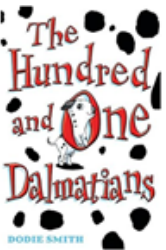
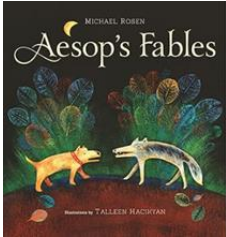


ST OSWALD'S ENGLISH CURRICULUM MAP

CLASS 5 (YEAR3/4) CYCLE B

	<u>Autumn 1</u> (6 weeks 4 days)	<u>Autumn 2</u> (8 weeks)	<u>Spring 1</u> (6 weeks weeks)	<u>Spring 2</u> (4 weeks 4 days)	<u>Summer 1</u> (5 weeks 2 days)	<u>Summer 2</u> (7 weeks)
ENGLISH EVENT CALENDAR	World Read Aloud Day 6 th September National Poetry Day 3 rd October 2023 Autumn One - Parents and carers invited to celebrate the work children have completed in English.	Non-Fiction November November 2024		World Book Day 6 th March 2024		Poetry Recital for parents.
Core Text	 The One Hundred and One Dalmatians by Dodie Smith	 Aesop's Fables by Michael Rosen	 The Iron Man By Ted Hughes	Queen Boudicca's Revenge: A Historical Story written by Steven Kenyon		 The Treasure of the Loch Ness Monster by Lari Donn
Linked Texts – providing a richer reading experience	Disney Animated Classics: One Hundred and One Dalmatians by Lily Murray The Hundred and One Dalmatians (picture book) adapted by Peter Bentley Illustrated by Steven Lenton World Book Day The Hundred and One	Aesop's Fables by Michael Rosen. Aesop's Fables by Malorie Blackman. Apes to Zebras – an A-Z of shape poems by Liz Brownlee, Sue Hardy-Dawson & Roger Stevens	The Iron Man by Ted Hughes. The Iron Woman by Ted Hughes. The Iron Giant DVD. The Wild Robot by Peter Brown The Dinosaur's Diary by Julia Donaldson	Eyewitness Ancient Rome by Dorking Kindersley So You Think You've Got It Bad? A Kid's Life in Ancient Rome by Chae Strathie Horrible Histories – Rotten Romans by Terry Deary	Land of the Gods by Sally Prue Queen of Darkness by Tony Bradman Revolt Against the Romans by Tony Bradman 1066 and Before That – History Poems by Roger Steven and Brian Moses	The Unsolved Mystery of the Loch Ness Monster by Terri Sievert Loch Ness Monster (Monster Histories) by Marie Pearson History's Mysteries: Freaky Phenomena: National Geographic Kids by Kitson Jazynka

ST OSWALD'S ENGLISH CURRICULUM MAP

CLASS 5 (YEAR3/4) CYCLE B

	Dalmatians: Cruella and Cadpig by Peter Bentley 101 Dalmatians (1961) Disney animated film 101 Dalmatians (1996) Disney live-action film Roger the Dog (Poem) by Ted Hughes	Shape Poems – Paul Cookson Word Whirls and other Shape Poems by John Foster The Oxford Book of Children's Poetry by Michael Harrison Rumblewick Letters: My Unwilling Witch by Hiawyn Oram Dear Greenpeace by Simon James Dear Teacher by Amy Husband Letters to Edward by Wendy Body Little Wolf's Book of Badness by Ian Whybrow Meerkat Mail by Emily Gravett	Maggie Moore and the Secret School Diary by Firna Rex Shaw. The Diary of Dennis the Menace by Stephen Butler. Diary of a Mine Craft Zombie by Zack Zombie Diary of a Wimpy Geek by Jeff Child Diary of a Soccer Star by Shamini Flint The Diary of a Killer Cat by Anne Fine.	1066 and Before That – History Poems by Roger Steven and Brian Moses		Nessie – The Most Famous Tale of Monster Mayhem Ever by Richard Brassey Legend of Loch Ness Monster for Kids by Amber Richards Behind the Legend – The Loch Ness Monster by Erin Peabody The Loch Ness Monster for Kids: The English Reading Tree by Keith Goodman Poetry – The Song of the Loch Ness Monster by Edwin Morgan The Ballad of Nessie (Disney)
Narrative Unit and skills Specific writing skills addressed in each half term – taken from key learning documents.	<u>Innovated Story</u> <u>Timescale:</u> 7 weeks (Integrated unit) <u>Writing Skills:</u> Identify, select, generate and effectively use prepositions for where. Y3 Create sentences using fronted adverbials for where.Y4 Explore, identify, collect and use noun phrases and expanded noun	<u>Fables</u> <u>Timescale:</u> 3 weeks <u>Writing Skills:</u> Use the determiner a or an according to whether the next word begins with a consonant or vowel Y3 Identify, select and use determiners including: articles, demonstratives, possessives and quantifiers Y4	<u>Novel as a Theme</u> <u>Timescale:</u> 4 weeks <u>Writing Skills:</u> Select, generate and effectively use adverbs e.g. silently, soon, next Y3 Create sentences with fronted adverbials for where and when. Y4 Explore, identify and create sentences using a range of		<u>Historical Narrative</u> <u>Timescale:</u> 5 weeks <u>Writing Skills:</u> Select, generate and effectively use adverbs e.g., soon, suddenly, silently. Y3 Create sentences with fronted adverbials for when and where. Y4 Identify, select, generate and effectively use prepositions for where e.g.,	<u>Adventure Stories</u> <u>Timescale:</u> 4 weeks <u>Writing Skills:</u> Explore, identify and create complex sentences using a range of conjunctions Y3 Use the comma to separate clauses in complex sentences where the subordinate clause appears first. Y3

ST OSWALD'S ENGLISH CURRICULUM MAP

CLASS 5 (YEAR3/4) CYCLE B

	phrases. Y4 Use nouns for precision.Y4 Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative. Y3/4 Create and develop characters for narrative. Y3 Develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.Y4 Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. Y3/4	Select, generate and effectively use adverbs Y3 Create sentences with fronted adverbials for when and where Y4 Use different sentence structures e.g. adverbs within sentences. Y3 Create and develop characters for a fable. Y3/4 Discuss and record ideas for planning using a range of formats Y3/4 Generate and select from vocabulary banks. Y3/4 Group related material into paragraphs. Y3 Use paragraphs to organise writing in fiction and non-fiction texts. Link ideas across paragraphs using fronted adverbials for when and where Y4 Proofread to check for errors in grammar (determiners a/an and adverbs) in own and others' writing. Y3	conjunctions e.g. since, until, before, as. Y3 Use the comma to separate clauses in complex sentences where the subordinate clause appears first. Y3 Use commas to mark clauses in complex sentences. Y4 Use inverted commas to punctuate direct speech (speech marks) Y3 Use inverted commas and other punctuation to indicate direct speech Y4 Read and analyse narrative in order to plan and write own version. Y3/4 Identify and discuss the language and structures of narrative for writing. Y3/4 Create and develop settings and characters for narratives. Y3/4 Create and develop plots based on a model. Y3 Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, appropriate to text type. Y3/4 Group related material into paragraphs. Y3 Use paragraphs to organise writing in fiction and non-fiction texts. Y4		above, beneath, within, outside, beyond. Y3 Create sentences with fronted adverbials for where, e.g. In the distance, a lone wolf howled.Y4	Use commas to mark clauses in complex sentences.Y4 Create sentences with fronted adverbials for when and where. Y4 Use inverted commas to punctuate direct speech (speech marks). Y3 Use inverted commas and other punctuation to indicate direct speech. Y4 Improvise, create and write dialogue. Y3 Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. Y4 Create and develop characters for narrative. Y3 Plan and write an opening paragraph which combines setting and character/s. Y4 Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.Y3/4 Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.Y3/4
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ST OSWALD'S ENGLISH CURRICULUM MAP

CLASS 5 (YEAR3/4) CYCLE B

			Link ideas across paragraphs using fronted adverbials for when and where Y4			
<u>Narrative Writing</u> Outcome Purpose and Audience	<u>Outcome:</u> An innovated story based on The 101 Dalmatians <u>Purpose:</u> To entertain <u>Audience:</u> Arrange a scheduled event where children can share stories and perform poems for parents. Filming of the news reports to be showed at the events.	<u>Outcome:</u> An innovated version of a fable. <u>Purpose:</u> To entertain <u>Audience:</u> Publish fables to send to Michael Rosen (Hook for writing – author looking for new stories to add to his fable collection).	<u>Outcome:</u> Story based on a plot structure from the focus text using their own new character. <u>Purpose:</u> To entertain <u>Audience:</u> Publish stories in a book, displayed in the class library, for others to enjoy.		<u>Outcome:</u> Create a historical narrative based on the Roman period. <u>Purpose:</u> To entertain <u>Audience:</u> Interview panel on the for the position of National Historical investigator.	<u>Outcome:</u> Create stories based on a plot pattern linked to the Loch Ness Monster. <u>Purpose:</u> To entertain <u>Audience:</u> Readers of the children's magazine.
Non-fiction Unit and skills Specific writing skills addressed in each half term – taken from key learning documents.	<u>Recounts – Diary</u> <u>Recount – News report</u> <u>Timescale:</u> 7 weeks (Integrated unit) <u>Writing Skills:</u> Identify, select, generate and effectively use prepositions for where. Y3 Create sentences using fronted adverbials for where.Y4 Explore, identify, collect and use noun phrases and expanded noun phrases. Y4 Use nouns for precision.Y4 Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative. Y3/4	<u>Persuasion: Letters</u> <u>Timescale:</u> 3 weeks <u>Writing Skills:</u> Use present perfect form of verbs using have and had to indicate a completed action Y3 Explore, identify and create complex sentences using a range of conjunctions e.g. because, if, so, although.Y3 Explore and identify main and subordinate clauses in complex sentences. Y3 Read and analyse letters in order to plan and write their own. Y3/4	<u>Recounts: Diary Entry written in role</u> <u>Timescale:</u> 2 weeks <u>Writing Skills:</u> Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Y3 Identify, select and use determiners including articles, demonstratives, possessive and quantifiers. Y4 Read and analyse diaries in order to plan and write own versions. Y3/4 Identify and discuss the purpose, audience,	<u>Information Texts</u> <u>Timescale:</u> 4-5 weeks (Extended unit with multiple short writing opportunities) <u>Writing Skills:</u> Explore and identify main and subordinate clauses in complex sentences. Y3 Explore, identify and create complex sentences using a range of conjunctions, e.g. when, if because, although, while, since, until, before, after, so, as Y3 Use the comma to separate clauses in		<u>Information Text</u> <u>Timescale:</u> 3 Weeks <u>Writing Skills:</u> Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, before, after, so. Y3 Use the comma to separate clauses in complex sentences where the subordinate clause appears first. Y3 Use commas to mark clauses in complex sentences (using Y3 skill – using a range of conjunctions)

ST OSWALD'S ENGLISH CURRICULUM MAP

CLASS 5 (YEAR3/4) CYCLE B

	Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. Y3/4	Identify and discuss the purpose, audience, structure, vocabulary and grammar of persuasive letters. Y3/4 Discuss and record ideas for planning Y3/4 Group related material into paragraphs. Y3 Use paragraphs to organise writing in fiction and non-fiction texts. Y4 Proofread to check for errors in spelling and punctuation in own and others' writing. Y3/4	structure, vocabulary and grammar of diaries for writing. Y3/4	complex sentences where the subordinate clause appears first. Y3 Use commas to mark clauses in complex sentences. Y4		Explore, identify and use Standard English verb inflections for writing Y4 Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction (magazines) Y3/4 Group related material into paragraphs. Y3 Use paragraphs to organise writing in non-fiction texts. Y3/4 Use headings and sub headings to organise information. Y3 Use organisational devices in non-fiction writing, e.g. captions, text boxes. Y4
Non-Fiction Writing Outcome Purpose and Audience	<u>Outcome:</u> Diary entry to retell events. News report: To retell events in the dognapping scandal. <u>Purpose:</u> To retell events <u>Audience:</u> Arrange a scheduled event where children can share stories and perform poems for parents. Filming of the news reports to be showed at the events.	<u>Outcome:</u> To create persuasive letters. <u>Purpose:</u> To persuade / attempt to convince the reader. <u>Audience:</u> Letters written to children in class four.	<u>Outcome:</u> Diary Entry: To recount events in role as chosen character from The Iron Man. <u>Purpose:</u> To retell events <u>Audience:</u> Work to be displayed in class.	<u>Outcome:</u> An information leaflet about Roman Britain. <u>Purpose:</u> To inform <u>Audience:</u> Interview panel on the for the position of National Historical investigator.		<u>Outcome:</u> Create an infographic for a children's magazine. <u>Purpose:</u> To inform <u>Audience:</u> Readers of the children's magazine.
Poetry Unit and Skills	<u>Free Verse Poems</u> <u>Timescale:</u>	<u>Poems with a Structure: Shape Poems</u>				<u>Poems on a theme: The Loch Ness Monster</u>

ST OSWALD'S ENGLISH CURRICULUM MAP

CLASS 5 (YEAR3/4) CYCLE B

Specific writing skills addressed in each half term – taken from key learning documents.	1 week <u>Key Skills:</u> Generate and select from vocabulary banks, e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.Y3/4 Use appropriate intonation, tone and volume to present their writing to a group or class. Y3/4	<u>Timescale:</u> 1 week <u>Key Skills:</u> Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary.Y3 Identify and discuss the purpose, audience, structure and vocabulary of poetry for writing. Y3/4 Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, synonyms. Y3 Generate and select from vocabulary banks, e.g. adverbial phrases, technical language, persuasive phrases, alliteration. Y4 Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. Y3 Discuss and propose changes to own and others' writing with partners/small groups Y4				<u>Timescale:</u> 1 week (Integrated into narrative unit) <u>Key Skills:</u> Learn a poem off by heart and perform to an audience using intonation, tone and volume. Y3/4
Poetry Writing: Outcome Purpose and Audience	<u>Outcome:</u> Spoken outcome- Create a free verse poem following a set structure.	<u>Outcome:</u> Spoken outcome- Create a shape poem. <u>Purpose:</u>				<u>Outcome:</u> Oral – Performance or learnt poem. <u>Purpose:</u>

ST OSWALD'S ENGLISH CURRICULUM MAP

CLASS 5 (YEAR3/4) CYCLE B

	<u>Purpose:</u> To entertain <u>Audience:</u> Parents (scheduled event)	To entertain <u>Audience:</u> Poems to be performed and recorded for school website.				To entertain <u>Audience:</u> Poetry recital for Head Teacher.