

## MTP: English (L and L and 'other') - year 3 and 4, cycle A

Term	Reading	Writing
<p><b>Autumn 1</b> Unit 2, year 3 Fiction - Play scripts</p> <p>Koinonia Thankfulness Compassion Trust Friendship Forgiveness Endurance</p> <p>Democracy Mutual Respect Individual Liberty</p> <p>Non Fiction - Instruction texts Trust Koinonia Endurance</p> <p>Mutual Respect Individual Liberty</p>	<p><b><u>Fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>Connect and explore the central themes and ideas of friendship and lying in A Tune of Lies by making connections with other texts and their own experience.</li> <li>Recognise and understand the features of a play script.</li> <li>Explore how characters change and develop throughout play.</li> </ul> <p><b><u>Non-fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>Consider why people need and use instructions.</li> <li>Notice how instructions are organised to make them easy to follow.</li> <li>Evaluate instructions against a set of criteria.</li> </ul>	<p><b><u>Fiction</u></b> To write a new ending to the play, including some new ideas for action, stage directions and dialogue.</p> <p><b><u>Non-fiction</u></b> To write clear instructions about how to make a bottle band.</p>
<p><b>Autumn 2</b> <b>ADAPTED IN LIGHT ON Y3/4 STREAMING 2015-2016</b> Unit 4, year 3 Fiction: Poetic</p>	<p><b><u>Fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>Explore and discuss key features of different types of poems</li> <li>Recognise and discuss poetic techniques such as alliteration in 'Water-cycle'</li> <li>Explore a poem and perform it</li> </ul>	<p><b><u>Fiction</u></b> To write a water cycle poem, and participate in a class poetry performance.</p>

<p>language and word play</p> <p>Koinonia Peace</p> <p>Non Fiction - Explanations Trust Koinonia Endurance</p> <p>Individual Liberty</p>	<p><b><u>Non-fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>• Explore the aspects of explanation texts that make them clear for the reader</li> <li>• Investigate different types of explanation texts</li> </ul>	<p><b><u>Non-fiction</u></b> To write 2 clear and useful explanations, then present them to the class</p>
<p><b>Spring 1</b> Unit 3, year 3 Fiction - Science Fiction / Fantasy</p> <p>Endurance Koinonia Thankfulness Trust</p> <p>Individual Liberty Mutual Respect</p> <p>Non Fiction - Discussion texts</p> <p>Koinonia Compassion Trust Friendship Forgiveness</p>	<p><b><u>Fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>• Connect and explore the central themes and ideas in A Tale of Two Robots of invention and science, by making links with other texts and own experience.</li> <li>• Explore how Roy Apps develops plot.</li> <li>• Devise questions for the main character to ask and answer in role.</li> </ul> <p><b><u>Non-fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>• Consider what makes a discussion balanced.</li> <li>• Look at the language we use to structure a balanced and discursive argument.</li> <li>• Role-play a debate in order to engage fully with both points of view.</li> </ul>	<p><b><u>Fiction</u></b> To write a new episode for the story.</p> <p><b><u>Non-fiction</u></b> To write a balanced discussion text about whether break times are too short.</p>

<p>Endurance Peace</p> <p>Individual Liberty Mutual Respect Democracy Rule of Law</p>		
<p><b>Spring 2</b> Unit 1, year 4 Fiction - Dilemma Story</p> <p>Koinonia Thankfulness Compassion Trust Friendship Forgiveness Endurance Peace Hope</p> <p>Democracy Mutual Respect Rule of Law Individual Liberty</p> <p>Non Fiction - Information Texts</p> <p>Koinonia Compassion Trust Friendship Forgiveness Endurance</p>	<p><b><u>Fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>• Link the theme of dilemmas in Lost or Stolen? With their own experience and other stories.</li> <li>• Explore the characters, including what they think and how they change as the story develops.</li> <li>• Understand how suspense is created in a story.</li> <li>• Explore how they can use their voices to create tension when reading aloud.</li> </ul> <p><b><u>Non-fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>• Discover that information texts are written with a specific audience and purpose in mind.</li> <li>• Understand how people use different sources and information to help them make decisions and form opinions.</li> <li>• Compose research questions and use them to focus on the relevant information.</li> </ul>	<p><b><u>Fiction</u></b> To use the structure and characters from Lost or Stolen? To write a new chapter of the story with a different dilemma and setting.</p> <p><b><u>Non-fiction</u></b> To write an advice leaflet about keeping your phone safe, and to produce a presentation about a gadget to pitch to a panel.</p>

<p>Democracy Mutual Respect Rule of Law Individual Liberty</p>	<ul style="list-style-type: none"> <li>Discover how an article is structured to make it easy for readers to find information, using key features e.g. headings, subheadings, boxed text.</li> </ul>	
<p><b>Summer 1</b> Unit 2, year 4 Fiction - Poetry Koinonia Compassion Friendship Endurance Hope</p> <p>Individual Liberty Mutual Respect</p> <p>Non Fiction - Journalistic Recounts Koinonia Thankfulness Compassion Trust Friendship Forgiveness Endurance Hope Peace</p> <p>Democracy Mutual Respect Rule of Law Individual Liberty</p>	<p><b><u>Fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>Build strong pictures in their minds, making links between the poems and their experiences.</li> <li>Explore the effect of poetic techniques e.g. repetition, alliteration and simile.</li> <li>Explore the range of forms poetry takes e.g. haiku, rhyming couplets and free verse.</li> <li>Learn some lines of poetry by heart to recite in a performance.</li> </ul> <p><b><u>Non-fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>Develop their understanding of both personal and newspaper recounts.</li> <li>Understand that recounts are organised in chronological order, in the past tense.</li> <li>Identify the key information in a recount by using the 5Ws - Who? What? When? Where? Why?</li> <li>Learn to identify points of view, facts and opinions in recounts and understand how they change the reliability of the recount.</li> </ul>	<p><b><u>Fiction</u></b> To write a poem in free verse about a small, unexpected event.</p> <p><b><u>Non-fiction</u></b> To write an article in the style of a recount, using language and features that are typical of a newspaper.</p>
<p><b>Summer 2</b> Unit 3, year 4 Fiction - Narrative verse</p>	<p><b><u>Fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>Make links between the story and their own experiences and prior reading, and</li> </ul>	<p><b><u>Fiction</u></b> To write a new story using some of the characters from The Bogey Man and the Trolls Next Door</p>

<p>Koinonia Thankfulness Compassion Trust Friendship Forgiveness Endurance Hope Peace</p> <p>Democracy Mutual Respect Rule of Law Individual Liberty</p> <p>Non Fiction - Explanation Texts Koinonia Endurance</p> <p>Democracy Mutual Respect Individual Liberty</p>	<p>between the story and the tradition of oral storytelling and ballads.</p> <ul style="list-style-type: none"> <li>• Explore the language in story, particularly the use of synonyms.</li> <li>• Use evidence from the text to explore characters.</li> <li>• Learn by heart and recite a section of The Bogey Men and the Trolls Next Door.</li> </ul> <p><b><u>Non-fiction</u></b> Children will:</p> <ul style="list-style-type: none"> <li>• Consolidate their understanding of how explanation texts are structured to make information clear, using features e.g. headings, subheadings, pictures and boxed text.</li> <li>• Read and evaluate a range of explanation texts.</li> <li>• Understand how visual aids such as flow charts help the audience to understand complicated processes more easily.</li> </ul>	<p><b><u>Non-fiction</u></b> To write about a pupil's life at school based on a radio interview.</p>
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