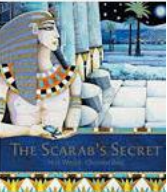
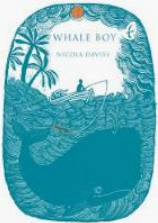
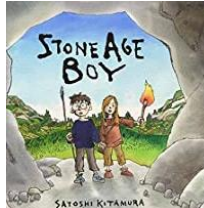
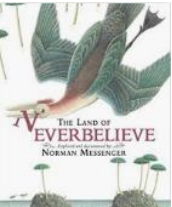
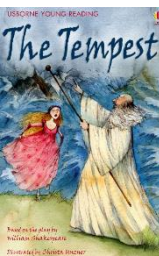



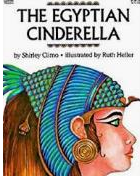
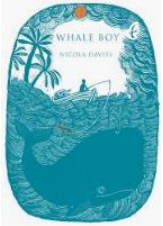
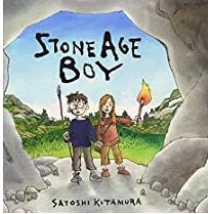

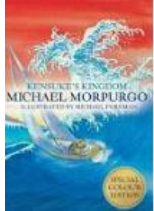
Year 3/4 English Long Term Overview (with other key drivers for Learning Quest) CYCLE A

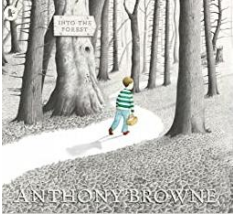
to inform

to entertain

to persuade

Autumn 1 How do you walk like an Egyptian?	Autumn 2 How can we look after our world?	Spring 1 Where have we come from?	Spring 2 Where are the seven wonders of the World?	Summer 1 How does it go round and round?	Summer 2 What would it have been like to be a pupil at Chawton CE Primary School 100 years ago?
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>How do you walk like an Egyptian?</p> <p>history: ancient civilisation</p> <p>Text Driver A: <i>The Scarab's Secret</i> by Nick Would</p> <p>LOVE (Core value) COURAGE (Core value) FELLOWSHIP (Core value) DIVERSITY (Big idea) ENVIRONMENT (Big idea)</p>  <p>Parallel texts: non-fiction books about Egypt, The Day of Ahmed's Secret, Secrets of a Sun King (class reader), the Legend of Tutankhamen</p> <p>to entertain and to inform</p> <p>Apprentice Writes: descriptions of the</p>	<p>How can we look after our world?</p> <p>geography: human and physical, mountains and sea science: animals including humans (Y3)</p> <p>Text Driver A and B: <i>Whale Boy</i> by Nicola Davies (class reader)</p> <p>LOVE (Core value) COURAGE (Core value) CONFLICT (Big idea) ENVIRONMENT (Big idea)</p>  <p>Parallel texts: The Blue Whale, The Storm Whale in Winter, The Storm Whale, Dear Greenpeace Big, Blue Whale (audio clip as well as book) by Nicola</p>	<p>Where have we come from?</p> <p>history: changes in Britain from the Stone Age to the Iron Age science - rocks</p> <p>Text Driver: <i>Stone Age Boy</i> by Satoshi Kitamura</p> <p>COURAGE (Core value) Diversity (Big idea)</p>  <p>Parallel texts: Stig of the Dump (class reader), Ug</p> <p style="color: green;">to inform</p> <p>Apprentice Writes: Instructions on how to make a fire, skin an animal etc.</p>	<p>Where are the seven wonders of the World?</p> <p>geography: locational knowledge, place knowledge, skills and fieldwork</p> <p>science: electricity</p> <p>Text Driver: <i>The Land of Neverbelieve</i> by Norman Messenger</p> <p>FELLOWSHIP (Core value) DIVERSITY (Big idea) ENVIRONMENT (Big idea)</p>  <p>Parallel texts: non-fiction books about islands</p>	<p>How does it go round and round?</p> <p>science: States of matter, including the water cycle</p> <p>Text Driver A : <i>The Tempest</i> by William Shakespeare</p> <p>LOVE (Core value) COURAGE (Core value) CONFLICT (Big idea) ENVIRONMENT (Big idea)</p>  <p>Parallel texts: Different versions of The Tempest, animations, Marcia William's versions etc.</p>	<p>What was life like in Chawton at this time?</p> <p>history: what was life like in Chawton at this time?</p> <p>LOVE (Core Value) COURAGE (Core Value) ENVIRONMENT (Big idea)</p> <p>Text</p>  <p>Driver A: <i>Mansfield Park</i> by Jane Austen</p> <p>Parallel texts: Other books by Jane Austen</p> <p style="color: red; color: green;">to entertain and to inform and to persuade</p>

<p>illustrations, description of the scarab beetle. Diary writing – linked to Secrets of the Sun King</p> <p>OUTCOME: Write a information leaflet about beetles.</p>	<p>Davies, film clips from David Attenborough articles about whaling</p> <p>to entertain and to inform</p> <p>Apprentice Writes: descriptions about animals</p> <p>OUTCOME: Create an informative David Attenborough style speech about a whale</p>	<p>Outcome: Create a survival guide to life in the Stone Age (based on double paged spread from the book)</p>	<p>Apprentice Writes: Descriptive writing using specific noun phrases</p> <p>to entertain and to inform</p> <p>OUTCOME: 1) Create their own Land of Neverbelieve - recreate a page or create a class book, with different groups focusing on different aspects of life.</p> <p>to persuade</p> <p>OUTCOME 2) Persuade someone to visit their Land of Neverbelieve</p> <p>Record these as clips (Use iPads) using a 'greenscreen' approach.</p>	<p>to entertain and to inform and to persuade</p> <p>Apprentice Writes: Create a character description of Caliban or Ariel. What costumes could they wear and why? Justify thoughts and persuade the costume designer for a new staging of the play. Write a letter in a bottle from a character. Children could write from the point of view of those on board the ship and switch to the viewpoint of Prospero watching the storm. What happens to the ship's passengers when they land? Create a ship's log.</p> <p>OUTCOME: Write part of a shipwreck narrative inspired by events in the Tempest.</p>	<p>Apprentice Writes: conversations between characters, descriptions of characters, practise paragraphs with persuasive strategies</p> <p>OUTCOME: persuasive letters</p>
<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>
<p>Text Driver B: <i>The Egyptian Cinderella</i> by Shirley Climmo</p> <p>LOVE (Core value) COURAGE (Core value) FELLOWSHIP (Core value) CONFLICT (Big idea) DIVERSITY (Big idea) ENVIRONMENT (Big idea)</p> 	<p>Text Driver A and B: <i>Whale Boy</i> by Nicola Davies (class reader)</p> <p>LOVE (Core value) COURAGE (Core value) CONFLICT (Big idea) ENVIRONMENT (Big idea)</p> 	<p>Text Driver: <i>Stone Age Boy</i> by Satoshi Kitamura</p> <p>COURAGE (Core value) Diversity (Big idea)</p>  <p>Parallel texts: Stig of the Dump (class reader), Ug</p>	<p>Text Driver: <i>The Jabberwocky</i> by Lewis Carroll</p> <p>LOVE (Core value) COURAGE (Core value) FELLOWSHIP (Core value) CONFLICT (Big idea) DIVERSITY (Big idea) ENVIRONMENT (Big idea)</p> 	<p>Text Driver B: <i>Kensuke's Kingdom</i> by Michael Morpurgo (class reader)</p> <p>LOVE (Core value) COURAGE (Core value) FELLOWSHIP (Core value) ENVIRONMENT (Big idea)</p> 	<p>Where does the Forest take me?</p> <p>science: plants science: light</p> <p>Text Driver: <i>Into the Forest</i> by Anthony Browne</p> <p>COURAGE (Core value) ENVIRONMENT (Big idea)</p>

<p>Parallel texts: other versions of Cinderella</p> <p>to entertain</p> <p>Apprentice Writes: Diary writing as Cinderella, Character portraits/profiles of the main characters</p> <p>OUTCOME : write their own Cinderella narrative using a character of their choice.</p>	<p>Parallel texts: The Blue Whale, The Storm Whale in Winter, The Storm Whale, Dear Greenpeace Big, Blue Whale (audio clip as well as book) by Nicola Davies, film clips from David Attenborough articles about whaling</p> <p>to persuade</p> <p>Apprentice Writes: Conscience alley and persuasive speech - should Michael take the job offered in chapter 4? Write the letter that Michael says he cannot write on p. 30. Write Michael's diary at key points.</p> <p>OUTCOME: Persuasive speech – explore famous speeches: Martin Luther King etc. Write a persuasive text about whales in captivity or whaling.</p>	<p>to entertain</p> <p>Apprentice Writes: Diary entries, descriptions of character/setting, letters, notes. emails between characters</p> <p>OUTCOME: Portal Story – travelling to the Stone Age</p>	<p>Parallel texts: Other animal poetry The jabberwocky</p> <p>to entertain</p> <p>Apprentice Writes: exploring with poetry forms and styles</p> <p>OUTCOME: Poetry - kennings Imitate their own version of The Jabberwocky.</p>	<p>Parallel texts: other texts set in the ocean Alone on a Wide, Wide Sea, Sea, non-fiction texts about the water cycle</p> <p>to entertain and to inform and to persuade</p> <p>Apprentice Writes: Write an explanation of the water cycle Expanded drawings of a sail boat Diary entries at different points of the narrative</p> <p>OUTCOME: Persuade others to join you on the trip of a lifetime by creating an e-book brochure with text, images and sound.</p>	 <p>Parallel texts: Hide and Seek, Voices in the Park by Anthony Browne AUTHOR STUDY</p> <p>to inform</p> <p>Apprentice Writes: write descriptions of different parts of the forest. Write factual and narrative – compare. Which is more effective for the task?</p> <p>OUTCOME: To create a guide for a forest (use the outdoor area to support this) Add explanations of plants, animals etc through the use of flaps.</p>
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