



Oak Class (years 3 & 4) sequenced overview Hopton CEVC Primary Year B



“With God all things are possible” Matthew 19:26

We raise aspirations and encourage perseverance to reach goals in life and learning.

SPAG Objectives Year 3	Spelling Objectives (covered by CUSP)
<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs Use of headings and subheadings Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Introduction to inverted commas to punctuate direct speech <p>Handwriting scheme (letterjoin)</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning Spell homophones Spell many common exception words
<p>Terminology for pupils: Preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)</p>	
SPAG Objectives Year 4	Spelling Objectives (covered by CUSP)
<ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Use of paragraphs to organise ideas Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] - Possessive apostrophe in words with regular and irregular plurals Use of commas after fronted adverbials <p>Handwriting scheme (letterjoin)</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Spell most common exception words Spell homophones Standard English forms for verb inflections instead of local spoken forms
<p>Terminology for pupils: Determiner, pronoun, possessive pronoun, adverbial</p>	

Autumn term: Tremors / Tribal Tales

Note: bold texts to be class texts linked to the topic for the half term. To be used for weekly reading activities.

Flexible first few days	Narrative Third person adventure 1 x 3 weeks	Non fiction Explanatory writing 1 x 2 weeks	Poetry Poetry on a theme (emotions) 1 x 1 week	Narrative First person diary entries Imaginative 1 x 2 weeks	Non fiction Persuasive writing (adverts) 1 x 2 weeks	Poetry Narrative poems 1 x 2 weeks	Flexible block 1 week (assessment)
Link to curriculum	Text based	Tremors	Text based: National Poetry Day link (environment)	Tribal Tales	Tribal Tales	To explore a poet: Michael Rosen Benjamin Zephaniah	
Texts to use	The Fire-maker's daughter , Philip Pullman Ratty's Big Adventure Lara Hawthorne	A rock is lively The street beneath your feet Under your feet The rock factory	The lost words: Robert Macfarlane & J Morris	Stone Age boy Ug Raymond Briggs	WAGOLL examples Stig of the Dump (to inspire)	'The Car Trip'; 'I'm Tired'; 'The Chocolate Cake'; 'Boogy Woogy Buggy' M Rosen Talking Turkeys B Zephaniah	
P & G	Ready to write (Y2) Full stops / capital letters Grammatical patterns in sentences: question, statement, command, exclamation Co-ordination (using or, and, or but) Subordination (using when, if, that, because)	Ready to write (Y2) Commas to separate items in a list Y3 Conjunctions Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]	Ready to write Y2 Use the present and past tenses correctly and consistently including the progressive form	Ready to write Y2 Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name	Y3 Determiners Y3 Adverbs: use adverbs to express time, place and cause Recap verb noun adjective adverb	Y4 Pronouns and possessive pronouns Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	

Spring term: I am a warrior / Misty mountains

<p>Narrative</p> <p>Stories from other cultures</p> <p>1 x 3 weeks</p>	<p>Narrative</p> <p>First person diary entries</p> <p>Imaginative</p> <p>1 x 2 weeks</p>	<p>Non fiction</p> <p>Advanced instruction</p> <p>writing</p> <p>1 x 2 weeks</p>	<p>Non fiction</p> <p>Explanatory text</p> <p>1 x 2 weeks</p>	<p>Poetry</p> <p>Narrative poems</p> <p>1 x 2 weeks</p>	<p>Flexible Block 1 week</p> <p>(assessment)</p>
<p>I am a warrior</p>	<p>I am a warrior</p>	<p>I am a warrior</p>	<p>Misty Mountains</p>		
<p>Roman Myths The Romans: Gods, Emperors and Dormice Marcia Williams</p>	<p>Romans on the Rampage Jeremy Strong</p> <p>Empire's End - A Roman Story Leila Rasheed</p> <p>Boudica's Army, I was there</p> <p>Roman Diary: The Journal of Iliona</p>	<p>Usborne Roman Warrior</p> <p>What the romans did for us</p> <p>How to build a Roman road</p>	<p>King of the Cloud Forests Michael Morpurgo or Everest, Sangma Francis</p> <p>The Abominables Eva Ibbotson</p> <p>Mountains (World of Wonder) Charlotte Guillain & Chris Madden</p> <p>World Feature Focus: Mountains Rebecca Kahn</p> <p>Mountains of the World Dieter Braun</p>	<p>Old Possum's Book of Practical Cats by T. S. Eliot, illustrated by Axel Scheffler</p>	
<p>Y3 Speech: introduction to inverted commas to punctuate direct speech</p> <p>Y4: fronted adverbials and use of commas</p> <p>Y3: how to use paragraphs to group information</p>	<p>Y3: present perfect verb form</p> <p>Y3 Prepositions: using prepositions to express time and cause</p>	<p>Y4: expanded noun phrases</p> <p>Recap any gaps from assessments</p>	<p>Y4: contracted and possessive apostrophes (including plural)</p>	<p>Word families</p>	

Summer term: Predator / Gods and mortals

Narrative Stories from other cultures 1 x 3	Non fiction Advanced instruction writing 1 x 2 weeks	Poetry Poems on a theme (emotions) 1 x 1 week	Narrative Third person adventure stories 1 x 3 weeks	Non fiction Persuasive writing (adverts) 1 x 2 weeks	Flexible Block 1 week (assessment) To include Greek Myths & Legends
Predator	Predator	Predator	Gods and Mortals	Gods and Mortals	
The Tiger Child - Joanna Troughton Chapatti-Moon-Pippa-Goodhart Seasons-Splendour-Tales-Legends Madhur Jeffrey	Predators: The Whole Tooth and Claw Story Predators Steve Backshall	Pie Corbett: Animal Poems Ted Hughes: Animal poems (for children)	Beasts of Olympus: Beast Keeper Lucy Coats & David Roberts	Orchard book of Greek Myths and Legends Greek Gods & Heroes Sylvie Baussier & Almasty	
Y4: direct speech and inverted commas Prepositions / adverbs for time, place and cause.	Y3 commas in a list Subordinating and co-ordinating conjunctions	Word families	Y4: fronted adverbials	Apostrophes for possession.	
<p><i>Teacher to check P&G coverage</i></p> <p><i>To include spelling and handwriting tasks and block in over the year (teacher to do)</i></p> <p><i>Reading task linked to text being studied each week, 1 session per week specifically focused on class text. Teacher to identify class text for each topic (use book list from Cornerstones / Books for Topics.com)</i></p>					

Please note: highlighted are what has been covered in 2022 / 2023, each colour represents the term it was covered in.