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| sd | **English Year 3/4 Overview 2024 – 2025** | | | | | | | | | | | | | | | | | | | | | |  |
| **Autumn Core Texts** | **Week 1** | **Week 2** | **Week 3** | | **Week 4** | | **Week 5** | | **Week 6** | **Week 7** | **Week 8** | **Week 9** | | **Week 10** | **Week 11** | | **Week 12** | | **Week 13** | | **Week 14** | | **Week 15** |
| **Being brave!** | | | | | | | |  | | **Manchester** | | | | | | | | | | | | |
| **The lion inside** –  Bright & Field    Props – a mouse, mouse ears/lion ears | | | **Traction Man** – Grey | | | | | **A variety of school poems**  **Morning break –**  Wes Magee  **At the end of school assembly –** Simon Pitt  **Please Mrs Butler –** Ahlberg  **A kid in my class –** Rooney | | **This is the place –** Walsh  **https://youtu.be/PszMmYpQjPo?si=4nuDIDBRSdfm-CtR**  [*https://www.bbc.co.uk/bitesize/articles/ztj88hv*](https://www.bbc.co.uk/bitesize/articles/ztj88hv)  (PowerPoint – Learn about Bees) | | **Bee and Me –** Jay  (a book about a bee in a city like Manchester) | | | | | | | | | **Tourist brochures about coming to Manchester Museum**  **Linked to their visit on**  **The Time Odyssey**  **Visit Manchester Museum clip**  **https://youtu.be/gh32JAuKql8?si=fZm-\_aiD16FdWfW9** | |
| [**https://youtu.be/v6tUWk7vC6g?si=j8yvtadMqmkG9Kn**](https://youtu.be/v6tUWk7vC6g?si=j8yvtadMqmkG9Kn)  **Research from Bee texts**  **You wouldn’t want to live without bees -**  Woolf & Antrim **/ The Bee Book –** Milner **/ The Book of bees –** Piotr    **The Not Bad Animals**  **(Page about wasps)** | | | **This is the place** – Walsh  used to inspire a poem from the bees | | **Extract from Bee Movie**    **Where the human meets the bee**  **https://youtu.be/qhuA3FA8olM?si=kSdJ6jlNe0-mKc-b** | | **How to make a Bee B and B – Newsround clip**  **Last page from Bee and Me** | |
| **Writing Outcomes** | **Simple descriptive sentences about the mouse –**  **Speech bubble** as a ignored mouse (conjunctions)  **Advice for a mouse** (contractions)  **Did they like the story? What did you learn from the story?**  Teacher models their ideas (because) | | | **Narrative of the first page of the story** | | **Write a new page for the story in the house** | | **Write a new page for the book**  **Traction Man in the classroom** | **Performance** of Please Mrs Butler  **List poem**  **Couplet poem**  **Instruction poem**  **Poems** based on the Rooney Book with different structures | | Listen to and Read This is the Place – What does Manchester mean to them?  **A short information text** about why bees are symbols of Manchester | | What do we know about bees? Generate lots of questions about bees and retrieve the information. Read up informaiton about bees Discuss the different ways the informaiton texts give information – structure, layout and language – cut up and reconstruct texts .  **Non Chronological report about Bees – focus on 4 paragraphs of information that are cohesively taught.** | | | A poem based on **This is the place** created by the bees celebrating the great job they do**.**  Perform the poem as a class | | **Dialogue between a human and a bee** about taking the honey. To explore the emotions on both sides.  Action / dialogue/ action (yr 4) | | **Instructions** for making a Bee friendly garden. Use last page  (A little bee could be use instead of a bullet point) | | Watch the clip about Time Odyssey and another about Manchester museum  **Tourist guide** for visiting Manchester Museum aimed at children | |
| **Text Knowledge GPS** | Opportunity to consolidate the end of KS 1 standards  To write coherently with accurate demarcation using the different sentence types and punctuation marks. Use appropriate past and present verb tenses.Use co-ordinating and subordinating conjunctions. | | | Use **adjectives & superlatives** to describe the characters | | Use **verbs/adverbs to describe the movement of the characters** | | Use **adverbials of time to give more detail to the story** | Use a varied and rich vocabulary with growing precision to create the different types of poetry. | | To begin to think about **cohesion across a paragraph** so the reader can follow the information**. Revisit conjunctions eg.** and, but, so because, ifEg Time conjuctions | | Use appropriate **layout features eg headings, subheadings** and **paragraphing of similar information.**  **Generate questions** to use as subheadings to help to organise information.  Yr 4 to use a **topic sentence** in each area. Technical language | | | To begin to understand that poetry can have a **defined structure** eg a refrain | | Use **inverted commas** to punctuate direct speech. Speech conveys character. | | To use **apporiate layout for instruction**  Use of **imperative verb** for the command. | | **Use appropriate layout for a tourist page eg. headings, subheadings, captions and images**  **Use adverbial phrases** as cohesive devices. | |
| **Wrap around** | rachel bright collection 3 books set (the lion inside, the koala who could, bear stared) | | | **Traction Man and turbo dog /**  **Traction Man and the beach odyssey–** Grey | | | | |  | |  | | **Why do we need bees –**  Dayes & Pyms | | |  | | | | | | **Range of brochures advertising different places/activities in Manchester** | |