

MTP: English (L and L and 'other') – Year 3 and 4, cycle B (2018-2019)

Term	Reading	Writing
<p>Autumn 1 Year 3 Unit 1</p> <p>Fiction – a story with a familiar setting</p> <p>Non Fiction – information texts</p>	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> link the key theme of friendship in <i>Sand Wizards</i> to their own experiences identify particular words and techniques Jon Blake uses to create contrasting moods think about the description of the setting in <i>sand wizards</i> reflects the characters' feelings <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> notice features of information texts (e.g. headings, subheadings, captions) and think about how these made the texts clear and informative Use mind maps and summarise information Consider the difference between general and information and specific information and think about why both can be useful Notice how information is organised and experiment with ordering in different ways, e.g. alphabetically or by popularity 	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> Write two descriptions of a beach setting which show contrasting moods and feelings <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> Write an entry for an A to Z travel guide that gives clear, useful and interesting information
<p>Autumn 2 Year 3 Unit 2</p> <p>Fiction – playscripts</p> <p>Non Fiction – information texts</p>	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> Connect and explore the central themes and ideas of friendship and lying in <i>A Tune if Lies</i> by making connections with other texts and their own experiences Recognise and understand the features of a playscript Explore how characters change and develop throughout the play. <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> Children will: Consider why people need and use instructions Notice how instructions are organised to make them easy to follow Evaluate instructions against a set of criteria 	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> write a new ending to the play, including some new ideas for action, stage directions and dialogue. <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> write clear instructions about how to make a bottle band.

<p>Spring 1 Year 3 Unit 3</p> <p>Fiction – Science fiction / fantasy</p> <p>Non-fiction – Discussion texts</p>	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • Connect and explore the central themes and ideas in A Tale of Robots of invention and science, by making links with other texts and their own experience. • Explore how Roy Apps develops plot • Devise questions for the main character to ask and answer in role. <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • consider what makes a discussion balanced • look at the language we use to structure a balanced and discursive argument • role-play a debate in order to engage fully with both points of view 	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • write a new episode for the story <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • write a balanced discussion text about whether break times are too short
<p>Spring 2 Year 3 Unit 4</p> <p>Fiction – Poetic language and word play</p> <p>Non-fiction – Explanations</p>	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • Explore and discuss key features of different types of poems, • Recognise and discuss poetic techniques such as alliteration in 'Water Cycle' • Explore a poem and explore it <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • Explore the aspects of explanation texts that make them clear for the reader • Investigate different types of explanation texts 	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • write a water cycle poem, and participate in a class poetry performance <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • write two clear and useful explanations, then present them to the class.

<p>Summer 1 Year 3 Unit 6</p> <p>Fiction - The Enchantress of the Sands</p> <p>Non-fiction - Biography and Autobiography</p>	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • explore the structure of folktales and the archetypes that make up the plot and characters in The Enchantress of the Sands • Analyse how Jamila Gavin uses rich language to depict the setting • Use drama to explore the suspense in the climax of the story <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • Explore information about Jamila Gavin • Think about how biographies are structured and examine their key features • Compare the biography with autobiography 	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • To write a new folktale with a vivid setting, atmosphere and an exciting climax. <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • To write a biography using notes taken from audio accounts and fact files
<p>Summer 2 Year 4 Unit 1</p> <p>Fiction - Dilemma Story</p> <p>Non-fiction - Information text</p>	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • Link the theme of dilemmas in Lost and Stolen? With their own experiences and other stories • Explore the whatever including what they think and how they change as the story develops • Understand how suspense is created in a story • Explore how they can use their voices to create tension when reading aloud <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • Discover that information texts are written with a specific audience and purpose in mind • Understand how people use different sources of information to help them make decisions and form opinions • Compose research questions and use them to focus on the relevant information • Discover how an article is structured to make it easy for readers to find information using key features <i>e.g. headings, subheadings, boxed text.</i> 	<p><u>Fiction</u> Children will:</p> <ul style="list-style-type: none"> • to use structure and characters from Lost or Stolen to write a new chapter of the story with a different dilemma and setting. <p><u>Non-fiction</u> Children will:</p> <ul style="list-style-type: none"> • to write an advice leaflet about keeping your phone safe and to produce a presentation about a gadget to pitch to a panel.