

## Treats and Eats

### Coverage of the Revised Strategy

to notice differences in the style and structure of fiction and non-fiction writing

to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies

to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

to identify the different purposes of instructional texts, eg. recipes, route-finders, timetables, instructions, rules

how written instructions are organized, eg. Lists, numbered points, diagrams with arrows, bullet points, keys

to read and follow simple instructions

to write instructions, eg. rules for playing games, recipes, lists, dashes, commas for lists in sentences

to summarise orally in one sentence the content of a passage or text, and the main point it is making

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

D & T – 3B  
Science – 3A

## Different Places, Different Faces

### Coverage of the Revised Strategy

to notice differences in the style and structure of fiction and non-fiction writing

to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies

to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

to read information passages, and identify main points or gist of text, eg. by noting or underlining key words or phrases, listing the 4 or 5 key points covered

to make a simple record of information from texts read, eg. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source

to identify the different purposes of instructional texts, eg. recipes, route-finders, timetables, instructions, rules

to discuss the merits and limitations of particular instructional texts, including IT and other media, and to compare these with others, where appropriate, to give an overall evaluation

to write instructions, eg. rules for playing games, recipes, lists, dashes, commas for lists in sentences

to make clear notes, through eg:

- discussing the purpose of note-making and looking at simple examples
- identifying the purpose for which particular notes will be used
- identifying key words, phrases or sentences in reading

to write a first person account, eg. write a character's own account of an incident in the story read

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

Geography – 7 & 24

## Forest Giants

### Coverage of the Revised Strategy

to notice differences in the style and structure of fiction and non-fiction writing

to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies

to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

to read information passages, and identify main points or gist of text, eg. by noting or underlining key words or phrases, listing the 4 or 5 key points covered

to scan indexes, directories and IT sources, etc. to locate information quickly and accurately

to summarise orally in one sentence the content of a passage or text, and the main point it is making

to make alphabetically ordered texts – use information from other subjects, own experience, or derived from other information books, eg. a book about building materials

to summarise in writing the content of a passage or text, and the main point it is making

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

Science – 3B

## Gadgets and Gizmos

### Coverage of the Revised Strategy

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to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

to read information passages, and identify main points or gist of text, eg. by noting or underlining key words or phrases, listing the 4 or 5 key points covered

to make clear notes, through eg:

- discussing the purpose of note-making and looking at simple examples
- identifying the purpose for which particular notes will be used
- identifying key words, phrases or sentences in reading

to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately

to summarise orally in one sentence the content of a passage or text, and the main point it is making

to make alphabetically ordered texts – use information from other subjects, own experience, or derived from other information books, eg. a book about building materials

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

Science – 3E

## Gifts from Greece

### Coverage of the Revised Strategy

to begin to organize stories into paragraphs; to begin to use paragraphing in presentation of dialogue in stories

to understand the distinction between fact and fiction; to use terms “fact”, “fiction” and “non-fiction” appropriately

to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

to read information passages, and identify main points or gist of text, eg. by noting or underlining key words or phrases, listing the 4 or 5 key points covered

to make a simple record of information from texts read, eg. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source

to identify the different purposes of instructional texts, eg. recipes, route-finders, timetables, instructions, rules

how written instructions are organized, eg. Lists, numbered points, diagrams with arrows, bullet points, keys

to read and follow simple instructions

to read examples of letters written for a range of purposes, eg. to recount, explain, enquire, complain, congratulate, comment, understand form and layout including use of paragraphs, ways of starting, ending, etc. and ways of addressing different audiences – formal/informal

to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately

to summarise orally in one sentence the content of a passage or text, and the main point it is making

to make alphabetically ordered texts – use information from other subjects, own experience, or derived from other information books, eg. a book about building materials

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

to write their own definitions of words, developing precision and accuracy in expression

to use the term “definition”

to organize words or information alphabetically, using the first two letters

to continue the collection of new words from reading and work in other subjects, and making use of them in reading and writing

### QCA Links

Geography – 24  
ICT – 3A

## Horsepower

### Coverage of the Revised Strategy

to begin to organize stories into paragraphs; to begin to use paragraphing in presentation of dialogue in stories

to notice differences in the style and structure of fiction and non-fiction writing

to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

to read information passages, and identify main points or gist of text, eg. by noting or underlining key words or phrases, listing the 4 or 5 key points covered

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately

to summarise orally in one sentence the content of a passage or text, and the main point it is making

use IT to bring to a published form – discuss relevance of layout, font etc. to audience

to revise and extend work on note-making from previous term

to summarise in writing the content of a passage or text, and the main point it is making

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

ICT – 3A

## Leading the World

### Coverage of the Revised Strategy

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to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources  
to make a simple record of information from texts read, eg. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source  
to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately  
to summarise orally in one sentence the content of a passage or text, and the main point it is making  
use IT to bring to a published form – discuss relevance of layout, font etc. to audience  
to summarise in writing the content of a passage or text and the main point it is making  
to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries  
to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

ICT – 3A

## Living in Two Worlds

### Coverage of the Revised Strategy

to notice differences in the style and structure of fiction and non-fiction writing  
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to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources  
to read information passages, and identify main points or gist of text, eg. by noting or underlining key words or phrases, listing the 4 or 5 key points covered  
to make a simple record of information from texts read, eg. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source  
to make clear notes, through eg:  
– discussing the purpose of note-making and looking at simple examples  
– identifying the purpose for which particular notes will be used  
– identifying key words, phrases or sentences in reading  
to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately  
to summarise orally in one sentence the content of a passage or text, and the main point it is making  
use IT to bring to a published form – discuss relevance of layout, font etc. to audience  
experiment with recounting the same event in a variety of ways, eg. in the form of a story, a letter, a news report  
to revise and extend work on note-making from previous term  
to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries  
to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

ICT – 3A  
Science – 3A

## No Need for Words

### Coverage of the Revised Strategy

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to read information passages, and identify main points or gist of text, eg. by noting or underlining key words or phrases, listing the 4 or 5 key points covered  
to read and follow simple instructions  
to write instructions, eg. rules for playing games, recipes, lists, dashes, commas for lists in sentences  
to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately  
to summarise orally in one sentence the content of a passage or text, and the main point it is making  
use IT to bring to a published form – discuss relevance of layout, font etc. to audience  
to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries  
to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

Art & Design 3A  
ICT 3A

## Ocean Explorers

### Coverage of the Revised Strategy

to begin to organize stories into paragraphs; to begin to use paragraphing in presentation of dialogue in stories  
to notice differences in the style and structure of fiction and non-fiction writing  
to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies  
to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources  
to read information passages, and identify main points or gist of text, eg. by noting or underlining key words or phrases, listing the 4 or 5 key points covered  
to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately  
to summarise orally in one sentence the content of a passage or text, and the main point it is making  
use IT to bring to a published form – discuss relevance of layout, font etc. to audience  
experiment with recounting the same event in a variety of ways, eg. in the form of a story, a letter, a news report  
to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries  
to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

Citizenship 09

## Our Changing Planet

### Coverage of the Revised Strategy

to notice differences in the style and structure of fiction and non-fiction writing

to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies

to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

to read information passages, and identify main points or gist of text, eg. by noting or underlining key words or phrases, listing the 4 or 5 key points covered

to make a simple record of information from texts read, eg. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source

to make clear notes, through eg:

- discussing the purpose of note-making and looking at simple examples
- identifying the purpose for which particular notes will be used
- identifying key words, phrases or sentences in reading

to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately

to summarise orally in one sentence the content of a passage or text, and the main point it is making

use IT to bring to a published form – discuss relevance of layout, font etc. to audience

experiment with recounting the same event in a variety of ways, eg. in the form of a story, a letter, a news report

to revise and extend work on note-making from previous term

to summarise in writing the content of a passage or text and the main point it is making

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

Science 3D  
ICT 3A

## Our Place in Space

### Coverage of the Revised Strategy

to notice differences in the style and structure of fiction and non-fiction writing

to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies

to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

to read information passages, and identify main points or gist of text, eg. by noting or underlining key words or phrases, listing the 4 or 5 key points covered

to make clear notes, through eg:

- discussing the purpose of note-making and looking at simple examples
- identifying the purpose for which particular notes will be used
- identifying key words, phrases or sentences in reading

to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately

to summarise orally in one sentence the content of a passage or text, and the main point it is making

use IT to bring to a published form – discuss relevance of layout, font etc. to audience

experiment with recounting the same event in a variety of ways, eg. in the form of a story, a letter, a news report

to revise and extend work on note-making from previous term

to summarise in writing the content of a passage or text and the main point it is making

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

ICT 3A

## Power-Packed Plants

### Coverage of the Revised Strategy

to notice differences in the style and structure of fiction and non-fiction writing

to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies

to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

to read information passages, and identify main points or gist of text, eg. by noting or underlining key words or phrases, listing the 4 or 5 key points covered

to make a simple record of information from texts read, eg. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source

to discuss the merits and limitations of particular instructional texts, including IT and other media, and to compare these with others, where appropriate, to give an overall evaluation

to make clear notes, through eg:

- discussing the purpose of note-making and looking at simple examples
- identifying the purpose for which particular notes will be used
- identifying key words, phrases or sentences in reading

to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately

to summarise orally in one sentence the content of a passage or text, and the main point it is making

use IT to bring to a published form – discuss relevance of layout, font etc. to audience

to revise and extend work on note-making from previous term

to summarise in writing the content of a passage or text and the main point it is making

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

Science 3B  
ICT 3A

## Rock Hunters

### Coverage of the Revised Strategy

to notice differences in the style and structure of fiction and non-fiction writing

to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies

to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

to read information passages, and identify main points or gist of text, eg. by noting or underlining T2 17 key words or to make clear notes, through eg:

- discussing the purpose of note-making and looking at simple examples
- identifying the purpose for which particular notes will be used
- identifying key words, phrases or sentences in reading

to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately

to summarise orally in one sentence the content of a passage or text, and the main point it is making

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

Science 3D

## Strength in Numbers

### Coverage of the Revised Strategy

to notice differences in the style and structure of fiction and non-fiction writing

to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies

to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

to read information passages, and identify main points or gist of text, eg. by noting or underlining key words or phrases, listing the 4 or 5 key points covered

to make a simple record of information from texts read, eg. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source

how written instructions are organized, eg. Lists, numbered points, diagrams with arrows, bullet points, keys

to write instructions, eg. rules for playing games, recipes, lists, dashes, commas for lists in sentences

to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately

to summarise orally in one sentence the content of a passage or text, and the main point it is making

use IT to bring to a published form – discuss relevance of layout, font etc. to audience

to summarise in writing the content of a passage or text and the main point it is making

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

ICT 3A  
Citizenship 07

## Survivors

### Coverage of the Revised Strategy

to notice differences in the style and structure of fiction and non-fiction writing

to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies

to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

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to make a simple record of information from texts read, eg. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source

experiment with recounting the same event in a variety of ways, eg. in the form of a story, a letter, a news report

to summarise in writing the content of a passage or text and the main point it is making

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

Science 3A  
ICT 3A

## Tap into Sap

### Coverage of the Revised Strategy

to notice differences in the style and structure of fiction and non-fiction writing

to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies

to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

to write a first person account, eg. write a character's own account of an incident in the story read

to discuss the merits and limitations of particular instructional texts, including IT and other media, and to compare these with others, where appropriate, to give an overall evaluation

how written instructions are organized, eg. lists, numbered points, diagrams with arrows, bullet points, keys

to read and follow simple instructions

to write instructions, eg. rules for playing games, recipes, lists, dashes, commas for lists in sentences

to "scan" indexes, directories and IT sources, etc. to locate information quickly and accurately

to summarise orally in one sentence the content of a passage or text, and the main point it is making

to make alphabetically ordered texts – use information from other subjects, own experience, or derived from other information books, eg. a book about building materials

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

to use dictionaries to learn or check the spellings and definitions of words

to write their own definitions of words, developing precision and accuracy in expression

to use the term "definition"

to organize words or information alphabetically, using the first two letters

### QCA Links

Science 3B

## The Insect Army

### Coverage of the Revised Strategy

to notice differences in the style and structure of fiction and non-fiction writing

to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies

to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources

to read information passages, and identify main points or gist of text, eg. by noting or underlining key words or phrases, listing the 4 or 5 key points covered

to make a simple record of information from texts read, eg. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source

to make clear notes, through eg:

- discussing the purpose of note-making and looking at simple examples
- identifying the purpose for which particular notes will be used
- identifying key words, phrases or sentences in reading

to "scan" indexes, directories and IT sources, etc. to locate information quickly and accurately

to summarise orally in one sentence the content of a passage or text, and the main point it is making

to revise and extend work on note-making from previous term

to summarise in writing the content of a passage or text and the main point it is making

to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries

to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

### QCA Links

ICT 3A

## To Market, To Market

### Coverage of the Revised Strategy

- to notice differences in the style and structure of fiction and non-fiction writing
- to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources
- to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately
- to summarise orally in one sentence the content of a passage or text, and the main point it is making
- to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries
- to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing

## Waterbirds

### Coverage of the Revised Strategy

- to notice differences in the style and structure of fiction and non-fiction writing
- to locate information, using contents, index, headings, sub-headings, page numbers, bibliographies
- to compare the way information is presented, eg. by comparing a variety of information texts including IT-based sources
- to read and follow simple instructions
- to “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately
- to summarise orally in one sentence the content of a passage or text, and the main point it is making
- to make alphabetically ordered texts – use information from other subjects, own experience, or derived from other information books, eg. a book about building materials
- to collect new words from reading and work in other subjects and create ways of categorising and logging them, eg. personal dictionaries, glossaries
- to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing
- to organize words or information alphabetically, using the first two letters