



# ST ANTHONY'S CATHOLIC PRIMARY SCHOOL

## Our Year 3/4 Cycle A Curriculum

|  | Autumn  |   | Spring   | Summer   |   |
|--|---|---|--|--|---|
| Theme and Units / Curriculum Links             | Roald Dahl  | Mechanical Systems  | Ancient Civilisations - Egypt and Shang Dynasty  | Rivers   | Fairy Tales   |
| Core text                                      | Charlie and the Chocolate Factory   | Iron Man  | Secrets of a Sun King  | The Secret Lake  | Jack and the Beanstalk  |
| Additional texts (inc. non-fiction and poetry) | George's Marvellous Medicine<br>Charlie and the Chocolate Factory<br>BFG<br>Matilda<br>James and the Giant Peach<br>The Twits<br>The Giraffe, Peli and Me   | The Butterfly Lion<br>George Speaks<br>The Hodgeheg<br>The Iron Woman   | Pharaohs Fate - Solve the Egyptian Mystery<br>Egyptian Cinderella<br>Ancient Warriors<br>Flat Stanley Egyptian Grave Robbery<br>The Scarab's Secret<br>There's a Pharaoh In Our Bath<br>The Plot on the Pyramid  | Tom's Midnight Garden<br>A Wrinkle in Time<br>The Time Hunters<br>The Secret Garden<br>Alice in Wonderland<br>Peter Pan  | Rapunzel, Cinderella<br>The Day I Fell into a Fairy Tale<br>Jack: The True Story of Jack and the Beanstalk<br>Rump<br>Fearless Fairytales<br>Blueblood: A Fairy Tale Revolution<br>Jim and the Beanstalk  |
| Author Focus                                   | Roald Dahl  | Ted Hughes<br>Michael Morpurgo<br>Dick King-Smith   | Camille Gautier<br>Shirley Climo<br>Christina Balit<br>Jeremy Strong<br>Terry Deary<br>Jeff Brown  | Karen Inglis<br>Lewis Carrol<br>James Matthew Barrie<br>Frances Hodgson Burnett<br>Philippa Pearce<br>Madeleine L'Engle  | Ben Miller<br>Liesl Shurtliff<br>Konnie Huq<br>Malorie Blackman<br>Raymond Briggs   |
| Unit and Skills                                | Non-Fiction Instruction (make medicine)<br>Lists (bullet points/numbering)<br>Imperative verbs<br>Short, clear sentences<br>Diagrams and illustrations  | Fiction (Recount - ending)<br>Descriptive language (expanded noun phrases, simile/metaphor)<br>Fronted adverbials<br>Clear structure, including paragraphs<br>Powerful verbs<br>Dialogue inc. direct speech<br>Emotive language (thoughts and feelings and powerful verbs to show feelings and behaviour)<br>A range of sentences used for effect | Fiction (Mystery)<br>Five w's<br>Descriptive language (expanded noun phrases, simile/metaphor)<br>Fronted adverbials<br>Clear structure, including paragraphs<br>Powerful verbs<br>Dialogue inc. direct speech<br>A range of sentences used for effect                                   | Fiction (Fantasy)<br>Five w's<br>Descriptive language (expanded noun phrases, simile/metaphor)<br>Fronted adverbials<br>Clear structure, including paragraphs<br>Powerful verbs<br>Dialogue inc. direct speech<br>A range of sentences used for effect         | Non-Fiction (bridges/towers etc. - STEM link)<br>Second person<br>Order of events<br>Adverbials for time (First, Next)<br>Causal conjunctions (because, so)<br>Imperative verbs<br>English verb inflections<br>Diagrams/flow charts   |
| Unit and Skills                                | Fiction (Play Script - Fantastic Mr. Fox)<br>List of characters<br>Setting the scene<br>Stage directions in brackets<br>Speech and directions introduced with name of character(s) followed by a colon<br>Speech without inverted commas<br>Character directions with speech<br>Present tense | Non-Fiction (Explanation Text)<br>Order of events<br>Adverbials for time (First, Next)<br>Causal conjunctions (because, so)<br>Imperative verbs<br>English verb inflections<br>Diagrams/flow charts   | Non-Fiction (Newspaper Report)<br>Name of the newspaper<br>Title/subtitle<br>Reporter's name<br>Catchy introductory paragraph (five w's)<br>Third person<br>Chronological order<br>Pictures with captions<br>Dialogue (direct and reported speech)<br>Rhetorical questions<br>Conclusion | Non-Fiction (Non-chronological report)<br>Third person<br>Headings/sub-headings<br>Paragraphs of information<br>Tables/pictures/diagrams<br>Factual<br>Appropriate tense<br>Interesting sentence to introduce report and to conclude<br>Fun fact/did you know? | Alternative Fairy Tale (Narrative)<br>Five w's<br>Formulaic sentences: once upon a time...<br>Descriptive language (expanded noun phrases, simile/metaphor)<br>Dialogue inc. direct speech<br>Repetition<br>Clear structure, including paragraphs<br>A range of sentences used for effect<br>Fronted adverbials |
| Unit and skills                                | Non-Fiction - Biography (Roald Dahl)<br>Question/interesting opening statement<br>Summary of person's life in the first paragraph<br>Third person<br>Third person pronouns<br>Include key events<br>Fronted adverbials for time<br>Passive voice<br>Paragraphs                                |   | Poetry<br>Possible rhyming pattern<br>Alliteration<br>Simile<br>Personification<br>Onomatopoeia<br>Powerful verbs and adjectives<br>Repetition<br>Language to reflect mood and feelings  | Poetry<br>Possible rhyming pattern<br>Alliteration<br>Simile<br>Personification<br>Onomatopoeia<br>Powerful verbs and adjectives<br>Repetition<br>Language to reflect mood and feelings  | Poetry<br>Possible rhyming pattern<br>Alliteration<br>Simile<br>Personification<br>Onomatopoeia<br>Powerful verbs and adjectives<br>Repetition<br>Language to reflect mood and feelings   |



# ST ANTHONY'S CATHOLIC PRIMARY SCHOOL

## Our Year 3/4 Cycle B Curriculum

|  | Autumn   |   | Spring  |   | Summer   |   |
|--|--|---|---|---|--|---|
| Theme and Units / Curriculum Links             | The UK - counties and cities   | Autumn  | Ancient Britain and Stonehenge<br>The Stone Age<br>Rocks  | Countries of the World and Europe   | The Romans<br>Volcanoes and Earthquakes  | Humans and Animals  |
| Core text                                      | A Bear Called Paddington by Michael Bond   | The Firework Maker's Daughter by Philip Pullman   | Stig of The Dump  | Train to Impossible Places  | Escape from Pompeii  | Why the Whales Came   |
| Additional texts (inc. non-fiction and poetry) | The Complete Adventures of Curious George<br>The Tale of Peter Rabbit<br>Pippi Longstocking<br>Winnie The Pooh   | Cloud Busting: Puffin Poetry<br>Dogger<br>The Girl Who Stole an Elephant<br>Varjak Paw  | Stone Age Boy<br>The Stone Age - Hunters, Gatherers and Woolly Mammots<br>The Old Stone Wall (Poem)<br>Ug: Boy Genius of the Stone Age<br>The Secrets of Stonehenge   | Inside Out<br>Frostheart<br>Potkin and Stubbs<br>A Pinch of Magic   | Horrible Histories - Rotten Romans<br>Tiger Tiger<br>Romans on the Rampage<br>Roman Diary (the Journal of Iliona)<br>Pompeii (Young Reading)   | War Horse<br>Adolphus Tips<br>Running Wild<br>Kaspar - Prince of Cats<br>Born to Run<br>Black Beauty<br>Johnathan Livingston Seagull<br>Good Night, Mr. Tom<br>Stuart Little<br>The Tale of Despereaux<br>Charlotte's Webb  |
| Author Focus                                   | Michael Bond<br>Beatrix Potter<br>Astrid Lindgren<br>E B White<br>A A Milne<br>Margret Rey   | Philip Pullman<br>S F Said<br>Nizrana Farook<br>Malorie Blackman<br>Ted Hughes<br>Shirley Hughes  | Clive King<br>Satoshi Kitamura<br>Marcia Williams<br>Raymond Briggs   | P G Bell<br>Jamie Littler<br>Sophie Green<br>Michelle Harrison  | Christina Balit<br>Jeremy Strong<br>Richard Platt<br>Karen Ball<br>Lynne Reid Banks<br>Terry Deary   | Michael Morpurgo<br>Richard Bach<br>Michelle Magorian<br>Anna Sewell<br>E B White<br>Kate Dicamillo   |
| Unit and Skills                                | <b>Fiction (Recount/Narrative)</b><br>Past tense<br>First person pronouns<br>Describes writer's point of view, thoughts and feelings<br>Informal style<br>Adverbials for time and time conjunctions<br>Paragraphs  | <b>Fiction (Quest)</b><br>Past tense<br>Third person<br>Descriptive language (expanded noun phrases, simile/metaphor)<br>Fronted adverbials<br>Clear structure, including paragraphs<br>Powerful verbs<br>Dialogue inc. direct speech<br>A range of sentences used for effect | <b>Fiction (Diary Entry)</b><br>Past tense<br>First person pronouns<br>Describes writer's point of view, thoughts and feelings<br>Informal style<br>Adverbials for time and time conjunctions<br>Paragraphs   | <b>Fiction (Fantasy)</b><br>Recount / Prediction<br>Past tense<br>First person pronouns<br>Describes writer's point of view, thoughts and feelings<br>Informal style<br>Adverbials for time and time conjunctions<br>Paragraphs | <b>Fiction (Diary Entry)</b><br>Past tense<br>First person pronouns<br>Describes writer's point of view, thoughts and feelings<br>Informal style<br>Adverbials for time and time conjunctions<br>Paragraphs  | <b>Non-Fiction (letter)</b><br>Appropriate layout - sender's address, address of recipient, greeting, 'yours faithfully'<br>First person<br>Formal language<br>Formal sentence starters such as 'I am writing to inform you'<br>Paragraphs<br>Introduction/conclusion |
| Unit and Skills                                | <b>Fiction (Informal letter writing)</b><br>The sender's address and date<br>An appropriate greeting<br>Introduction<br>Paragraphs<br>First person<br>Chatty, informal language<br>Conclusion<br>A complimentary close<br>Sender's name and signature                                    | <b>Non-Fiction (Instruction Text - making fireworks)</b><br>Lists (bullet points/numbering)<br>Second person<br>Imperative verbs<br>Short, clear sentences<br>Diagrams and illustrations  | <b>Non-Fiction (Explanation - how to make something using natural materials)</b><br>Order of events<br>Adverbials for time (First, Next)<br>Causal conjunctions (because, so)<br>Imperative verbs<br>English verb inflections<br>Diagrams/flow charts | <b>Fiction (Diary Entry)</b><br>Past tense<br>First person pronouns<br>Describes writer's point of view, thoughts and feelings<br>Informal style<br>Adverbials for time and time conjunctions<br>Paragraphs                     | <b>Non-Fiction (Non-Chronological Report - Romans)</b><br>Third person<br>Headings/sub-headings<br>Paragraphs of information<br>Tables/pictures/diagrams<br>Factual<br>Appropriate tense<br>Interesting sentence to introduce report and to conclude<br>Fun fact/did you know? | <b>Non-Fiction (Discussion/Debate)</b><br>Paragraphs<br>Pronouns<br>Rhetorical questions<br>Frontal adverbials for when<br>Conjunctions<br>Fronted adverbials   |
| Unit and skills                                | <b>Non-Fiction (Non-Chronological Report - London/Peru landmarks)</b><br>Third person, headings/sub-headings<br>Paragraphs of information<br>Tables/pictures/diagrams<br>Factual Appropriate tense<br>Interesting sentence to introduce report and to conclude<br>Fun fact/did you know? | <b>Poetry</b><br>Possible rhyming pattern<br>Alliteration<br>Simile<br>Personification<br>Onomatopoeia<br>Powerful verbs and adjectives<br>Repetition<br>Language to reflect mood and feelings  | <b>Poetry - The old stone wall</b><br>Possible rhyming pattern<br>Alliteration<br>Simile<br>Personification<br>Onomatopoeia<br>Powerful verbs and adjectives<br>Repetition<br>Language to reflect mood and feelings                                   | <b>Poetry</b><br>Possible rhyming pattern<br>Alliteration<br>Simile<br>Personification<br>Onomatopoeia<br>Powerful verbs and adjectives<br>Repetition<br>Language to reflect mood and feelings                                  | <b>Poetry</b><br>Possible rhyming pattern<br>Alliteration<br>Simile<br>Personification<br>Onomatopoeia<br>Powerful verbs and adjectives<br>Repetition<br>Language to reflect mood and feelings   | <b>Poetry</b><br>Possible rhyming pattern<br>Alliteration<br>Simile<br>Personification<br>Onomatopoeia<br>Powerful verbs and adjectives<br>Repetition<br>Language to reflect mood and feelings  |