English Curriculum for Panda Class (Years 3 and 4)

This is based on a two year cycle. In Each half term, a core text is selected and this generates the basis of individual lesson plans. These core texts will often be supplemented by further reading materials. See also the English subject statement for further details.

Panda (1)											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Progression of Core Texts *One fiction and one non-fiction each term.* *Additional texts to be chosen by the teacher depending on the needs of the children.*	Arthur and the Golden Rope (F)	Stone Age Boy (narrative with some information elements)	Dare to Care Pet Dragon		Cinderella of the Nile (ancient traditional tale)		Penguins (hybrid, nonchron)		The Paperbag Prince		Fantastically Great Women (biographical writing)

Grammar and punctuation	•extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although (Y3/4) •using the present perfect form of verbs instead of the simple past tense (Y3) •using conjunctions, adverbs and prepositions to express time, place and cause (Y3) •using fronted adverbials (Y4). Indicate grammatical and other features by: •using commas after fronted adverbials (Y4) •indicating possession by using the possessive apostrophe with plural nouns (Y4) •using and punctuating direct speech (Y3/4). Terminology Y3: adverb, conjunction, clause, subordinate clause, direct speech, inverted commas (or speech marks) Y4: adverbial	Extending range of sentences. Using conjunctions. Using fronted adverbials (comma) Use headings and subheadings **Terminology** Y3: adverb, conjunction, clause, subordinate clause Y4: determiner, pronoun, possessive pronoun, adverbial	Present perfect form of verbs instead of the simple past tense (Y3) Conjunction,adverbs(then, next, soon, therefore) and prepositions (before, after, during, in because of) to express time, place and cause Fronted adverbials (commasY4). Paragraphs **Terminology** Y3: adverb, preposition, conjunction, clause, subordinate clause, direct speech, inverted commas (or 'speech marks') Y4: adverbial	Express time, place and cause using conjunctions (e.g. *when*, *before*, *after*, *while*, *so*, *because*), adverbs (e.g. *then*, *next*, *soon*) and prepositions (e.g. *before*, *after*, *during*, *in*, *because of*) (Y3/4). Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when*, *if*, *because* and *although* (Y3/4). **Terminology** Y3: conjunction, clause, subordinate clause Y4: revision of Y3 terminology	Use fronted adverbials (Y4). Use expanded noun phrases to create description for reader (Y4). **Terminology** adverbial phrase, expanded noun phrase	Paragraphing Subheadings and headings Adverbs and prepositional phrases Revise noun phrases from Y2 **Terminology** Y3: adverb, preposition, clause, subordinate clause Y4: adverbial
Spelling	*No Nonsense Spelling Programme*					
Handwriting	Pupils taught cursive using Letter Join Pupils begin to join more of their writing legibly and consistently All pupils write in pen during Year 3 if appropriate					

Panda (2)					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Progression of Core Texts *One fiction and one non-fiction each term.* *Additional texts to be chosen by the teacher depending on the needs of the children.*	Fair's Fair (F)	Rainforest-Rough Guide (hybrid – factfiles, emails)	The Beasties (short traditional narrative) Focus: plot	How to Invent (Chron and Non-chron reports)	Meerkat Mail	A Walk around London (Dual voice text)

Grammar and punctuation	Use and punctuate direct speech (Y3/4). Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when*, *if*, *because* and *although* (Y3/4). Use inverted commas to punctuate speech (Y3). Use inverted commas and other punctuation to indicate direct speech (Y4). Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (Y4). **Terminology** Y3: conjunction, subordinate clause, direct speech Y4: revision of Y3 terminology	Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. *when*, *if*, *because*, *although*) (Y3). Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y4). **Terminology** Y3: conjunction, clause, subordinate clause Y4: determiner, pronoun	Use a range of conjunctions Revise expanded noun phrases from Y2 Adverbs and prepositions (place and time) **Terminology** Y3: adverb, conjunction, clause, subordinate clause Y4: adverbial	Use conjunctions, adverbs and prepositions to express time, place and cause (Y3). Use fronted adverbials (Y4). Use commas after fronted adverbials (Y4). Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when*, *if*, *because* and *although* (Y3). Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (Y4). **Terminology** Y3: adverb, preposition, clause, subordinate clause Y4: adverbial	Indicate possession by using the possessive (Y4). Use apostrophes with singular and plural nouns (Y4). Revise simple and compound sentences (Y3). Use the present perfect form of verbs (Y3). **Terminology** Y2: simple sentence, compound sentence, verb, past tense, present tense, progressive form Y3/4: revision of Y2 terminology	Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y3/4). Use fronted adverbials (Y4). Use and punctuate direct speech – introduce inverted commas (Y3), use inverted commas and other punctuation for direct speech (Y4). Express time, place and cause using conjunctions, adverbs and prepositions (Y3). **Terminology** Y2: adverb, preposition, conjunction, sentence Y3: adverbial, direct speech
Spelling	*No Nonsense Spelling Programme*					
Handwriting	Pupils taught cursive using Letter Join Pupils begin to join more of their writing legibly and consistently All pupils write in pen during Year 3 if appropriate					

Panda (3) (2021-2022)	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts *One fiction and one non-fiction each term.* *Additional texts to be chosen by the teacher depending on the needs of the children.*	Gregory Cool (F)	Colours of History (NF)	Persuasive Letter (NF)	Mimi and the Mountain Dragon (F)	Science in a Flash (NF)		Mirror and the day of ahmed's secret (F)		Leon and the Place Between (F)		Until I met Dudley (NF)	
Grammar and punctuation	Use and punctuate direct speech (Y3/4). Extend the range of sentences with more than one clause, using a wider range of conjunctions (Y3/4). Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (Y4).	•using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause (Y3) •using fronted adverbials	using noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (Y4) •expressing time, place and cause using conjunctions, adverbs or prepositions (Y3/Y4) Use of paragraphs to organise ideas	Extend the range of sentences with more than one clause, using a wider range of conjunctions, including although, because, when and if (Y3/4). Use conjunctions, adverbs and prepositions to express time and cause (Y3). Use and	•choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition (Y4) •using conjunctions, adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause (Y3) •using fronted adverbials (Y4). Indicate grammatical and other features by: •using commas after fronted adverbials (Y4) •introduction of paragraphs as a way to group related material		Extend the range of sentences with more than one clause (Y3/4). Use conjunctions, adverbs and prepositions to express time and place (Y3). Use and punctuate direct speech (Y3/4). Use adverbials with a comma if they are fronted (Y4). Terminology Y3: adverb, preposition, conjunction, speech marks, inverted commas Y4: adverbial		Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. (Y4) Use conjunctions, adverbs and prepositions to express time, place and cause (Y3). Use and punctuate direct speech (Y3/4). Use paragraphs as a way to group related material (Y3). Use paragraphs to organise ideas around a theme (Y4). Use fronted adverbials (Y4). Terminology		Use sentences with different forms: statement, question, exclamation, command (Y2 revision). Learn how to use both familiar and new punctuation correctly (Y2 revision). Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although (Y3). Terminology Y2: verb, command, comma Y3: conjunction, preposition, clause	

| | | Terminology

Y3: direct speech, inverted commas (or speech marks)

Y4: revision of Y3 terminology | (Y4).

Indicate grammatical and other features by:

•using commas after fronted adverbials (Y4).

Pupils should be taught to use:

•noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) (Y4)

•[introduction of] paragraphs as a way to group related material (Y3)

•paragraphs to organise | around a theme (Y4)

Grammar terminology

Y4: adverbial phrase, expanded noun phrase, paragraph | punctuate direct speech

Use apostrophes for contractions (revise Y2).

Terminology

Y2: apostrophe, noun, adverb, verb

Y3: inverted commas, conjunction, preposition, clause

Y4: revision of Y2/3 terminology | (Y3)

•use of paragraphs to organise ideas around a theme (Y4)

•headings and subheadings to aid presentation (Y3)

•appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Y4).

Terminology

Y3: adverb, conjunction clause, subordinate clause, direct

Y4: determiner, pronoun, adverbial | | Y3: adverbial, preposition, direct speech, inverted commas (speech marks)

Y4: revision of Y3 terminology | |

	ideas around a theme (Y4) •headings and subheadings to aid presentation (Y3). Terminology Revision from Y2: noun phrase Y3: adverb, preposition Y4: determiner, adverbial						

Spelling	*No Nonsense Spelling Programme*
Handwriting	Pupils taught cursive using Letter Join Pupils begin to join more of their writing legibly and consistently All pupils write in pen during Year 3 if appropriate