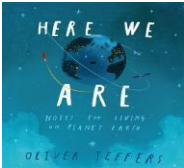
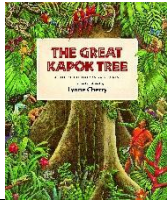

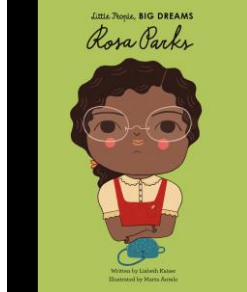
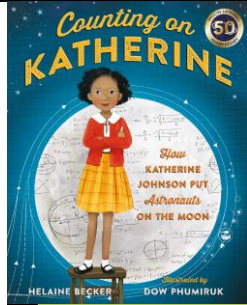


## Year 3/4 Literacy Long Term Plan

### CYCLE A 2020-21

	Text type and Genre	Key texts (Pillar Two)	Hook for the unit (Pillar Three)	Writing outcome /purpose for writing (Pillar One and Four)	Grammatical Conventions (Pillar Five)
<b>Autumn 1</b> (7 weeks)  <b>The Americas</b>	<b>Poetry in the style of</b> <b>What a Wonderful World</b>	<b>Here we are by</b> <b>Oliver Jeffers</b> 	Watch a performance poem by Michael Rosen to inspire the children with how he performs poetry	Purpose -To entertain Audience-School children across the world	<ul style="list-style-type: none"> <li>Expanded Noun Phrases</li> </ul>
	<b>Narrative:</b> <b>Dilemma</b>	<b>The Great Kapok Tree by Lynne Cherry</b> 	Immersed in a Rainforest sensation: jungle sounds/animals noises/images of animals. Set dilemma that the woodlands are going to be cut down.	To write a dilemma narrative to publish into class book to share in the library	<ul style="list-style-type: none"> <li>Adverbial phrases</li> <li>Noun phrases</li> <li>Direct Speech</li> <li>Paragraphs</li> <li>Conjunctions</li> </ul>
<b>Autumn 2</b> (7 weeks)  <b>Black History</b>	<b>Narrative:</b> <b>Romance</b>	<b>The Blue Umbrella film</b> 	Film Stimulus- we are going to write a new narration to send to Pixar	Narration for the film	<ul style="list-style-type: none"> <li>Power of three</li> <li>Complex sentences</li> <li>Verbs and adverbs</li> <li>Questions</li> <li>Dialogue</li> <li>Prepositions</li> </ul>
	<b>Non-Fiction:</b> <b>Persuasion</b>	Each class used different texts associated with their hero.	Begin to engage and gather information on chosen hero. Experience lesson- Day at NASA.	Debate: Persuasive speech/statement for Zoom debate on Black Heroes	<ul style="list-style-type: none"> <li>Past tense</li> <li>Rhetorical Questions</li> <li>Repetition for effect</li> <li>Formal language</li> </ul>



Each class to focus on different black hero: Rosa Parks, Barack Obama, Katherine Johnson Martin Luther King and Michael Jordan

- Fact and Opinion
- Conjunctions

**Calligrams**



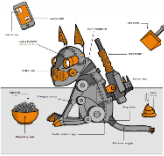
**Christmas Calligrams**

A  
dark  
green giant  
is standing, silent  
as a deserted forest,  
in the corner of my lounge.  
A hundred  
brightly coloured  
baubles like sparkling  
fruit hang from spiky branches.  
And tinsel, like a great golden snake,  
wraps and curls itself around its body.  
But  
best  
of all  
are the presents  
piled around its  
burnished base.


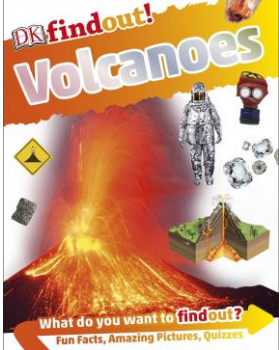
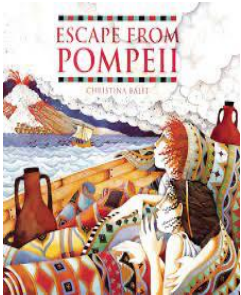
Creating Christmas card ideas together as a class- what can we do differently this year?

Create a Christmas Calligram for a Christmas card to go home.

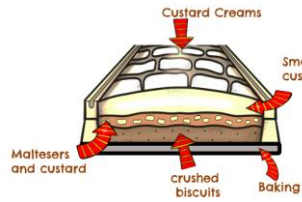
- Synonyms
- Expanded noun phrases

	Text type and Genre	Key texts <i>(Pillar Two)</i>	Hook for the unit <i>(Pillar Three)</i>	Writing outcome /purpose for writing <i>(Pillar One and Four)</i>	Grammatical Conventions
Rivers and the Water Cycle	<b>Adventure Narrative</b>	<b><i>A River by Marc Martin</i></b> 	Focus on rivers. Watch videos of rivers, discussion about rivers, come up with descriptive language.	Purpose: To entertain. Produce a story for younger children filmed for Facebook in the form of a bedtime story.	<ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Adverbial phrases</li> <li>• Verbs and adjectives</li> <li>• Dialogue using inverted commas</li> </ul>
	<b>Explanation Texts</b>	 <b>Year 3-</b> <b>Wallace and Gromit Socomatic</b>  <b>Year 4 – Robot Pet</b>	To watch the Youtube video of the inventions and discuss.	To write an explanation text	<ul style="list-style-type: none"> <li>• Causal conjunctions</li> <li>• Headings</li> <li>• Technical vocabulary</li> <li>• Superlatives</li> <li>• Verbs and adverbs</li> </ul>

	<p><b>Letter writing- informal letter</b></p>	<p><b>The Wishgranter film on Literacy Shed</b></p> 	<p>To share ideas around wishes and all the different things they would wish for.</p>	<p>To write an informal letter to The Wishgranter</p>	<ul style="list-style-type: none"> <li>• Determiners</li> <li>• Conjunctions</li> <li>• Standard and non-standard English</li> </ul>
<p><b>Spring 2 (5 weeks)</b></p> <p><b>Crime and Punishment</b></p>	<p><b>Non-Fiction: Discussion</b></p>	<p><b>The True Story of the Three Little Pigs</b></p> 	<p>Introduction to fairy tales and the representation of the wolf. Acting out a story of The Three Little Pigs.</p>	<p>To write a discussion text based on the two versions of The Three Little Pigs</p>	<ul style="list-style-type: none"> <li>• Use of pronouns</li> <li>• Third person</li> <li>• Fact, opinion and bias</li> <li>• Adverbial phrases</li> </ul>
	<p><b>Poetry: Quatrains</b></p>	<p><b>Variety of Quatrain poetry</b></p> <p><u>Humpty Dumpty</u></p> <p>Humpty Dumpty sat on a wall  Humpty Dumpty had a great fall  All the kings' horses and all the kings' men  Couldn't put Humpty together again</p>	<p>Post it note discussion around what skills the children have learnt during lockdown-look at different areas e.g. cooking/music/outdoor activities</p>	<p>To write a 4 lined poem of a hobby/interest they have taken up in Lockdown. Poems to go in Time Capsule and in a shared book for key stage areas</p>	<ul style="list-style-type: none"> <li>• Alliterations</li> <li>• Onomatopoeia</li> </ul>
	<p><b>Non-Fiction: Persuasion</b></p>	<p><b>Leaf by Sandra Dieckman</b></p> 	<p>To go out to the woodland area, can hear bear noises and the adults to try and persuade the other one to go and have a look – then to have their own debate about whether they should look or not.</p>	<p>To write and present a persuasive text</p>	<ul style="list-style-type: none"> <li>• Speech</li> </ul>

<b>Summer 1</b>  <b>Earthquakes and Volcanoes</b>	Newspaper reports	<b>Current volcanic eruptions- Iceland and St Vincent.</b> 	Children became members of a newsroom and looked at what it took to write a report. Children watched many news reports and read articles on volcanic eruptions around the world.	To write a newspaper report informing Grove pupils of the eruptions in Iceland.	<ul style="list-style-type: none"> <li>• Tenses</li> <li>• Speech</li> <li>• Adverbial Phrases</li> </ul>
	Non-chronological reports	 <b>DK Find Out Volcanoes</b>	To bring together all of their learning in their Geography unit-Volcanoes.	A double page non-chronological report - with specific and general details on Mount Vesuvius and Volcanoes.	<ul style="list-style-type: none"> <li>• Nouns and pronouns</li> <li>• Conjunctions</li> <li>• Embedded Relative clauses</li> </ul>
<b>Summer 2</b>  <b>The Romans</b>	Historical Fiction	 <b>Escape from Pompeii by Christina Balit</b>	Drama of a busy market place in Pompeii- experiencing the senses.	Chapter book of life in Pompeii before the eruption- through to returning to the city afterwards.	<ul style="list-style-type: none"> <li>• Adverbial phrases</li> <li>• 1st person</li> <li>• Similes</li> </ul>

Instructions



Children to create a Roman Rocky Road- and eat it!

Instructions for the children to take home so that they could teach their family to make it.

- Imperative verbs
- Commands and Statements
- Present tense
- Fronted adverbials
- Conjunctions