

Cycle B

Year 3/4 Curriculum Overview : Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rushing Rivers	Romans Rule!	Disappearing rainforests	Settling Saxons	What makes Scandinavia Special	Viking Invasions
Key text driver	The Minpins	Romulus + Remus <b>Escape from Pompeii</b>	<b>The Explorer</b>	<b>The Wild Robot</b>	<b>Boy</b>	<b>How to train your dragon</b>
Other texts	The Hen that wouldn't give up.	Romans on the rampage??? Avoid being a Roman soldier ???	The Great Kapok Tree What the Maccaw saw There's a Rang-Tan in my bedroom	Beowulf		
Writing	Fiction <b>Setting description</b>  Persuade Visit...???	Fiction <b>Narrative – Action</b> (Escape from Pompeii)  <b>Poetry- Free verse</b> (She-wolf, Romulus & Remus)  Inform Instructions- (How to become a Roman Centurian???)	Fiction Openings  Inform Explanation (How do plants grow???)	Fiction Narrative: Dialogue  Inform Recount	Fiction <b>Characterisation</b> (Mrs Pratchett)  <b>Discussion</b> (Should we be allowed a school trip to Scandinavia?)	Fiction- Resolutions and Endings  <b>Inform- Non chron report.</b> (The Manchester Ridgeback/ The Thunder Dragon)  Poetry
Grammar and punctuation.	Revision of Year 2 skills including;  Capital letters/ full stops  Past and present tenses used mostly accurately  Different sentence types with associated punctuation- ie. ? and !  Use expanded noun phrases to add description (one and two adjectives before the noun)	Use of powerful verbs.  Use of simple adverbs to modify verbs for effect.  Nouns and pronouns for clarity.  Begin to use different sentence structures to achieve different effects e.g. using short sentences  Use of coordination (FANBOYS)  A/an rule	A range of subordinating conjunctions are used to extend sentences ( <i>when, while, if, because, before, after, that</i> )  Occasional prepositions/ adverbials of time and place for cohesion.  Some use of adverbials of reason.  Begins to use apostrophes for possession.  Introduction to paragraphs to group related material.	Irregular past tense verbs are used in writing mostly correctly  Begin to use inverted commas to mark direct speech.  Begin to use some other speech punctuation.  Using simple adverbials of time and place.  Begins to use commas after fronted adverbials.  Begin to use paragraphs to organise ideas around a theme.	Uses a greater range of expanded noun phrases to add description, with adjectives often well chosen ( <i>e.g. He was a tall, wiry man with a deep, gravelly voice</i> )  A growing range of adverbs of manner used for effect ( <i>e.g. cautiously, confidently</i> )  Uses direct speech punctuation.  Write compound and complex sentences using a wider range of conjunctions (FANBOYS and ISAWAWABUB)	Begin to use a wider range of verbs, adjectives, adverbs, conjunctions and prepositions.  Use present and past tense verbs accurately and consistently.  Uses paragraphs to organise ideas. Paragraphs are extended with necessary detail/ events.  Apply all taught punctuation at KS1 correctly and consistently + begin to use commas to mark phrases. Inverted commas 'wrap' the speech mostly correctly.

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	<p>Commas between adjectives and in lists mostly accurate</p>					<p>Begin to use a range of sentence structures (simple, compound and complex)</p>
<p>Composition</p>	<p>Begins to use planning and drafting to elaborate and sustain.          Begins to make composition and technical improvements.          Write effectively for different purposes, and audiences, drawing on their reading to inform the vocabulary of their writing.          Writing organised in logical chunks- sentences are coherently linked.          Makes simple additions, revisions and proof-reading corrections to their writing.          Assess the effectiveness of their own and others' writing (based on wide reading and shared success criteria) and suggest improvements.          After discussion, drafts are enhanced by focusing on one or two key vocabulary or grammatical aspects matched to audience and purpose.          In narrative writing, settings, character and plot are developed.          Goes beyond basic content to meet purpose- detail (choice of content and vocabulary) begins to be included with writer's intent and is chosen with greater awareness of the reader.          (inc Show not tell)          Familiar forms and genres are sustained          Vocabulary choices move from generic (e.g. dog) to specific (e.g. terrier)          Use of pronouns to avoid repetition.</p>					
<p>Spelling- ELS</p>	<p>Week 1 Introduction: jump, move          Week 2 Suffix- ly          Week 3 Busy          Week 4 Suffix- ward          Week 5 Possess          Week 6 Plurals</p>	<p>Week 1 Suffix –ous          Week 2 Suffix –ation          Week 3 medic          Week 4 history          Week 5 vary          Week 6 Suffix -ure</p>	<p>Week 1 Suffix –th          Week 2 Prefixes: re, auto, anti          Week 3 Prefixes mis- dis- dif-          Week 4 Prefix inter-          Week 5 quest          Week 6 press</p>	<p>Week 1 Suffixes: -ion, -ian          Week 2 ough letter string          Week 3 ear letter string          Week 4 ere letter string          Week 5 Prefixes sub- super-, sur-</p>	<p>Week 1 Prefixes in-, im-, il-, ir-          Week 2 hap          Week 3 Possessive plurals          Week 4 letter y as /i/          Week 5 ou letter string          Week 6 cert</p>	<p>Week 1 cycle          Week 2 eigh, ei, ey, aigh letter strings          Week 3 augh letter string          Week 4 Homophones          Week 5 extreme</p>
	<p>Application of Y1/2 CEW spellings.           Apostrophes for contraction</p>		<p>Spells a range of words from the y3/4 spelling list.</p>		<p>Most spelling rules and patterns taught thus far, are mostly accurately applied.</p>	
<p>Handwriting</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.          Use the diagonal and horizontal strokes needed to join letters, and know which letters, when next to another, may be best left unjoined.</p>		<p>Begins to use joined writing independently</p>		<p>Write using joined, legible handwriting with some consistency.</p>	