
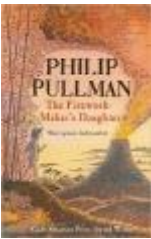
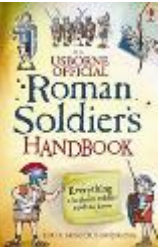
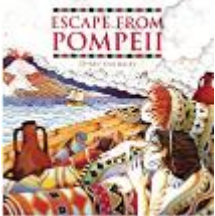





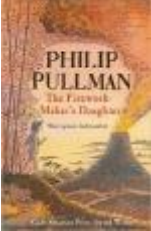

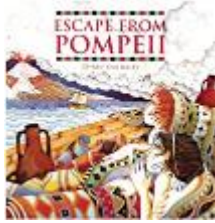
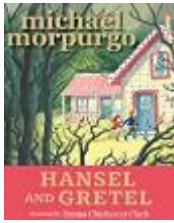
Year 3/4 English Long Term Overview (with other key drivers for Learning Quest) CYCLE B

to inform

to entertain

to persuade

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Were the Vikings raiders or traders?</p> <p>history: conflict (Viking and Anglo Saxon conflict) and interpretation of the past</p> <p>Text driver: The Saga of Biorn (Film)</p> <p>COURAGE (Core value)</p> <p>FELLOWSHIP (Core value)</p> <p>CONFLICT (Big idea)</p>  <p>parallel texts: The Saga of Erik the Viking, Vikings in 30 seconds, There's a Viking in my bed, How to Train your Dragon, Who were the Vikings?, Beowulf</p> <p style="color: green;">to inform: create an interactive comic with sounds, formatted text and video</p> <p>APPRENTICE WRITES: Using inverted commas to indicate speech</p>	<p>Where does the bang come from?</p> <p>science: sound</p> <p>Text Driver: The Firework Maker's Daughter by Philip Pullman (class reader)</p> <p>LOVE (Core value)</p> <p>CONFLICT (Big idea)</p>  <p>parallel texts: non-fiction texts about Guy Fawkes, Festivals of Light</p> <p style="color: purple;">to persuade: create a poster/leaflet advertising the firework competition, using their knowledge of the text.</p> <p>APPRENTICE WRITES: Character descriptions of each Firework-Maker could be written, write persuasive letters</p>	<p>Where does the road lead to?</p> <p>history: Romans: why did the Romans come to Britain? Cause and Consequence and the significance of this</p> <p>Text Driver: The Roman Soldier's Handbook</p> <p>COURAGE (Core value)</p> <p>FELLOWSHIP (Core value)</p> <p>CONFLICT (Big idea)</p> <p>ENVIRONMENT (Big idea)</p>  <p>parallel texts: a range of non-fiction texts about the Romans</p> <p style="color: red;">to entertain: write about an encounter with a Roman soldier</p> <p>APPRENTICE WRITES: Descriptive writing – factual, letters between Roman soldiers and families</p>	<p>Why is the Earth so angry?</p> <p>science – forces and magnets</p> <p>geography: human and physical, locational and place knowledge, skills and fieldwork</p> <p>Text Driver: <i>Escape from Pompeii</i> by Christina Ballit</p> <p>COURAGE (Core value)</p> <p>ENVIRONMENT (Big idea)</p>  <p>parallel texts: Secrets of Vesuvius- film I survived the...series of books, The Hurricane by David Weisner,</p> <p style="color: green;">to entertain and to inform: Diary entries could be written as a series by Tranio - before the eruption, after landing and finally visiting Pompeii as an old man.</p>	<p>Where does my food go?</p> <p>science: animals, including humans (Y4)</p> <p>Text Driver: Bones by Garielle Balkan</p> <p>LOVE (Core values)</p> <p>DIVERSITY (Big idea)</p>  <p>parallel texts: a journey through the digestive system (graphic novel), Professor Astro Cat's Human Body Odyssey</p> <p style="color: red;">to entertain and to inform: investigate another animal's skeleton and write their own "Who am I?" and answer spreads,</p> <p>APPRENTICE WRITES: Explore how these animals move through film clips.</p>	<p>Why is our world changing?</p> <p>science: living things and their habitats</p> <p>geography: human and physical (local area and another area in the UK)</p> <p>Text Driver: Flood by Alvaro Villa</p> <p>COURAGE (Core value)</p> <p>ENVIRONMENT (Big idea)</p>  <p>parallel text: Window by Jeannie Baker, Tin Forest, Langston Hughes' beautiful classic poem April Rain Song, David Wiesner's Hurricane</p> <p style="color: green;">to inform and to persuade create TV weather reports (Video creation – use of green screen etc.) inspired by the spread featuring the incoming storm.</p>

			<p>APPRENTICE WRITES: description of a part of the narrative which could be embedded into the diary entry.</p>	<p>Write descriptions of actions and movements – write poetry to describe</p>	
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
 <p>to entertain write the narrative of a part of the story</p> <p>APPRENTICE WRITES: Write action scenes to be included in the narrative</p>	 <p>to inform: create a digital mindmap, including different media, sound and video</p> <p>APPRENTICE WRITES: Write a summary of an event, Using David Bruce’s operatic version write poetry</p>	 <p>to inform: create a page for the handbook using their knowledge of an aspect of Roman life</p> <p>APPRENTICE WRITES: Write instructions to help the Roman survive.</p>	 <p>to inform: write an explanation text (this could be a paper folded 3D book) as to how and why volcanoes erupt</p> <p>APPRENTICE WRITES: Write a recount of a volcano erupting (science), write instructions on making the volcano, write instructions for evacuating the home</p>	 <p>Text Driver 2: Hansel and Gretel (Michael Morpurgo)</p> <p>COURAGE (Core Value) CONFLICT (Big Idea)</p> <p>Parallel texts: Hansel and Gretel by Bethan Woolvin, other fairy tales.</p> <p>To entertain: Use Morpurgo's description of the witch to create powerful character descriptions of other fairy tale characters using figurative language.</p> <p>APPRENTICE WRITES: Collect the language of fairy tale and practise re-writing of key scenes in fairy tales using language.</p>	<p><i>Local Geography study:</i> <i>What is happening in Chawton and the local area?</i></p> <p>CORE Values: Love, Courage and Fellowship</p> <p>BIG Ideas: Diversity, conflict and environment</p>