | | | | | | | | |
| Skills: | Vocabulary building. | Poetic structure. | | Vocabulary building. | Poetic structure. | | Vocabulary building. | Personal response and performance. |
| Grammar Focus: | Prefixes Word families. | Plural and Possessive 's' | | Directed and reported speech. Inverted commas. | Verbs. | | Adverbials | Simple Paragarphing. |
| Assessment | Check your children's needs and track against planning and assessment document. | | | | | | | |