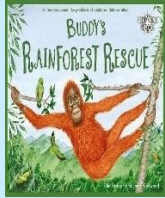




<p><b>Cycle B</b> Autumn 1</p> 	<p>Why are rainforests unique?</p>	
<p><b>Composition: purpose and audience</b></p>	<p><b>Information text – Orangutan Fact File</b></p> <p>Write a fact file about Orangutans</p> <p>Use, explore and develop tier 2 and 3 vocabulary around rainforests and orangutans.</p> <p>Plan writing using a modelled text as a guide.</p> <p>Rehearse sentences orally before writing.</p> <p>Edit and improve writing checking for grammatical errors, sense and effectiveness.</p> <p>Read writing aloud to an audience, showing control of tone and volume to make the meaning clear.</p>	<p><b>Instructions (making an animal puppet)</b></p> <p>Write a set of instructions about how to make an animal puppet.</p> <p>Use, explore and develop imperative verbs.</p> <p>Plan writing using a modelled text as a guide.</p> <p>Edit and improve writing checking for grammatical errors, sense and effectiveness.</p> <p>Rehearse sentences orally before writing.</p>
<p><b>Vocabulary, grammar and punctuation</b></p>	<p>Use expanded noun phrases for description.</p> <p>Demarcate sentences with capital letters and full stops consistently.</p> <p>Use commas to separate items on a list.</p>	<p>Use imperative verbs in command sentences.</p> <p>Demarcate sentences with capital letters and full stops consistently.</p> <p>Use conjunctions 'when', 'and' and 'but'.</p>


	<p>Use capital letters for proper nouns.</p> <p>Use conjunctions 'if' and 'because'</p> <p>Use 'a' or 'an' accurately.</p> <p>Use the progressive form of verbs in the present and past tense to make the actions in progress eg. Humans are destroying ...</p> <p>Form adjectives using the suffix 'ful' eg. Colourful, beautiful,</p> <p>Use headings and subheading to organise the text.</p>	<p>Use prepositions</p> <ul style="list-style-type: none"> <li>• Know prepositions are a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object</li> <li>• Understand how essential prepositions are in giving clear instructions.</li> <li>• Use prepositions in instructions for clarity and precision.</li> </ul> <p>Use 'a' or 'an' accurately.</p> <p>Use headings and subheadings to organise the text.</p> <p>Use suffix 'ly' to turn adjectives into adverbs.</p>
<p><b>Transcription</b></p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Year 2: Form lower case letters of the correct size relative to one another (revisit letters in family groups).</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Year 2: Form lower case letters of the correct size relative to one another (revisit letters in family groups).</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>

	<p>Year 3: Use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Ensure downstrokes of letters are parallel and equidistant</p>	<p>Year 3: Use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Ensure downstrokes of letters are parallel and equidistant</p>
<b>Dictation Focus</b>	Commas in a list (include words with 'ful' suffix once taught)	Sentences with imperative verbs (include adverbs with 'ly' suffix once taught)
Autumn 2	What made the Great Fire of London great?	
	<b>Diary entry</b>	<b>Narrative – story set during the Great Fire of London</b>
<b>Composition: purpose and audience</b>	<p>Write a diary entry from the point of view of the Baker's Boy during the Great Fire of London.</p> <p>Use, explore and develop tier 2 and 3 vocabulary around the Great Fire of London.</p> <p>Plan writing using a modelled text as a guide.</p> <p>Rehearse sentences orally before writing.</p> <p>Edit and improve writing checking for grammatical errors, sense and effectiveness.</p> <p>Read writing aloud to an audience, showing control</p>	<p>Write a story set during the Great Fire of London from an animal's point of view (based on Vlad and the Great Fire of London).</p> <p>Continue to use, explore and develop tier 2 and 3 vocabulary around the Great Fire of London.</p> <p>Plan writing using a modelled text as a guide.</p> <p>Rehearse sentences orally before writing.</p> <p>Edit and improve writing checking for grammatical errors, sense and effectiveness.</p>

	<p>of tone and volume to make the meaning clear</p> <p>Year 3: Organise ideas into paragraphs.</p>	<p>Year 3: Organise ideas into paragraphs.</p>
<b>Vocabulary, grammar and punctuation</b>	<p>Use the past tense correctly and consistently.</p> <p>Use conjunctions 'when', 'because', 'and' and 'but'. Use expanded noun phrases.</p> <p>Use question marks and exclamation marks.</p> <p>Use apostrophes for contraction and singular possession.</p> <p>Form nouns using suffixes ness and er.</p> <p>Year 3: Organise ideas into paragraphs.</p> <ul style="list-style-type: none"> <li>• Identify purpose and focus of each paragraph during planning.</li> <li>• Time conjunctions used to move between paragraphs.</li> </ul>	<p>Use suffixes er and est in adjectives eg. bigger and biggest.</p> <p>Use conjunctions 'when', 'that' and 'or'.</p> <p>Use expanded noun phrases.</p> <p>Use similes in descriptions.</p> <p>Use prepositions in descriptions.</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Year 3: Organise ideas into paragraphs.</p> <ul style="list-style-type: none"> <li>• Identify purpose and focus of each paragraph during planning.</li> <li>• Time conjunctions used to move between paragraphs.</li> </ul>
<b>Transcription</b>	<p>Spell most words with contracted forms (accurate use of apostrophes)</p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Year 2: Form lower case letters of the correct size relative to one another</p>	<p>Spell most words with contracted forms (accurate use of apostrophes)</p> <p>Use possessive apostrophes accurately.</p> <p>Spell common exception words accurately.</p> <p>Form and size lower case letters accurately (revisit letters in family groups).</p>

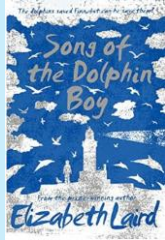
	<p>(revisit letters in family groups).</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Year 3: Use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Ensure downstrokes of letters are parallel and equidistant</p>	<p>Form and size capital letters and digits accurately.</p> <p>Year 3: Form letters and joins accurately and consistently.</p>
<b>Dictation Focus</b>	Sentences including words with contracted forms (include questions and exclamations)	Simile sentences (including adjectives with 'er' and 'est' suffixes once taught.)
<p>Spring 1</p> 	How powerful is our world?	
	<b>Narrative – adventure story</b>	<b>Information text: volcanoes</b>
<b>Composition: purpose and audience</b>	<p>Write an adventure story, creating setting, characters and plot.</p> <p>Use, explore and develop tier 2 and 3 vocabulary about volcanoes.</p> <p>Orally rehearse sentences.</p> <p>Plan writing using a given structure, using a modelled text as a guide.</p>	<p>Write a non-chronological report about volcanoes.</p> <p>Continue to use, explore and develop tier 2 and 3 vocabulary about volcanoes.</p> <p>Orally rehearse sentences.</p> <p>Plan writing using a given structure, using a modelled text as a guide.</p>

	<p>Year 3: Organise ideas into paragraphs.</p> <ul style="list-style-type: none"> <li>• Identify purpose and focus of each paragraph during planning.</li> <li>• Time conjunctions used to move between paragraphs.</li> </ul> <p>Edit and improve writing checking for grammatical errors, sense and effectiveness.</p> <p>Read his/her 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>	<p>Year 3: Organise ideas into paragraphs.</p> <ul style="list-style-type: none"> <li>• Identify purpose and focus of each paragraph during planning.</li> </ul> <p>Edit and improve writing checking for grammatical errors, sense and effectiveness.</p> <p>Use diagrams and captions to help to explain complex ideas.</p> <p>Read writing aloud to another class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
<p><b>Vocabulary, grammar and punctuation</b></p>	<p>Revisit: Use -ly to turn adjectives into adverbs</p> <p>Use expanded noun phrases.</p> <p>Use similes in descriptions.</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because</p> <p>Use inverted commas to punctuate speech.</p> <p>Use the past tense correctly and consistently.</p> <p>Use exclamation marks and ellipse.</p>	<p>Use expanded noun phrases.</p> <p>Express time, place and cause using prepositions e.g. before, after, during, in, because of</p> <p>Use rhetorical questions.</p> <p>Use exclamation marks.</p> <p>Use subheadings and heading to help organise the text.</p> <p>Revisit: Form nouns using suffixes such as -ness, -er</p> <p>Use commas to separate items in a list</p>

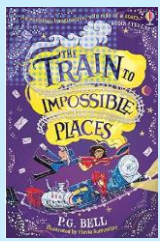
		Use present and past tense correctly and accurately.
<b>Transcription</b>	<p>Spell most words with contracted forms (accurate use of apostrophes)</p> <p>Use possessive apostrophes accurately.</p> <p>Spell common exception words accurately.</p> <p>Form and size lower case letters accurately (revisit letters in family groups).</p> <p>Form and size capital letters and digits accurately.</p> <p>Year 3: Form letters and joins accurately and consistently.</p>	<p>Form and size capital letters, lower case letters and digits accurately and consistently.</p> <p>Use apostrophes for contraction and possession accurately.</p> <p>Spell common exception words accurately.</p> <p>Y3: Join handwriting accurately and consistently.</p>
<b>Dictation Focus</b>	Sentences with coordinating conjunctions.	Sentences with subordinating conjunctions.
Spring 2	What was it like to be a tin-miner?	
	<b>Description of setting</b>	<b>Recount of visit to Geevor Tin Mine.</b>
<b>Composition: purpose and audience</b>	<p>To write a description of a tin mine.</p> <p>Use, explore and develop tier 2 and 3 vocabulary about tin mines.</p> <p>Orally rehearse sentences.</p>	<p>To write a recount of a visit to Geevor Tin Mine (to write from real life experiences)</p> <p>Continue to use, explore and develop tier 2 and 3 vocabulary about volcanoes.</p> <p>Orally rehearse sentences.</p>

	<p>Plan writing using a given structure, using a modelled text as a guide.</p> <p>Year 3: Organise ideas into paragraphs.</p> <ul style="list-style-type: none"> <li>• Identify purpose and focus of each paragraph during planning.</li> <li>• Prepositions used to make links between paragraphs.</li> </ul> <p>Edit and improve writing checking for grammatical errors, sense and effectiveness.</p> <p>Perform and record his/her writing (green screen) using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Plan writing using a given structure, using a modelled text as a guide.</p> <p>Year 3: Organise ideas into paragraphs.</p> <ul style="list-style-type: none"> <li>• Identify purpose and focus of each paragraph during planning.</li> <li>• Time conjunctions used to make links between paragraphs.</li> </ul> <p>Edit and improve writing checking for grammatical errors, sense and effectiveness.</p> <p>Read his/her own writing aloud during class assembly to parents, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p><b>Vocabulary, grammar and punctuation</b></p>	<p>Use expanded noun phrases.</p> <p>Use similes and metaphors in description.</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because</p> <p>Use prepositions to make the description clear.</p> <p>Use commas in a list.</p>	<p>Use expanded noun phrases.</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <p>Use commas in a list.</p> <p>Use 'a' and 'an' accurately.</p>



	<p>Use 'a' and 'an' accurately.</p> <p>Revisit: Form adjectives using suffixes such as -ful, -less.</p>	<p>Use exclamation marks and question marks.</p> <p>Revisit: Use suffixes -er, -est in adjectives</p>
<b>Transcription</b>	<p>Form and size capital letters, lower case letters and digits accurately and consistently.</p> <p>Use apostrophes for contraction and possession accurately.</p> <p>Spell common exception words accurately.</p> <p>Y3: Join handwriting accurately and consistently.</p>	<p>Form and size capital letters, lower case letters and digits accurately and consistently.</p> <p>Use apostrophes for contraction and possession accurately.</p> <p>Spell common exception words accurately.</p> <p>Y3: Join handwriting accurately and consistently.</p>
<b>Dictation Focus</b>	Sentences using 'a' and 'an'	Exclamation and question sentences.
<p>Summer 1</p> 	How does a river change along its journey?	
	<b>Narrative</b>	<b>Letter to local PM about water and sewage spills</b>
<b>Composition: purpose and audience</b>	<p>Write a story with an environmental message.</p> <p>Use, explore and develop tier 2 and 3 vocabulary about water and pollution.</p> <p>Orally rehearse sentences.</p> <p>Plan writing using a given structure, using a modelled text as a guide.</p>	<p>Write a letter to the local PM about sewage spills in Cornwall.</p> <p>Continue to use, explore and develop tier 2 and 3 vocabulary about water and pollution.</p> <p>Orally rehearse sentences.</p>

	<p>Year 3: Organise ideas into paragraphs.</p> <ul style="list-style-type: none"> <li>• Identify purpose and focus of each paragraph during planning.</li> <li>• Time conjunctions used to make links between paragraphs.</li> </ul> <p>Read his/her own writing aloud to the class and parents at the beach, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Plan writing using a given structure, using a modelled text as a guide.</p> <p>Year 3: Organise ideas into paragraphs.</p> <ul style="list-style-type: none"> <li>• Identify purpose and focus of each paragraph during planning.</li> <li>• Adverbs and prepositions used to make links between paragraphs.</li> </ul> <p>Share letters with the local MP (invite the local MP in to answer questions about water pollution)</p>
<b>Vocabulary, grammar and punctuation</b>	<p>Use expanded noun phrases.</p> <p>Use similes and metaphors to enhance descriptions.</p> <p>Use a range of punctuation accurately including exclamation marks, commas and ellipses.</p> <p>Use inverted commas for direct speech.</p> <p>Use subordination (using when, if, that, because, so, after) and co-ordination (using or, and, but).</p>	<p>Use expanded noun phrases.</p> <p>Know the difference between formal and informal language.</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <p>Use rhetorical questions.</p> <p>Use commas in a list.</p>
<b>Transcription</b>	<p>Form and size capital letters, lower case letters and digits accurately and consistently.</p> <p>Use apostrophes for contraction and possession accurately.</p>	<p>Form and size capital letters, lower case letters and digits accurately and consistently.</p> <p>Use apostrophes for contraction and possession accurately.</p>

	<p>Spell common exception words accurately.</p> <p>Show emphasis by using bold text.</p> <p>Y3: Join handwriting accurately and consistently.</p>	<p>Spell common exception words accurately.</p> <p>Y3: Join handwriting accurately and consistently.</p>
<b>Dictation Focus</b>	Sentences using inverted commas for direct speech.	Sentences using possessive apostrophes.
<p>Summer 2</p> 	How has transport changed in the last 100 years?	
	<b>Poetry – Free Verse</b>	<b>Chronological report – evolving transport</b>
<b>Composition: purpose and audience</b>	<p>Write a free-verse poem using</p> <ul style="list-style-type: none"> <li>• alliteration</li> <li>• rhyme</li> <li>• counting syllables</li> <li>• repetition</li> <li>• thinking and feeling details</li> </ul> <p>Use, explore and develop tier 2 and 3 vocabulary about transport.</p> <p>Orally rehearse sentences.</p> <p>Plan writing using a given structure, using a modelled text as a guide.</p> <p>Read his/her own writing aloud to the class using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Write a chronological report about evolving transport.</p> <p>Continue to use, explore and develop tier 2 and 3 vocabulary about transport.</p> <p>Orally rehearse sentences.</p> <p>Plan writing using a given structure, using a modelled text as a guide.</p> <p>Year 3: Organise ideas into paragraphs.</p> <ul style="list-style-type: none"> <li>• Identify purpose and focus of each paragraph during planning.</li> <li>• Adverbs and prepositions used to make links between paragraphs.</li> </ul>

		Read his/own writing aloud over Powerpoint presentation (link to computing curriculum) using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<b>Vocabulary, grammar and punctuation</b>	<p>Use alliteration, rhyme, repetition for effect.</p> <p>Use similes and metaphors.</p> <p>Use powerful verbs and adjectives.</p> <p>Explore the impact of a range of punctuation.</p>	<p>Use expanded noun phrases.</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <p>Use commas in a list.</p> <p>Use headings and sub-headings to organise the text.</p> <p>Use rhetorical questions.</p>
<b>Transcription</b>	<p>Form and size capital letters, lower case letters and digits accurately and consistently.</p> <p>Use apostrophes for contraction and possession accurately.</p> <p>Spell common exception words accurately.</p> <p>Y3: Join handwriting accurately and consistently.</p>	<p>Form and size capital letters, lower case letters and digits accurately and consistently.</p> <p>Use apostrophes for contraction and possession accurately.</p> <p>Spell common exception words accurately.</p> <p>Y3: Join handwriting accurately and consistently.</p>
<b>Dictation Focus</b>	Sentences including common exception words.	Sentences using the past tense (ed) endings.

Additional Poetry Units to be fitted into longer half terms.	Key Features	Example
<p><b>Diamonte</b> (1 week)</p>	<p>The poem is presented in the shape of a diamond. The line structure is as follows:</p> <ul style="list-style-type: none"> <li>• Line 1: Beginning subject;</li> <li>• Line 2: Two adjectives about line 1; Line 3: Three verbs or words ending ‘-ing’ about line 1;</li> <li>• Line 4: A short phrase about line 1, a short phrase about line 7;</li> <li>• Line 5: Three verbs or words ending ‘-ing’ about line 7;</li> <li>• Line 6: Two adjectives about line 7;</li> <li>• Line 7: End subject.</li> </ul> <p>Precise verbs and adjectives are used in the relevant lines indicated above. Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines</p>	<p style="text-align: center;"><i>Bike</i> <i>Shiny, quiet,</i> <i>Peddalling, spinning, weaving</i> <i>Whizzing round corners, zooming</i> <i>along roads</i> <i>Racing, roaring, speeding</i> <i>Fast, loud,</i> <i>Car</i></p>
<p><b>Clerihew</b> (1 week)</p>	<p>A clerihew is four lines in length and includes rhyming couplets (AABB). The subject of the poem is typically a character who is named on one of the lines. The mood of this type of poem is comic.</p>	<p>Astronaut Neil Armstrong Wasn't on the moon for long. But in that time he left behind A giant footprint for mankind.</p>