

### Key sentence type

Verb, person

#### **RULE:**

A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence.

#### **EXAMPLES:**

**Running, Sarah** almost tripped over her own feet.  
**Tiptoeing, he** tried to sneak out across the landing without waking anybody up.

### Overview and outcomes

This is a three-week planning sequence using **Cinnamon by Neil Gaiman** in which children begin by making inferences about the characters and situations in the story. They go on to consider the emotions of characters including Cinnamon herself (in the form of diaries) and also of their parents when creating adverts. There is explicit teaching of the conventions of dialogue through drama and children go on to write a story in the style of Cinnamon using speech.

#### Main Outcomes:

Diary entries, informal letters, dialogue, adverts, limericks and other poetry forms, and 'stories in the style of'.



Taddington and Priestcliffe  
 Knowledge organiser

Literacy Summer term 2  
 Year 3 and Year 4

### National Curriculum Coverage

#### Word Reading -

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.

#### Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction
- Increasing familiarity with a wide range of books and retelling orally
- Identifying themes and conventions in a wide range of books
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Recognising some different forms of poetry
- Understand what they read, in books they can read independently, by:
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying main ideas paragraph and summarising these
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

#### Vocabulary, Grammar & Punctuation

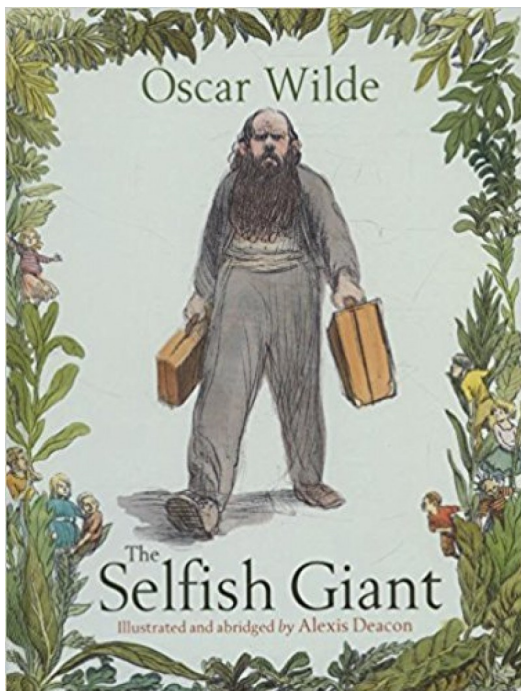
- Expressing time, place and cause using conjunctions , adverbs , or prepositions
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Fronted adverbials
- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use of inverted commas and other punctuation to indicate direct speech

#### Writing Transcription (Spelling and Handwriting)

Use the first two or three letters of a word to check its spelling in a dictionary Spell words that are often misspelt (English Appendix 1)

#### Writing (Composition)

- Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas
- Draft and write by: - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot Evaluate and edit by: - Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear .



### Overview and outcomes

This is a three week sequence for **The Selfish Giant by Oscar Wilde** in which children will explore the text through a range of immersion and engagement activities and will write a range of texts, including diaries, letters, posters, reports, and their own versions (narratives).

Main Outcomes:

Diaries, letters, posters, reports, own versions (narratives)

### Key sentence type

With an action, more action

#### **RULE:**

This two-part sentence starts with a subordinate clause which starts with the phrase '**With a(n)...**' followed by an action and a comma. The main clause then describes more action which occurs simultaneously.

#### **EXAMPLES:**

**With a smile**, Greg **waved** goodbye.

**With a weary wail**, Thor **launched** his final attack.

**With a deep breath**, Neil Armstrong **stepped** carefully on to the surface of the moon.



Taddington and Priestcliffe  
Knowledge organiser

Literacy Summer term 2  
Year 3 and Year 4

### National Curriculum Coverage

#### Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

#### Reading Comprehension

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination Understand what they read, in books they can read independently, by:
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - Predicting what might happen from details stated and implied
  - Identifying main ideas drawn from more than one paragraph and summarising these

#### Vocabulary, Grammar & Punctuation

Expressing time, place and cause using conjunctions , adverbs , or prepositions.

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of paragraphs to organise ideas around a theme
- 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
- Use of commas after fronted adverbials
- Introduction to inverted commas to punctuate direct speech

#### Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand how to add them –tion and –ness suffixes

#### Writing (Composition)

Plan their writing by:

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences



## Unit 13 Mass



In this unit we will ...

- ⚡ Measure mass in kilograms and grams
- ⚡ Work out different intervals on a scale
- ⚡ Add, subtract and compare masses
- ⚡ Solve problems involving mass



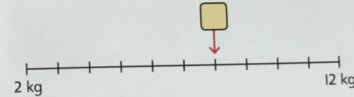
Do you remember what this is called? Use it to find the mass of an object.



We will need some maths words. Which of these have you met before?

mass	weigh	measure
scale	interval	grams (g)
	kilograms (kg)	

We need to use this too! Use it to work out the missing number.



## Taddington and Priestcliffe Knowledge organiser

### Year 3 Maths Summer Term 2

## Unit 14 Capacity



In this unit we will ...

- ⚡ Measure capacity in litres and millilitres
- ⚡ Convert between litres and millilitres
- ⚡ Compare and order capacities
- ⚡ Add and subtract capacities
- ⚡ Solve problems involving capacities

Do you remember using a bar model to add numbers? Use this one to find the total.

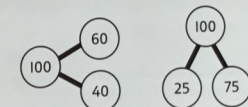
350	500
?	



We will need some maths words. Which ones have you seen before?

capacity	litre (l)	millilitre (ml)
scale	interval	convert

Can you use part-whole models to partition numbers?



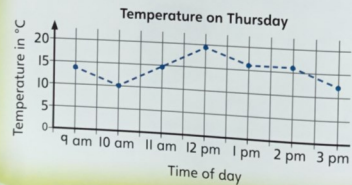
## Unit 14 Statistics



In this unit we will ...

- Present data in pictograms, bar charts and tables
- Explore line graphs
- Solve problems based on data

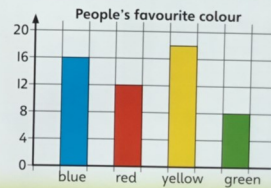
We are going to meet this type of graph in this unit. What was the temperature at 10 am?



We will need some maths words. Which ones have you seen before?

data line graph pictogram  
bar chart table altogether  
more than greatest smallest  
continuous data compare

We need this too! How many people's favourite colour is yellow?



## Taddington and Priestcliffe Knowledge organiser

### Year 4 Maths Summer Term 2

## Unit 15 Geometry – angles and 2D shapes



In this unit we will ...

- Learn to recognise obtuse, acute and right angles
- Understand regular and irregular shapes
- Name and describe quadrilaterals and triangles
- Identify lines of symmetry in shapes and patterns

Do you remember quarter turns and half turns?



We will need some maths words. Do you recognise any of these words?

quadrilateral triangle regular  
irregular interior angle angle  
acute obtuse reflect  
right angle symmetrical  
isosceles scalene equilateral  
line of symmetry reflective symmetry

Can you identify the right angle? Describe it to your partner.



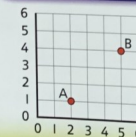
## Unit 16 Geometry – position and direction



In this unit we will ...

- Use numbers to say where things are on a grid
- Plot points on a grid
- Use our knowledge of shapes to complete diagrams
- Describe movements on a grid

Point A is '2 across and 1 up'. Where is Point B?



We will need some maths words. Which ones go together?

position horizontal vertical  
up down left right  
coordinate square rectangle  
plot vertex vertices  
point grid

You will need to know how to find numbers on a number line. What are the numbers marked with letters?

