



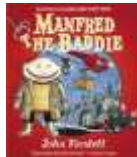

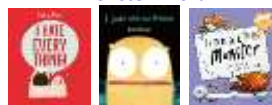
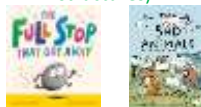

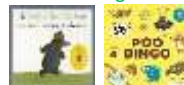

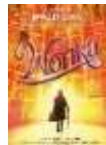






# English Year 3/4 Overview 2024 – 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15		
Autumn Core Texts	Being brave!					Geography – MANCHESTER											
	<p>The lion inside – Bright &amp; Field</p>  <p>Props – a mouse, mouse ears/lion ears</p> 		<p>Traction Man – Grey</p> 			<p>A variety of school poems Morning break – Wes Magee At the end of school assembly – Simon Pitt Please Mrs Butler – Ahlberg A kid in my class – Rooney</p> 		<p>This is the place – Walsh <a href="https://youtu.be/PszMmYpQjPo?si=4nuDIDBR5dfm-CTR">https://youtu.be/PszMmYpQjPo?si=4nuDIDBR5dfm-CTR</a> <a href="https://www.bbc.co.uk/bitesize/articles/ztj88hv">https://www.bbc.co.uk/bitesize/articles/ztj88hv</a> (PowerPoint – Learn about Bees)</p>	<p>Bee and Me – Jay (a book about a bee in a city like Manchester)</p>  <p><a href="https://youtu.be/v6tUWk7vC6g?si=8yvtadMqmkG9Kn">https://youtu.be/v6tUWk7vC6g?si=8yvtadMqmkG9Kn</a> Research from Bee texts You wouldn't want to live without bees - Woolf &amp; Antrim / The Bee Book – Milner / The Book of bees – Piotr</p>  <p>The Not Bad Animals (Page about wasps)</p> 				<p>This is the place – Walsh used to inspire a poem from the bees</p>		<p>Extract from Bee Movie</p>  <p>Where the human meets the bee <a href="https://youtu.be/qhuA3FA8oIM?si=kSdJ6jINe0-mKc-b">https://youtu.be/qhuA3FA8oIM?si=kSdJ6jINe0-mKc-b</a></p>	<p>How to make a Bee B and B – Newsround clip Last page from Bee and Me</p> 	<p>Tourist brochures about coming to Manchester Museum Linked to their visit on The Time Odyssey</p> <p>Visit Manchester Museum clip <a href="https://youtu.be/gh32JAuKqI8?si=fZm-_aiD16FdWfW9">https://youtu.be/gh32JAuKqI8?si=fZm-_aiD16FdWfW9</a></p>
Writing Outcomes	<p>Simple descriptive sentences about the mouse – Speech bubble as a ignored mouse (conjunctions) Advice for a mouse (contractions) Did they like the story? What did you learn from the story? Teacher models their ideas (because)</p>		<p>Narrative of the first page of the story</p>	<p>Write a new page for the story in the house</p>	<p>Write a new page for the book</p> <p>Traction Man in the classroom</p>	<p>Performance of Please Mrs Butler List poem Couplet poem Instruction poem Poems based on the Rooney Book with different structures</p>		<p>Listen to and Read This is the Place – What does Manchester mean to them? A short information text about why bees are symbols of Manchester</p>	<p>What do we know about bees? Generate lots of questions about bees and retrieve the information. Read up information about bees Discuss the different ways the information texts give information – structure, layout and language – cut up and reconstruct texts . Non Chronological report about Bees – focus on 4 paragraphs of information that are cohesively taught.</p>	<p>A poem based on This is the place created by the bees celebrating the great job they do.</p> <p>Perform the poem as a class</p>	<p>Dialogue between a human and a bee about taking the honey. To explore the emotions on both sides.</p> <p>Action / dialogue/ action (yr 4)</p>	<p>Instructions for making a Bee friendly garden. Use last page  (A little bee could be use instead of a bullet point)</p>	<p>Watch the clip about Time Odyssey and another about Manchester museum</p> <p>Tourist guide for visiting Manchester Museum aimed at children</p>				
Text Knowledge GPS	<p>Opportunity to consolidate the end of KS 1 standards To write coherently with accurate demarcation using the different sentence types and punctuation marks. Use appropriate past and present verb tenses. Use co-ordinating and subordinating conjunctions.</p>		<p>Use adjectives &amp; superlatives to describe the characters</p>	<p>Use verbs/adverbs to describe the movement of the characters</p>	<p>Use adverbials of time to give more detail to the story</p>	<p>Use a varied and rich vocabulary with growing precision to create the different types of poetry.</p>		<p>To begin to think about cohesion across a paragraph so the reader can follow the information. Revisit conjunctions eg. and, but, so because, if Eg Time conjunctions</p>	<p>Use appropriate layout features eg headings, subheadings and paragraphing of similar information. Generate questions to use as subheadings to help to organise information. Yr 4 to use a topic sentence in each area. Technical language</p>	<p>To begin to understand that poetry can have a defined structure eg a refrain</p>	<p>Use inverted commas to punctuate direct speech. Speech conveys character.</p>	<p>To use appropriate layout for instruction Use of imperative verb for the command.</p>	<p>Use appropriate layout for a tourist page eg. headings, subheadings, captions and images Use adverbial phrases as cohesive devices.</p>				
Wrap			<p>Traction Man and turbo dog / Traction Man and the beach odyssey– Grey</p> 						<p>Why do we need bees – Dayes &amp; Pym</p> 					<p>Range of brochures advertising different places/activities in Manchester</p>			

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Spring Core Texts	Anglo-Saxons and Scots												
	<p>Monster Slayer – Pattern</p>  <p>BBC version of Beowulf</p>					<p>The Hero's Quest – Love</p> 	<p>Manfred the baddie – Fardell</p> 				<p>The British – Zephaniah</p> <p>Afro hair haiku – Adoukia Bulley</p> <p>Me and my hair – Usborne</p> 	<p>Baby K Rap – Nichols</p> <p>Rap poetry – Zephaniah</p> <p>Creator of unity - Tafari</p> <p>Michael Rosen Rap</p> <p>Gran can u rap? -Ousbey</p>	
							<p>A poster from Manfred advertising the job of henchman</p>	<p>Trailer for Despicable Me Wallace and Gromit – Cracking Contraptions &amp; inventions in films eg Curse of the invention (see the support for writing in file)</p>	<p>Specific page from the book when Manfred is ill</p>				
Writing Outcomes	Overcoming the monster narrative/legend				Kenning for Beowulf's sword after it has destroyed Grendal	Perform the poem in pairs/groups Explore prosody	Character description of Manfred the Baddie that captures how wicked he really is.	Show them the advert from Manfred. Discuss the attributes that they might have – refer to the job advert and the list of ideas from 'Henchman School' Application letter for being a henchman	An explanation text about a despicable machine. Draw on machines from films like The Incredibles, Despicable me and Wallace and Gromit films. Watch Snoozotron and orally begin to deconstruct how the machine works eg. Pull the red lever and the alarm will go off. Discuss why the specific nouns and verbs are so important. Use the blueprint from Manfred as a template for the children's own despicable design.	Rewrite the 'sick Manfred' page to show how pathetic he is. Echo read the page with pupils so they can hear the structure. Discuss how the paragraphs and repeated sentences work cohesively. Produce own version and read aloud to each other.	Share the poem The British & discuss the mix of their class – similarities & differences. Read the poem Afro.. Look at pages from Me and my hair and create a list poem that captures their different hair.	Read and perform a variety of rap poems	
	Setting description to capture the atmosphere of the swamp and then introduce the character of Grendal – how should the reader feel about this monster after reading this description	Meet the character of Beowulf – role on the wall Create his boasting speech to the king	The battle between Beowulf and Grendal: Dialogue between Beowulf and Grendal that shows the power of both the characters Planning, drafting & editing their own story within this genre										
Text knowledge & GPS	Yr 3 Expanded noun phrases to describe the swamp and Grendal. To recognise and use the article. Yr 4 Use prepositions to show position within a setting. (show how to use adverbials for place).	Yr 3/Yr 4 To reinforce the use of paragraphs to organise the speech Use cohesive devices – subordinating and co-ordinating conjunctions eg. when... if.... Because	Yr 3 simple dialogue with accurate punctuation and a simple reporting clause. Yr 4 Dialogue – development of the reporting clause to give detail about the character and help move the action on. Yr 3 Begin to use fronted adverbials appropriately that signal a change in time Yr 4 To use fronted adverbials appropriately that signal a change in time, a change in focus or a build-up of suspense.	Yr 3 / Yr 4 To revisit the use of verbs that are transformed into nouns to eg Eye gouger/ Tongue ripper/Life destroyer	Yr 3/4 To read aloud with growing awareness of the audience – pace, intonation and emotion	Year 3/4 to reinforce expanded noun phrases. Using pronouns and synonyms to avoid repetition	To reinforce the understand the structure of a letter – use of paragraphs	To explore the structure of an explanation text eg layout, headings, subheadings, diagrams and captions. Yr 3 Adverbial of time to give the writing structure Yr 4 Causal conjunctions – Yr 3/4 – specific technical nouns and adverbs for their particular machine Role of determiners as a cohesive device	Yr 3 / Yr 4 Cohesive devices eg adverbial of time and repetition for impact eg He waited... but nobody came. Yr 4 Emotive narrative – to focus on how this writing can build up our emotions.	Yr3/Yr 4 To begin to explore figures of speech eg similes and metaphors to describe their hair.	Yr 3/4 To read aloud with growing awareness of the audience – rhythm & rhyme Use of one voice, two voices or many voices to perform effectively.		

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Summer Core Texts	The power of punctuation!				Chocolate!					
	<p><b>The Punctuation Poem</b> – Anon <b>I hate everything</b> – Henn (to read aloud) <b>I just ate my friend</b> – McKinnon/<b>Letters to a monster</b> - Ford</p>  <p><b>The Full stop that got away</b> – Baker &amp; Reed <b>The Not bad animals</b> – Corrigan (for structures)</p> 	<p><b>Poo in the zoo</b> – Smallman / <b>The Poo that grew</b> – Bentley</p>  <p><b>The story of the little mole who knew it was none of his business</b> – Holzwarth / <b>Poo Bingo</b> – King</p>  <p>Samples of animal poo/ / puppets or toys of the characters in the mole text</p> 	<p><b>Wonka</b> – Scene where we meet Wonka for the first time &amp; scene where Wonka meets Scrubber &amp; Bleacher <b>Wonka</b> – (Extract from the book to match the scene) Dahl &amp; Pounder</p>  <p>Images of Wonka &amp; Scrubber See PowerPoint for examples of children’s writing</p>	<p><b>Wonka</b> film – Scenes where Wonka creates a brand-new chocolate bar</p>  <p>Ideas from sweets in Harry Potter Adverts for selling the chocolates &amp; PowerPoint of chocolates from the film Advert page from <b>Jolly Postman</b> – <b>witches</b> – Ahlberg</p> 	<p>The scene where the chocolate shop is destroyed in the film and the book</p>	<p><b>Chocolate cake /Chocolate</b> – Rosen <b>My mother’s chocolate Valentine</b> - Prelutsky. <b>10 Things in a wizard’s pocket</b> – McMillan Clip – Examples of sweets from Willy Wonka <b>You Choose</b> – Goodhart &amp; Sharratt</p> 				
Writing outcomes	<p><b>Performance poetry</b> : Read the punctuation poem to the children and ask them to read it aloud. Model it so that they can hear the function of the punctuation mark. Echo read with the children. Do they think the characters fit the punctuation marks? Play quiz quiz trade with the punctuation mark and draw their own example of a character. <b>Share different picture books focusing on the role of punctuation.</b></p>  <p>Create a new page for the book about punctuation as if it was introducing a new character – Colin the comma. Read <b>The Full stop that got away</b> the book and discuss the role of different forms of punctuation - . ? ! which are all end marks. Discuss what they think the job of a comma is. Create a simple page about a new character called Colin the comma, introducing himself and his function. Show them your model and ask them to discuss if he has remembered all the different roles of the comma in LKS2 <i>eg commas in dialogue, fronted adverbial</i> Look at the original page about Fred the full stop introducing himself and gather ideas about the layout and content of a non-chron. page <b>The not Bad Animals</b>. During the learning journey deliver discrete lessons highlighting the different roles of commas using the texts already shared.</p>	<p>Share <b>Poo in the zoo</b> and look at how the commas work in this text. Gather some of the language that describes the poo. Introduce the character of Mole who lives in the zoo and has just been pood on. Share <b>The Mole who knew it was none of his business</b>. Ensure that it is read with focus on punctuation. Read it to them and focus on the page full of commas. Remember what we learnt from Colin. Show them different animal poo and ask them to think about who the mole could cross examine about their poo and what their answer would be. Pupils go into role, using puppets, as the different animals responding to the mole’s acquisition. Show them the different examples generated focusing on the correct punctuation – eg <i>inverted comma and comma in dialogue, comma in a list</i>. Give time to proofreading the writing to ensure that it is accurately punctuated. Edit their writing to capture the characters within the story.</p>	<p><b>Description of Willy Wonka</b> to ensure that the reader knows what a decent, honest character he is/ Or of Noodle if appropriate</p> <p><b>Description of Scrubber</b> to ensure that the reader knows what a despicable and vile character she is</p>	<p><b>Dialogue</b> between the two characters that captures their opposing personalities. Watch the scene in the film (when Scrubber outwits Wonka or when she scolds Noodle depending on which characters you chose to explore). Read the appropriate extract in the book and annotate it to explore how the characters are captured within the written version – through their spoken word and their actions. Pupils annotate what is said in two different colours to help them act it out.</p>	<p><b>Persuasive advert</b> about a unique chocolate sweet created by Willy Wonka</p> <p>Watch the clip – showing the amazing hover chocolate – ask pupils to think about what powers or effect their perfect chocolate would have.</p> <p>Watch the clip of him making the chocolate with Noodle – Making the perfect chocolate</p> <p>Offer them the resource – <i>The magical powers of chocolate</i> to extend their ideas.</p> <p>Watch a few chocolate adverts and discuss what makes them successful &amp; show them an advert for a witch’s brochure.</p> <p>Give them a planning structure to help them create the content for their advert. Show them different children’s versions.</p>	<p><b>Narrative of the scene</b> when the wonderful chocolate shop is smashed up by the angry customers to explore atmosphere</p> <p>Watch the film and the extract Read the chapter and discuss how Pounder moves from positive to negative</p>	<p><b>Chocolate cake, Chocolate &amp; My mother’s chocolate Valentine</b> and discuss. Read them the poem <b>10 things in a wizard’s pocket</b> Share ideas about 10 things that might be in Willy Wonka’s hat! Watch the clip about chocolates in Willy Wonka. Share the pupil’s ideas. Share WAGOLL and work in pairs to generate new lines. Look at different types of character using the <b>You Choose</b> book for ideas and think about the different types of chocolate they might it. Act out the different ways of</p>			

				Give them just the spoken word that the characters might say and work with them to write it as dialogue. Work in pairs to write dialogue.			eating eg. <i>gobbled, savoured, devoured</i> and work together to create appropriate lines that meet the pupils needs. Create.
Text knowledge & GPS	<p><i>Yr 3/4 To read aloud with growing awareness of the importance of reading the punctuation with accuracy to an audience</i></p> <p><i>Yr 3/4 Understand and use the Lower KS 2 comma in their writing eg. commas in a list and the comma for Use contracted form to make the character of Colin seem very friendly.</i></p>	<p><i>Pupils use the <b>range of punctuation</b> that they have been taught within their independent writing with a key focus on the accurate use of commas in their different functions. eg To use dialogue punctuation with growing confidence. To capture character within the dialogue.</i></p> <p><i>Pupils develop effective proof-reading skills to ensure that their writing is accurately punctuated.</i></p>	<p><i>Yr 3 Use cohesive devices to create a short narrative eg <b>adverbial phrases for time, place and manner</b></i></p> <p><i>Use <b>inverted commas</b> to punctuate direct speech.</i></p> <p><i>Use <b>synonyms</b> for said that convey character and capture emotions.</i></p> <p><i>Yr 4 Ensure that the characters are moving appropriately around the setting – eg <b>verbs, adverbs, adverbials of manner to capture</b> their different personalities.</i></p> <p><i>To include <b>dialogue that conveys character and action that moves the scene on.</b></i></p>	<p><i>Lower KS 2: Use of persuasive Language features linked to positive persuasion – <b>rhetorical question, hyperbole, slogans, alliteration</b> (appropriate for the ability of the children)</i></p> <p><i>Use <b>present tense</b>,</i></p> <p><i>Use <b>adverbs</b> (eg perhaps, surely)</i></p>	<p><i>Lower KS 2: Use cohesive devices to create a short narrative eg <b>adverbial phrases for time, place and manner.</b></i></p> <p><i>Within the narrative include a <b>setting description</b> that captures the appropriate atmosphere, <b>uses expanded noun phrases</b> for description, <b>verbs</b> and <b>adverbs</b> to capture characters.</i></p>	<p><i>To develop the use of main and subordinate clauses through the poem – How do people eat their chocolate</i></p>	