



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Robin Hood's Bay		Invaders and Settlers		The Rainforest	
	<p>Text-Peter's Place</p>	<p>Video-The Story of Lego</p> <p>Text-Stone Girl Bone Girl</p> <p>Video-The Lighthouse</p>	<p>Text-The Birth of Stars</p> <p>Text-Robin Hood</p>	<p>Text- non-fiction historical sources about Alfred the Great</p>	<p>Text: Rainforest Explorer</p>	<p>Video-The Windmill Farmer</p> <p>Video-Soar</p>
Writing-Opportunities	<p>Descriptive Writing Scene description of Peter's place (Peter's Place)</p> <p>Diary Writing Peter's Diary (Peter's Place)</p> <p>Poetry RHB is... (cross curricular)</p> <p>Informal Letter Letter to Peter's friend (Peter's Place)</p>	<p>Biographies The Story of Lego (The Lego Story)</p> <p>Biography of Mary Anning (Stone Girl Bone Girl)</p> <p>Newspaper Writing Saving the ship off the coast of Wigton (Fictional coastal town). (The Lighthouse)</p>	<p>Myths How the Seasons Came to Be (The Birth of Stars)</p> <p>Legends Robin Hood and the Golden Arrow (Robin Hood)</p> <p>Instructions How to Build a Siege Machine (cross curricular)</p>	<p>Biographies A Biography of King Alfred the Great (cross curricular)</p> <p>Story Writing The Battle of Collyholt</p> <p>Recount Writing Trip to Murton Park (cross curricular)</p>	<p>Story Writing Rainforest Story (cross curricular)</p> <p>Report Writing The Toucan (cross curricular)</p> <p>Letter Writing A letter about a rare bird sighting (cross curricular)</p>	<p>Diary Writing The Day the Windmills Grew (The Windmill Farmer)</p> <p>Informal Letters Informal Letter to Pip (Soar)</p> <p>Persuasive Writing Worm Burger</p>

	<p>Postcard Writing Postcards from RHB (cross curricular)</p>				
<p>Writing- Grammar, Vocabulary & Punctuation</p>	<ul style="list-style-type: none"> • 'Use It' introduction • Apostrophes to mark possession • Expanded noun phrases • Fronted adverbials • Pronouns and nouns • Prepositions • Direct Speech • Expanded noun phrases 	<ul style="list-style-type: none"> • Use It' features used and consolidated throughout • Commas • Missing commas and apostrophes • Use It introduction • Imperative verbs • Revise features of speech punctuation • Adverbs • Adverbials • Fronted adverbials • Commas after fronted adverbials • Plural 's' or possessive 's' • Possessive pronouns 	<ul style="list-style-type: none"> • Use It' features used and consolidated throughout • Capital letters • Full stops • Fronted adverbials • Conjunctions • Prepositions • Noun phrases • Paragraphs • Verb inflections • Apostrophes • Present perfect form • Inverted commas/Speech marks • Commas • Question marks • Nouns/Pronouns • Adverbs 		

<p>Writing- Spelling (transcription)</p>	<p><u>Year 3/4 Statutory Words:</u> Accident to particular.</p> <p><u>Core Word List:</u> Topic Words, -ure (eg treasure), -sion as in television, -ssion as in passion, -tion as in competition, -cian as in magician, ch as in ache, ch as in machine, y as in mystery, -que as in antique, -gue and rogue, ou as in young, Prefixes: im, il, in, dis Prefixes: auto (autobiography) and ir (irresponsible), Prefix inter (interesting) and anti (anticlockwise).</p> <p>Y3/4 transcriptions</p>	<p><u>Year 3/4 Statutory Words:</u> Peculiar to separate accident to bicycle, breath to certain, circle to earth, eight to February, Forward to history, Imagine to library, medicine to opposite, ordinary to pressure.</p> <p><u>Core wordlist:</u> Homophones</p> <p>Y3/4 transcriptions</p>	<p><u>Y3/4 Statutory Word List:</u> pressure to remember, sentence to surprise, therefore to women.</p> <p><u>Core Wordlist:</u> - ation as in meditation, Words with sc as in science, -ey as in obey, -eigh as in eight, -ous as in poisonous, -ous as in glamorous, -eous as in hideous.</p> <p>Revision of easy to confuse words.</p> <p>Words with an apostrophe for contraction.</p> <p>Practise ALL year 4 words for a spot check test.</p> <p>Y3/4 transcriptions</p>
<p>Writing- Handwriting</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for the task. <p>‘Pen licences’ given to children when the standard of handwriting is consistently high and are ready to progress to using a pen in writing throughout the curriculum.</p> <p>Handwriting taught weekly (linked to GR activities), support offered where required in intervention groups and laptops available for SEND pupils.</p>		
<p>Drama and Spoken Language</p>	<p><u>Drama Opportunities</u> RHB performance Peter’s Place – The Day of the Disaster Hot seating ‘The Lighthouse’</p>	<p><u>Drama Opportunities</u> How Seasons became’ – mime and narration. retelling the legend of Robin Hood and the Golden Arrow ‘The Battle of Colleyholt’ drama</p>	<p><u>Drama Opportunities</u> My Hobbies – presentation prepared at home for presenting to class.</p>

Through novel study:

Opportunities to participate in group/class discussions, justify opinions, express feelings clearly and consider different viewpoints. Refer back to [National Curriculum](#).

Reading/Novel Study

Class Novel Study
Stig of the Dump



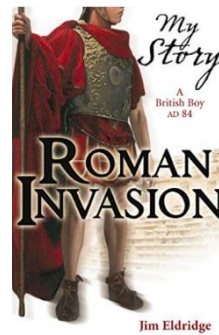
Class Novel Study
Stig of the Dump



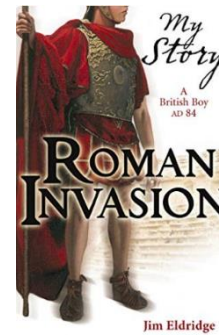
Text-Coming Home-
Michael Murpurgo
Guided Reading



Class Novel Study
Roman Invasion



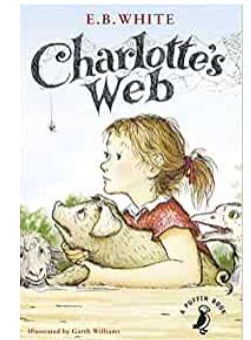
Class Novel Study
Roman Invasion



Class Novel Study
Charlotte's Webb



Class Novel Study
Charlotte's Webb



Non-Fiction Study Text
Explorer Travel Guides
Rainforests

