

BENTLEY ST PAUL'S PRIMARY SCHOOL

Year 4 – English – Long Term Plan

Term	Fiction	Non-fiction	Poetry
Autumn	<p>Plan 3: Fantasy (3 weeks) Required texts: How to Train Your Dragon by Cressida Cowell How to Train Your Dragon (film) Dreamworks Description: Children use How to Train Your Dragon to study fantasy. They study plot lines through story maps and learn to create their own, developing characters and settings on a theme. They use dialogue in writing an effective and engaging story. Grammar includes looking at adverbs, adjectives, pronouns, and the use of paragraphs. Grammar focus: 1. Choose appropriate nouns and pronouns to aid cohesion and avoid repetition 2. Use apostrophes correctly to indicate possession 3. Use and punctuate direct speech 4. Understand and use adverbials to indicate time</p>	<p>Plan 3: Biography (3 weeks) Required texts: Leonardo da Vinci for Kids, His Life and Ideas by J Herbert Description: Children discuss inventions and imagine what it might be like to go to a school in the future using Hamilton’s animated tale – Was it Better Now? They explore the wonderful book Leonardo da Vinci for Kids, His Life and Ideas and write a short imaginative autobiography about their lives now and in the future. Grammar focus: 1. Use the present perfect form of verbs in contrast to the past tense 2. Use conjunctions, adverbs and prepositions to express time and cause</p>	<p>Plan 3: It’s raining cats and dogs (3 weeks) Old Planning Required texts: <i>Various poems provided</i> Description: It’s Raining Cats and Dogs! Children explore lots of poems about dogs, cats and other pets. They investigate the form and language of a poem and make comparisons. Children write and perform poems from the point of view of one of their pets. Grammar focus: 1. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 2. Indicate possession by using possessive apostrophe with plural nouns</p>
	<p>Plan 2: Stories from other cultures (3 weeks) Required texts: Africa is not a Country by Margy Burns Knight Mufaro’s Beautiful Daughters retold by John Steptoe The Pot of Wisdom – Ananse Stories retold by Adwoa Badoe Description: Immerse yourselves in some wonderful stories from the great and diverse continent of Africa. Read Africa is not a Country by Margy Burns Knight, Mufaro’s Beautiful Daughters retold by John Steptoe and The Pot of Wisdom – Ananse stories retold by Adwoa Badoe. Write an Ananse story using extended sentences. Grammar focus: 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. 2. Recognise and use fronted adverbials. 3. Use commas after fronted adverbials.</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Sequence</p> <ol style="list-style-type: none"> 1. Non Fiction – dragons 2. Stories from other cultures 3. Poetry – cats and dogs 4. Biographies </div>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Authors</p> <p>Michael Morpurgo Why the Whales Came Butterfly Lion Adolphus tips</p> </div>

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Spring	<p>Plan 3: Stories about issues - rainforests Required texts: The Great Kapok Tree by Lynne Cherry The Shaman's Apprentice by Lynne Cherry and Mark Plotkin Description: This plan draws on stories about the rainforest and uses these to explore the lives of people in very different circumstances. Children develop empathy for different characters and the issues involved, and use their understanding to enable them to produce their own story based in the rainforest. Grammar focus: 1. Use noun phrases extended by the use of modifying adjectives, nouns and preposition phrases. 2. Use and punctuate direct speech. 3. Use fronted adverbials, including using commas after fronted adverbials. 4. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Plan 2: Non-chronological reports Required texts: The Wolves in the Walls by Neil Gaiman Wolves by Emily Gravett Top Gun of the Sky by Martin Bradley Description: By reading The Wolves in the Walls (Dave McKean and Neil Gaiman), Wolves (Emily Gravett), and Top Gun of the Sky (Martin Bradley), children will investigate non-chronological reports. They will discover exciting facts about British wildlife, look at the key-features of this style of writing, and produce their own interesting reports in order to effectively share information. Grammar focus: 1. Extending range of sentences with more than one clause and using a wide range of conjunctions, including those expressing time, place and cause. 2. Adverbs and prepositions.</p>	<p>Plan 3: Narrative poems Required texts: Just You Wait Till I'm Older Than You by Michael Rosen The Works 4 chosen by Pie Corbett and Gaby Morgan The Works chosen by Paul Cookson Description: Explore a variety of narrative poetry including Michael Rosen's You Wait Till I'm Older Than You, Willow Pattern, How the Tortoise got Its Shell, Wolf's Wife Speaks, Maggie and the Dinosaur and The Last Dinosaur, chn identify features that poets use then learn, recite and write their own poems that tell a story. Grammar focus: 1. Use adverbs and prepositions to express cause. 2. Use fronted adverbials. 3. Learn the grammar for Y4 from Eng Appendix 2.</p>
	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Sequence</p> <ol style="list-style-type: none"> 1. Stories about rainforests 2. Persuasive writing 3. Non Chronological reports 4. Narrative poems </div>	<p>Plan 3: Persuasive writing Required texts: Where the Forest Meets the Sea by Jeannie Baker The Vanishing Rainforests by Richard Platt and Rupert Van Wyk Description: Find out about an area of rainforest in Australia in Where the Forest Meets the Sea. Make a persuasive poster inspired by the book. Explore how rainforest destruction can affect indigenous peoples in The Vanishing Rainforest and write a persuasive article about these issues. Grammar focus: 1. Use conjunctions, adverbs and prepositions to express time and cause. 2, Indicate possession by using the possessive apostrophe with plural nouns.</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Authors</p> <p>Cressida Cowell</p> <p>E B White</p> </div>

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Term	Fiction	Non-fiction	Poetry
<p align="center">Summer</p>	<p>Plan 3: Fiction with an element of fantasy (3 weeks) Required texts: The Butterfly Lion by Michael Morpurgo Description: Through Morpurgo's touching The Butterfly Lion, children explore fiction with an element of fantasy. Children think about narrator, setting and the impact of language choice. Listening to the majority of the novel, children read selected extracts, discussing and responding to the text. Activities include letter-writing, role-play, hot-seating the the unit culminates with children writing an extra chapter for the novel. Grammar includes: 1st/3rd person, adverbs and adverbials, and dialogue punctuation. Grammar focus: 1. Use and punctuate direct speech. 2. Understand that writing can be third or first person. 3. Use adverbs and adverbials.</p>	<p>Plan 1: Persuasive writing (3 weeks) Required texts: The Rainbow Bear by Michael Morpurgo Zoo by Anthony Browne The Ice Bear by Nicola Davies Description: Are zoos good or bad? Children look at information to help them decide their own opinion on this matter, beginning with Zoo by Anthony Browne and Rainbow Bear by Michael Morpurgo before moving on to analysing different persuasive writing. Finally they will write to persuade us to be for or against zoos! Grammar focus: 1. Adverbials and fronted adverbials. 2. Noun phrases and expanded noun phrases.</p>	<p>Plan 1: Nonsense poems (3 weeks) old planning Required texts: Edward Lear's Book of Nonsense: Usborne Illustrated Originals The Pobble With No Toes Hamilton Group Reader Description: Using Edward Lear's Book of Nonsense, Hamilton's version of The Pobble With No Toes, and Jabberwocky by Lewis Carroll, study the features that poets use when creating nonsense poems. Plan, create and perform your own imaginative poems and concentrate on rhythm, rhyming patterns and syllable usage in poetry. Grammar focus: 1. Recap on grammar terminology from Year 2. 2. Use and understand grammatical terminology in Eng Appendix 2. 3. (Identify and use) fronted adverbials. 4. Revise the grammatical categories – nouns, verbs, adjectives and adverbs.</p>
	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Sequence</p> <ol style="list-style-type: none"> 1. Nonsense poems 2. Persuasion 3. Fantasy 4. Odes and insults </div>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Authors</p> <p>Emma Carroll Julia Jarman</p> </div>	<p>Plan 3: Odes and insults (3 weeks) old planning Required texts: <i>Any reference books about birds – owls, kites and kingfishers.</i> Description: Love chocolate, but hate greens? Children investigate the contrasting styles of ode and insult poetry. A range of poetry is included in the resources, the most well-known of which is Shelley's To a Skylark. Simile, metaphor and hyperbole are explored, as children read, discuss, role-play and write on topics including food and birds. The unit ends in a poetry show-down. Which ode will win? Grammar comprises: dialogue punctuation; nouns and pronouns. Grammar focus: 1. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 2. Use and punctuate direct speech.</p>