

Long Term English Curriculum Year 4

Year Group 4	Autumn 1-7wks	Autumn 2-7wks	Spring 1-6wks	Spring 2-6wks	Summer 1-6wks	Summer 2-7wks
<b>Topic/theme</b>	<b>History</b> -Ancient Egypt <b>Science</b> -Human Digestion	<b>History</b> -Ancient Egypt /Nile <b>Science</b> -Electricity	<b>Geography</b> -Rivers /Water <b>Science</b> -Cycle States of Matter	<b>Geography</b> -Barcelona <b>Science</b> -Animals	<b>History</b> -Anglo Saxons <b>Science</b> -Grouping Living Things	<b>History</b> -Anglo Saxons/Vikings <b>Science</b> -Sound
<b>Class Reader and author</b>	<b>Secrets of a Sun King</b> - Emma Carroll		<b>Journey to the River Sea</b> -Eva Ibbotson		<b>Beowulf</b> - Michael Morpurgo	
<b>Stimuli for writing</b> <i>Picture books, Film,Audio (song), Poetry,Art/photo/picture,Novels</i>	<b>The Egyptian Cinderella by Shirley Climo</b> Magazines and Leaflets Non-Fiction books about Ancient Egypt	<b>Poetry-</b> The Magic Box by Kit Wright The Time Scarab Pie Corbett Poetry	<b>A River by Marc Martin</b> <b>Dear Diary</b> Examples of diary writing	<b>Charlotte's web</b> Holiday brochures Non-fiction books about Barcelona	<b>Anglo Saxon Boy by Tony Bradman</b> Defeat the monster Pie Corbett	Evidence of Dragons by Pie Corbett Tell Me Dragon by Jackie Morris
<b>Writing Model/ outcome</b> <b>Approx. 300 words</b> entertain inform persuadediscuss  <i>Narrative/ Non-Fiction/ Poetry</i>	<b>Narrative - short story – traditional tale</b>  <b>Information text – fact file about Ancient Egypt</b>	<b>Historical fiction-portal story</b>  <b>Poetry - In my special tomb, I will place.</b>	<b>Journey Story (short story)</b>  <b>Diary</b>	<b>Persuasive writing-visit Barcelona (holiday brochure)</b>	<b>Descriptions – character - monster</b>  <b>Narrative – defeat the monster story</b>	<b>Factfile-Dragon</b> Dragon escapes  <b>Performance Poetry - simile and metaphor</b>

**GPS to be focused on in model texts ( add selected to Unit Cover page)**

<u>Word Structure</u>	<u>Sentence Structure</u>	<u>Text Structure</u>	<u>Punctuation</u>	<u>Terminology for children</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)	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition  Fronted adverbials with comma	Use of paragraphs to organise ideas around a theme  Appropriate choice of pronoun or noun across sentences	Use of speech marks to punctuate direct speech  Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)  Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma  word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause  pronoun, possessive pronoun, adverbial