

BARNs GREEN ENGLISH FOR YEAR 3&4 (Squirrel Class)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Cycle A – Set in Stone		Cycle A – Rocks, Relics, Rumbles		Cycle A – Ruthless Romans	
	Cycle B – Raided, Invaded, Stayed		Cycle B – Misty Mountains, Winding Rivers		Cycle B – Tomb Raiders	
	Cycle C – Stormin’ Normans		Cycle C – Seeds, soil and sunshine!		Cycle C – Groundbreaking Greeks	
Reading Key Texts Cycle A	UG: Boy Genius of the Stone Age and His Search for Soft Trousers The Secrets of Stonehenge The Great Storm The Twits Life and Death in a Hill fort The Wild Way Home		Mary Anning Fossil Hunter Stone Girl, Bone Girl The Firework-Maker's Daughter Kay's Anatomy: A Complete (and Completely Disgusting) Guide to the Human Body Haiku		Escape from Pompeii The Leopard in the Golden Cage Roman Diary – The Journal of Iliona	
Reading Key Texts Cycle B	How to be a Viking Arthur and the Golden Rope Kennings poems Winter Riddle of the Runes Beowulf Viking Long ship DK Find out Vikings Discover the Vikings The Genius of the Vikings.		Everest: Reaching the roof of the world Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay The Rhythm of the Rain Water – Protect Freshwater to save life on earth Majestic Mountain: Discover Earth's Mighty Peaks. Himalaya Soledad Romero Marino & Maria Beorlegi The Lost Happy Endings Jabberwocky Mighty mountains and Swirling Seas – Valerie Bloom Blue John		Cinderella of the Nile – Marjan Vafaeian The Story of Tutankhamun by Patricia Cleveland-Peck Egyptian Myths – Jean Menzies Egyptology: Search for the Tomb of Osiris. The Ancient Egypt Sleepover Iron Man – Ted Hughes. Slam poetry (Pinda Cake) – Valerie Bloom Who let the Gods out? Mark of the Cyclops (The Ancient Greek Mysteries) Leo and the Gorgon's Curse Athena: The Story of a Goddess	
Reading Key Texts Cycle C	The Tin Forest I was there! 1066 Explore! Normans. Norman Castles in Britain Attacking a Norman Castle The Power of Kennings		It Starts With a Seed Why Do Plants Have Flowers? (Wildlife Wonders) The Secret Garden (Vintage Children's Classics) The farm that feeds us.		Who let the Gods out? Mark of the Cyclops (The Ancient Greek Mysteries) Leo and the Gorgon's Curse Athena: The Story of a Goddess	

Reading Intent	<p>Through the year there will be opportunities to listen to and discuss a wide range of contemporary and classic poetry, stories, non- fiction beyond a level beyond what they can read independently. Children will be encouraged to take turns and to listen to what others are saying as well as expressing their own thoughts and opinions. Children will be exposed to a range of texts including:</p> <ul style="list-style-type: none">• Range of fiction• Poetry including performance poetry and a variety of forms• Play scripts• Range of non-fiction/ reference books• Fairy stories• Myths and legends														
	<table><tr><td>Poetry</td><td></td></tr><tr><td>Love of reading</td><td></td></tr><tr><td>Non-Fiction</td><td></td></tr><tr><td>Classic</td><td></td></tr><tr><td>Diversity</td><td></td></tr><tr><td>Fairy Tale</td><td></td></tr></table>			Poetry		Love of reading		Non-Fiction		Classic		Diversity		Fairy Tale	
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Guided Reading Cycle A	<ul style="list-style-type: none">• Ug – Boy Genius of the Stone Age• The Secrets of Stonehenge	<ul style="list-style-type: none">• Stone Girl Bone Girl• Firework Makers Daughter• Mary Anning - Fossil Hunter• Poetry	<ul style="list-style-type: none">• The Leopard in the Golden Cage• Non- Fiction texts												
Cycle B	<ul style="list-style-type: none">• How to be a Viking• Viking Longship• Ivor the Boneless	<ul style="list-style-type: none">• Water• King of the Cloud Forests• Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay	<ul style="list-style-type: none">• Cinderella of the Nile – Marjan Vafaeian• The Story of Tutankhamun by Patricia Cleveland-Peck												
Cycle C	<ul style="list-style-type: none">• The Tin Forest	<ul style="list-style-type: none">• A Little Course in Growing Veg & Fruit: A Step-by-step Guide to Fruit and Vegetable Gardening for Beginners	<ul style="list-style-type: none">• Leo and the Gorgon’s Curse												
Speaking and Listening	<p>Year 3 & 4 Curriculum</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Use relevant strategies to build their vocabulary														

	<ul style="list-style-type: none">• Gain, maintain and monitor the interest of the listeners• Speak audibly and fluently with an increasing command of Standard English• Select and use appropriate registers for effective communication			
	<table><tr><td><ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Use relevant strategies to build their vocabulary• Ask relevant questions to extend their understanding and build vocabulary and knowledge• Participate in discussions, presentations, performances, role play, improvisations & debates</td><td><ul style="list-style-type: none">• Articulate and justify answers, arguments & opinions• Give well-structured descriptions, explanations and narrative for different purposes, including for expressing feelings• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Consider and evaluate different viewpoints, attending to and building on the contributions of others</td><td><ul style="list-style-type: none">• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• Speak audibly and fluently with an increasing command of Standard English• Gain, maintain and monitor the interest of the listener(s)• Select and use appropriate registers for effective communication</td></tr></table>	<ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Use relevant strategies to build their vocabulary• Ask relevant questions to extend their understanding and build vocabulary and knowledge• Participate in discussions, presentations, performances, role play, improvisations & debates	<ul style="list-style-type: none">• Articulate and justify answers, arguments & opinions• Give well-structured descriptions, explanations and narrative for different purposes, including for expressing feelings• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Consider and evaluate different viewpoints, attending to and building on the contributions of others	<ul style="list-style-type: none">• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• Speak audibly and fluently with an increasing command of Standard English• Gain, maintain and monitor the interest of the listener(s)• Select and use appropriate registers for effective communication
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Spelling Book - Cycle B	<p>We follow the RWI scheme to teach spellings throughout years 3 -4 supplemented by RWI on line. Those children who struggled to pass the phonics check in KS1 may receive additional precision teaching and the Fresh Start RWI – KS2 Program</p> <p>2024 -25 Cycle C – the class will follow book 3</p>			

Book 3 – Cycle B	Book 3 <ul style="list-style-type: none"> Prefixes dis and in Adding im to root words beginning with m and p Suffix ous Expected year 3-4 spellings 	Book 3 <ul style="list-style-type: none"> Suffix ly Words ending in ture Homophones Expected year 3-4 spellings 	Book 3 <ul style="list-style-type: none"> Adding ation to verbs to form nouns Words ending with c sound spelt ch Words ending with sh sound spelt sh Expected year 3-4 spellings 	Book 3 <ul style="list-style-type: none"> The short sound spelt y Adding suffix ion Adding suffix ian Adding prefix re Expected year 3-4 spellings 	Book 3 <ul style="list-style-type: none"> Homophones Adding prefix anti Adding prefix super Adding prefix sub Expected year 3-4 spellings 	Book 3 <ul style="list-style-type: none"> Expected year 3-4 spellings Recap and revision
	Book 4 – Cycle A <ul style="list-style-type: none"> Prefix Mis Words ending in zhuh – sures short u, spelt ou prefix auto 	Book 4 <ul style="list-style-type: none"> Adding ly Prefix inter Homophones 	Book 4 <ul style="list-style-type: none"> Ay – spelt eigh, ei, ey Words ending in ous Words with s sound spelt sc 	Book 4 <ul style="list-style-type: none"> Possessive apostrophes Words ending zhun spelt sion Adding il, recap, un, in, mis, dis 	Book 4 <ul style="list-style-type: none"> C sound spelt que/ G sound spelt gue Homophones Adding ir to words starting with r 	Book 4 <ul style="list-style-type: none"> Suffix ion Expected year 3-4 spellings Recap and revision
Punctuation & Grammar	Year 3 Ready to write Using full stops, capitals, exclamation marks Question marks Recognising how grammatical patterns in a sentence indicate its function: Command Exclamation Statement Question Using coordination and subordination Commas in a list Using past and present	Year 3 Determiners Using a and an correctly Conjunctions Extending sentences with more than one clause by using a wider range of conjunctions including if, when, because, although Using conjunctions to express time, place and cause e.g. when, before, after, while, so, because	Year 3 Adverbs Using adverbs to express time, place and cause Speech Introduction to inverted commas to punctuate direct speech	Year 3 Speech Introduction to inverted commas to punctuate direct speech Tenses Use of present perfect instead of simple past Prepositions Using prepositions to express time place and cause	Year 3 Nouns Looking at all types of noun including– proper nouns, concrete nouns, abstract nouns Paragraphs Introduction to paragraphs as a means to group related content Headings and subheadings to aid presentation	Year 3 Word Families Exploring common word families based around particular words e.g. - solve Prefixes The formation of nouns using a range of prefixes including -super, anti, auto

	tenses correctly including the progressive form					
	Vocab Statement Exclamation Consonant Vowel Conjunction Clause Subordinate clause	Vocab Preposition Direct speech Inverted comma		Vocab Word family Prefix Heading subheading		
	Year 4 Ready to write Using a and an consistently Using a wider range of conjunctions to extend sentences Expressing time, place and cause using conjunctions Expressing time place cause using prepositions – before, after, during, in, because of Using inverted commas for direct speech	Year 4 Using the present perfect form of verbs instead of simple past Pronouns Choosing pronouns appropriately for clarity, cohesion and to avoid repetition Across sentences Fronted Adverbials Using fronted adverbials Using a comma after fronted adverbials	Year 4 Apostrophes Indicating possession using an apostrophe With plural nouns The grammatical difference between plural and possessive S Speech Using and punctuating direct speech Using a comma after the reporting clause and ending with punctuation	Year 4 Expanded noun phrases by the addition of modifying adjectives Word families Recognising word families and how these aid our understanding and spelling	Year 4 Standard English Recognising and using standard English rather than colloquial forms Paragraphs Organising content around a theme	Year 4 Standard English Recognising and using standard English rather than colloquial forms Paragraphs Organising content around a theme
	Vocab Determiner Pronoun Possessive Pronoun adverbial	Vocab Parenthesis Bracket dash		Vocab Cohesion		
	Whilst this gives an overview of when specific concepts will be taught during lessons there is an expectation that teachers will explore the appropriate knowledge and skills within classes during English and other text related opportunities. Grammar is an integral part of how we approach reading, writing and talk at Brans Green. We will not restrict its use or exploration.					

<p>Writing</p> <p>Cycle A (to be completed Summer 2024)</p>	<p>UG Boy Genius Recount, short narrative</p> <ul style="list-style-type: none"> •composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<p>The Secrets of Stonehenge Non-chronological report, writing to inform</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • Using past and present tenses correctly including the progressive form <p>Trapped Historical narrative</p> <ul style="list-style-type: none"> • discussing and recording ideas • identifying how language contributes to meaning 	<p>Stone Girl Bone Girl Diary, Letter writing</p> <p>Stone girl, bone girl Recount, narrative</p> <ul style="list-style-type: none"> •composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<p>Firework Makers Daughter Letter writing</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • identifying how language contributes to meaning 	<p>Escape from Pompeii Setting description, newspaper report</p> <ul style="list-style-type: none"> • identifying how structure and presentation contribute to meaning • in non-narrative material, using simple organisational devices (headings & subheadings) 	<p>The Leopard in the Golden Cage Recount, comics</p> <ul style="list-style-type: none"> •composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
<p>Writing</p> <p>Cycle B</p>	<p>Selected Norse poetry examples (Core Text) Kenning Poems</p> <p>How to be a Viking (Link to Text) Recount</p> <ul style="list-style-type: none"> •composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • using commas after fronted adverbials • Using conjunctions to express time, place and cause e.g. when, before, after, while, so, because 	<p>Arthur and The Golden Rope(Link to Text) Instructions – How to trick a mythical beast</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • Using past and present tenses correctly including the progressive form <p>Selected non-fiction texts about Vikings (Link to text) Information leaflet</p> <ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices (headings & subheadings) • Extending sentences with more than one clause by using a wider range of conjunctions including if, when, because, although 	<p>The Rhythm of the Rain Descriptive narrative writing</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • in narratives, creating settings, characters and plot <p>Water (Link to Text) Writing to inform</p> <p>Blue John Letter writing</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions • Using prepositions to express time place and cause <p>Diary</p>	<p>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay (Link to Text) Letter writing</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <p>Mighty mountains and Swirling Seas – Valerie Bloom (Link to Text) Haiku</p> <ul style="list-style-type: none"> •Perform plays and poetry aloud using intonation, tone, volume and action 	<p>The Story of Tutankhamun by Patricia Cleveland-Peck (Link to Text) Newspaper Report</p> <ul style="list-style-type: none"> • identifying how structure and presentation contribute to meaning <p>The Story of Tutankhamun by Patricia Cleveland-Peck (Link to Text) Brochure</p> <ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices (headings & subheadings) <p>The Story of Tutankhamun by Patricia Cleveland-Peck (Link to Text) Balanced Argument</p> <ul style="list-style-type: none"> • difference between 	<p>Cinderella of the Nile – Marjan Vafaeian (Link to Text) Short setting scene</p> <p>Short character description</p> <ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • identifying how language contributes to meaning <p>Slam poetry (Pinda Cake) – Valerie Bloom Rhyming poetry</p>

	<p>Arthur and The Golden Rope (Link to Text) Short adventure story</p> <ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • in narratives, creating settings, characters and plot • using and punctuating direct speech (i.e. Inverted commas) 		<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Jabberwocky (Link to Text) Nonsense/Free verse poetry</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p>Everest (Link to Text) Fact file</p> <ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices (headings & subheadings) • retrieve and record information from non-fiction • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p>plural and possessive –s</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> • Perform plays and poetry aloud using intonation, tone, volume and action
Writing Cycle C	<p>The Tin Forest Recount, short narrative</p> <ul style="list-style-type: none"> • in narratives, creating settings, characters and plot • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>Explore! Normans Fact file</p> <ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices (headings & subheadings) • retrieve and record information from non-fiction • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p>It starts with a seed Poetry</p> <ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>The Secret Garden Descriptive writing</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p>Who let the Gods out? Diary entry, letters</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>Athena: The Story of a Goddess Chronological report, narrative</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme
Handwriting	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another, are best left unjoined. • Practice letter joins linked to spelling patterns • Practice with pen 					

Terminology we want the children to know	<ul style="list-style-type: none"> Subject, object, subordinating & co-ordinating conjunctions, preposition, conjunction, adverbials, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, vowel letter, inverted comma or speech marks 					
Enrichment Opportunities		Trip to Winchester	VR Headset – Everest Experience	Trip to Pulborough Brooks (Rivers)	Spelling Bee Author talks (library Service)	Trip to visit the Egyptian exhibition in the British Museum
Cycle C	Black History Month – Drama workshop	Trip to Battle	Poetry Slam	Class Assembly Book Week		