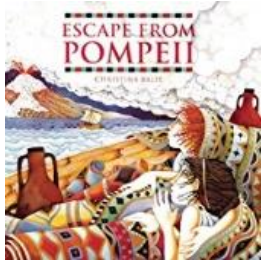
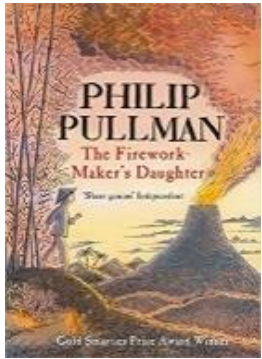


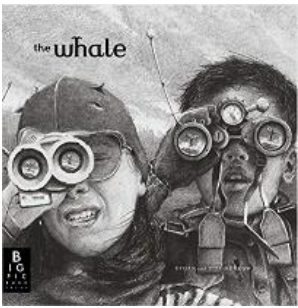
English Curriculum Long Term Plan Year 4

Year 4			
Term			
<b>Autumn 1</b>  	<b>Driver Text: Escape from Pompeii by Christina Balit</b>		
	<b>Fiction</b>	<b>Non Fiction</b>	<b>Poetry</b>
	<u><b>Writing Focus</b></u> Diary entry- describing the escape from Pompeii.  *Rising Stars Vocabulary Activity- Page 54- Can we talk about how others are feeling?*	<u><b>Writing Focus</b></u> Newspaper report- reporting the tragedy of Pompeii.  *Rising Stars Vocabulary Activity- Page 38- How can we talk about speed?*	<u><b>Writing Focus</b></u> Pompeii- Unknown  To write a three-stanza poem about the rumbling, eruption and aftermath.  *Rising Stars Vocabulary Activity- Page 48- Can we find out where words originate from?*
<u><b>Vocabulary, grammar and punctuation for Year 4</b></u>	<u><b>Word</b></u> The grammatical difference between plural and possessive 's' Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) <u><b>Sentence</b></u> 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) Fronted adverbials (e.g. Later that day, I heard bad news) <u><b>Text</b></u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun with and across sentences to aid cohesion and avoid repetition <u><b>Punctuation</b></u> Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, 'Sit down!' Apostrophes to mark plural possession (e.g. The girl's name, the girls' name) Use of commas after fronted adverbials		

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<p><b>Autumn 2</b></p> 	<p><b>Driver Text: The Firework Maker's Daughter by Philip Pullman</b></p>																													
	<p><b>Fiction</b></p> <p><u>Writing Focus</u> Narrative- short story with a dilemma about a journey.</p> <p>*Rising Stars Vocabulary Activity- Page 40- Can we examine words and phrases in fiction?*</p>	<p><b>Non Fiction</b></p> <p><u>Writing Focus</u> Explanation – How do Things happen e.g. How do earthquakes happen? How is igneous rock formed?</p> <p>*Rising Stars Vocabulary Activity- Page 42- Can we use prefixes to change meaning- 'il, 'im, and 'in'?*</p>	<p><b>Poetry</b></p> <p><u>Writing Focus</u> On Bonfire Night- Holly James</p> <p>To use onomatopoeic words within a repetitive poem.</p> <p>*Rising Stars Vocabulary Activity- Page 44- Can we analyse how the poet uses vocabulary?*</p>																											
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	<p><b>Fiction</b></p> <p><b>Writing Focus</b> Narrative- creating a setting using descriptive language and imagery. Children to tell the story by using rich language to describe settings and events within the images.</p> <p>*Rising Stars Vocabulary Activity- Page 56- Can we describe an intelligent predator?*</p>	<p><b>Non-Fiction</b></p> <p><b>Writing Focus</b> Information text- Whales, conservation and hunting</p>	<p><b>Poetry</b></p> <p><b>Writing Focus</b> Haiku poetry The Last Whale- Ron Wilson</p> <p>*Rising Stars Vocabulary Activity- Page 52- Can we make words and idioms?*</p>																		

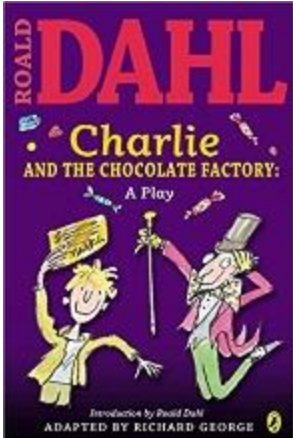
## English Curriculum Long Term Plan Year 4

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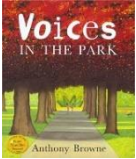
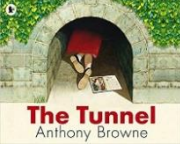
English Curriculum Long Term Plan Year 4

<p><b>Spring 2</b></p> 	<p><b>Writing Focus</b> Create a story in the style of a myth using the creatures from Norse myths and legends.</p>	<p><b>Writing Focus</b> Instructions- How to look after a mythical creature e.g. a troll, a dragon</p> <p>*Rising Stars Vocabulary Activity- Page 60- Can we explore the origin of words?*</p>	<p><b>Writing Focus</b> The Godless- Unknown</p> <p>Children to tell the tale of Thor and Loki in the style of a free verse poem.</p>
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	<p><b>Writing Focus</b> Script writing- write an additional scene to the play script. What happens next...</p>	<p><b>Writing Focus</b> Letter writing- writing formal letters of complaint</p>	<p><b>Writing Focus</b> Veruca Salt Poem</p> <p>To form a poem about the descent of Veruca Salt going down the shoot.</p> <p>*Rising Stars Vocabulary Activity- Page 66- Can we explore synonyms poetry?*</p>																											
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	<p><b>Fiction</b></p> <p><b>Writing Focus</b> Share the story without the words. Discuss what the chn think is happening and make predictions. Compare texts linking common themes. Character Study looking at the different characters in each story. Describe one in detail.</p>	<p><b>Non-Fiction</b></p> <p><b>Writing Focus</b> Persuasive writing- creating a leaflet to advertise a local event.  *Rising Stars Vocabulary Activity- Page 46- Can we learn new words from non-fiction writing?*</p>	<p><b>Poetry</b></p> <p><b>Writing Focus</b> Nightmare- Michael Rosen  Children to write a short poem, similar to ‘Nightmare’ about something they are afraid of- using repeated phrases. Eg. I’m.....I’m.....I’m..... There’s.....There’s.....There’s.....</p>																		

# English Curriculum Long Term Plan Year 4

	*Rising Stars Vocabulary Activity- Page 50- Can we describe a forest?*		*Rising Stars Vocabulary Activity- Page 68- Can we create words and phrases using silence?*																		
<p><b><u>Vocabulary, grammar and punctuation for Year 4</u></b></p>	<p><b><u>Word</u></b> The grammatical difference between plural and possessive 's' Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p><b><u>Sentence</u></b> 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) Fronted adverbials (e.g. Later that day, I heard bad news)</p> <p><b><u>Text</u></b> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun with and across sentences to aid cohesion and avoid repetition</p> <p><b><u>Punctuation</u></b> Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, 'Sit down!' Apostrophes to mark plural possession (e.g. The girl's name, the girls' name) Use of commas after fronted adverbials</p>																				
<p><b><u>Reading Comprehension Focus</u></b></p>	<table border="1" data-bbox="517 772 1655 1230"> <thead> <tr> <th colspan="2" data-bbox="517 772 1655 820"><b>Content domain reference</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="517 820 607 868"><b>2a</b></td> <td data-bbox="607 820 1655 868">give / explain the meaning of words in context</td> </tr> <tr> <td data-bbox="517 868 607 916"><b>2b</b></td> <td data-bbox="607 868 1655 916">retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td data-bbox="517 916 607 963"><b>2c</b></td> <td data-bbox="607 916 1655 963">summarise main ideas from more than one paragraph</td> </tr> <tr> <td data-bbox="517 963 607 1011"><b>2d</b></td> <td data-bbox="607 963 1655 1011">make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td data-bbox="517 1011 607 1059"><b>2e</b></td> <td data-bbox="607 1011 1655 1059">predict what might happen from details stated and implied</td> </tr> <tr> <td data-bbox="517 1059 607 1139"><b>2f</b></td> <td data-bbox="607 1059 1655 1139">identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td data-bbox="517 1139 607 1187"><b>2g</b></td> <td data-bbox="607 1139 1655 1187">identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td data-bbox="517 1187 607 1230"><b>2h</b></td> <td data-bbox="607 1187 1655 1230">make comparisons within the text</td> </tr> </tbody> </table>			<b>Content domain reference</b>		<b>2a</b>	give / explain the meaning of words in context	<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction	<b>2c</b>	summarise main ideas from more than one paragraph	<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text	<b>2e</b>	predict what might happen from details stated and implied	<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole	<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases	<b>2h</b>	make comparisons within the text
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# English Curriculum Long Term Plan Year 4