

Year 4	Autumn		Spring		Summer	
	<i>I am warrior</i>	<i>Road Trip USA</i>	<i>1066</i>	<i>Misty Mountains</i>	<i>Traders and Raiders</i>	<i>Blue Abyss</i>
School Trips	<i>London Mithraeum</i>	<a href="#"><i>The Science Machine Workshop</i></a>	<i>1066 Day</i>	<i>Tent Day</i>	<i>Maritime Museum Viking Hunt</i>	<i>Sea Life</i>
Literacy ( <i>opportunities for writing link to topic</i> )	<p>Biography of a Roman figure.</p> <p>Descriptive Writing of the colosseum or of a gladiator going into the arena.</p> <p>Play Script/soliloquy of Roman soldiers</p>	<p>Diary of visiting a state on a roadtrip</p> <p>Letter Writing/Postcards <i>from different states.</i></p> <p>Brochure Writing/Persuasion <i>Holiday of a lifetime.</i></p> <p>Poems 1 week <i>State Poem</i></p>	<p>Balanced Argument/Debate Harold Godwinson vs Duke William</p> <p>Narrative</p> <p>Job applications <i>for the King</i></p> <p>1 Week Kennings Poetry word class</p>	<p>Instructions – <i>How to camp, mountain explore</i></p> <p>Poetry - <i>Calligrams</i></p> <p>Newspaper Report</p>	<p>Persuasive writing They must persuade Vikings to go on the raid of a lifetime with ‘Viking Voyages’.</p> <p>Diary of a Viking/Anglo-Saxon</p> <p>Myths and Legends (Norse Mythology)</p>	<p>Poetry James Reeves <i>The Sea</i></p> <p>Non – chronological reports of the great barrier reef</p> <p>Dilemma Stories</p>
SPAG	<p>Singular and Plural Nouns</p> <p>Pronouns</p> <p>Standard English</p> <p>Compound Words</p> <p>Adverbs to express time and cause</p>	<p>Possessive Pronouns</p> <p>Fronted Adverbials</p> <p>Preposition to express time and cause</p> <p>Plural and Possessive ‘s’</p> <p>Commas</p>	<p>Adjectives</p> <p>Homophones</p> <p>Commas and Fronted Adjectives</p> <p>Expanded Noun Phrases</p> <p>Editing and evaluating</p>	<p>Determiners</p> <p>Word Families</p> <p>Prepositional Phrases</p> <p>Verb Tenses – Present</p> <p>Inverted Commas</p>	<p>Verb Inflections</p> <p>Conjunctions to express time and cause.</p> <p>Suffixes</p> <p>Possessive Apostrophes</p> <p>Paragraphs</p>	<p>Verb Tenses – Past</p> <p>Prefixes</p> <p>Plural Possessive</p> <p>Apostrophes</p> <p>Subordinate Clauses</p> <p>Organisational Devices.</p>
Geography	<p><a href="#">Location of hillforts</a>: Look at a range of aerial images showing sites of ancient Celtic hillforts and describe what can be seen. Include descriptions of the shapes, sites and positioning of ruins, including other geographical features nearby, such as woods and rivers. Make a sketch map to show the shape of a ruin and its neighbouring geographical features and explain why the Celts chose to build a fort in that particular spot.</p> <p><a href="#">Wish you were here</a> Find out about similarities and differences between Italy</p>	<p><a href="#">Visiting The US states</a>: Mark 14 US states on the school field for the children to visit: New York, Minnesota, North Dakota, Washington, Idaho, California, Arizona, Colorado, Nebraska, Texas, Louisiana, Florida, Tennessee and Virginia, using only their state abbreviations. Spread the markers around the grounds in different locations, challenging the children to work in pairs to find all 14. At each state, children should collect one of the tickets provided, which gives them the full name of the state and the Native American tribe that lived there.</p>	<p><a href="#">Good Castle Locations</a></p> <p>Work in small groups or pairs to search Ordnance Survey and online maps of the local area, to identify good and bad places for building a castle and explain why. Present their ideas to others in the class to make comparisons between different groups and pairs. Together, draw conclusions on the ideal spot for a castle in the local area. Alternatively, take a walk around the local area to identify where they would build a castle, taking photographs of possible sites. Use these to create a display about</p>	<p><a href="#">Impressive Mountains</a>: Find out where in the world the most impressive mountains are located, using an atlas and its index. Locate mighty mountains, such as K2, Ben Nevis, Mount Olympus, Ararat, Everest, Kilimanjaro, Kenya, Kosciuszko and Aconcagua and ranges, such as the Himalayas, Alps, Andes, Rockies, Karakoram and Pyrenees.</p> <p><a href="#">Uk Hills and Mountains</a>: Use the eight points of the compass, maps and globes to describe the locations of significant UK hills and mountains in relation to</p>	<p><a href="#">Saxon Shore Forts</a>: Use maps, including those online, to locate Saxon shore forts, built by the Romans in the middle of the 3rd century to repel the seaborne Saxon raiders. Make a sketch map of Britain, showing the shore forts as well as identifying nearby towns, rivers, estuaries and other significant geographical features.</p> <p><a href="#">Viking Raiders</a>: Use maps of Europe to identify countries from which the Viking raiders came. Draw a sketch map of Europe to show their findings.</p>	<p><a href="#">Identifying Seas and Oceans</a>: Use maps, globes, aerial images and atlases to identify the world’s oceans and seas. Identify their position in relation to the equator, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles. Use websites and information books to find out features of the different seas and oceans, recording their findings in a table or spreadsheet. Observe any patterns in characteristics according to where the seas and oceans are situated.</p>

	<p>and Britain, including climate, landscape, size and weather. Use maps, globes and geographical information books to research their information and record their findings using appropriate software to create a table to illustrate the differences that they discover.</p> <p><u>Street Maps of Rome:</u> Use contemporary maps of Rome to locate a variety of its significant human features. Look for the Colosseum, the Vatican City, the Pantheon, the Sistine Chapel, St Peter's Square, Trevi Fountain and the Roman Forum. Use a street map to plan a route around the city that includes all of the above attractions. Make suggestions for ways that features are interconnected, for example, by function, type or transport links.</p> <p><u>Roman Towns:</u> Use online mapping tools to find out distances between Roman towns, such as Doncaster and Manchester or York and Bath. Record their findings in a simple table or spreadsheet. How many Roman towns can you find in the UK?</p>	<p><u>Locating the US:</u> Locate the US on a world map, globe or satellite map, identifying its position in relation to the equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. Find out the names of all 50 states and label each state's capital.</p> <p><u>Fabulous Physical Features:</u> Find out about some of the most famous physical features of the US, such as the Mississippi River, the Rocky Mountains, Grand Canyon, Everglades National Park, Old Faithful Geyser, Lake Superior and Monument Valley. Look at aerial views of each landmark and think about how they might have been formed. Use resources to describe and compare features and find out if and how they are used by people. Work with a partner to create a travel brochure about a favourite landmark.</p> <p><u>Location! Location!</u> Search online to source maps, data and plans that show where the Native American Iroquois tribes lived and draw a sketch map to show their findings. Discuss how their lifestyle was supported by the local environment and how they adapted to make the most of their surroundings. Explain specifically how access to the woodlands and rivers gave</p>	<p>where to build a castle, with labels and captions.</p>	<p>their own. Include examples, such as Dartmoor, Exmoor, South Downs, Cotswolds, the Mendips, Grampians, the Scottish Highlands, Lake District and Snowdonia. Describe the characteristics of one mountainous region, using maps, photographs, aerial images and satellite tools to help them.</p> <p><u>Cotour Lines:</u> Explore a range of contour maps to see how height is represented. Trace contour lines with their fingers, noting that they join together places of the same height and form patterns that help us to imagine what the land actually looks like. Use blocks or other objects to create a form on the carpet. Drape with a white cloth and sketch this created terrain from above, using contour lines.</p> <p><u>Mountain Formaion:</u> Watch animations and documentaries that explain how mountains are formed, noting down the key words and technical language used to describe the process. Look at a range of diagrams that show the five main mountain types, adding labels and captions to explain them clearly. Order images to show how a mountain forms and</p>	<p>Discover the importance of the city of York.</p> <p><u>Saxon Towns and Village:</u> Find out where the Saxon invaders settled in Britain, searching for towns and villages that have names derived from Saxon words. Draw a sketch map of England to show where these towns and villages are located.</p> <p><u>Locating Places:</u> Use <u>Ordnance Survey</u> maps of the south-west of England to locate the following sites, using the key to identify specific sites and features: Cadbury Castle, the Shropshire village of Wroxeter, Mitchell's Fold Stone Circle, Glastonbury Tor, Tintagel in Cornwall and Slaughterbridge.</p> <p><u>Terrortories and Kingdoms:</u> Find out about the agreement between Alfred the Great and the Viking King Guthrum. Identify, on a map, the main 9th century kingdoms in Britain, including Danelaw, Mercia, Wessex, Northumbria, Dalriada, the Pictish kingdoms, Gwynedd, Dyfed, Powys and Viking settlements in Ireland, including Dublin. Identify the territory to which their</p>	<p><u>Where is the Great Barrier Reef?:</u> Locate the Great Barrier Reef using maps and satellite images. Make a sketch map, identifying significant land features, towns, islands and the different reefs themselves. Compare different maps and decide how much detail to include.</p> <p><u>Environmental Concerns:</u> Use a range of geographical source materials to find out about a number of environmental issues linked to the oceans, such as overfishing, oil spills, coastal erosion, tourism and pollution. Create an informative poster with a call to action to inspire the reader to make a difference.</p>
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		<p>them shelter, food and transport.</p>	<p>annotate each stage. Build the different types of mountain, using soil, sand and other soft materials. Make sure that each mountain type is the right shape.</p> <p><a href="#">Intepreting Maps</a>: Look at and analyse Ordnance Survey maps of a mountainous region of the UK such as the Lake District or Snowdonia, identifying various local human and physical features. Pick an area and describe the main land use. Compare different areas to identify main land uses overall.</p> <p><a href="#">Comparing Mountianous Regions</a>: Look at a number of images of two contrasting mountainous regions. Use the images to brainstorm what they can see in two lists – human and physical features. Present their observations to others in the group, comparing what they have written. Discuss any examples of human impact that they have seen and consider whether these impacts are positive or negative.</p> <p><a href="#">Vegetation Belts</a>: Demonstrate how plants grow in vegetation belts, which are characterised by different temperatures, altitudes and other</p>	<p>local town would have belonged and establish for which side they would have fought.</p>	
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				conditions. Use a range of found materials, including grass, stones, moss, leaves, sticks and other found natural items to represent these zones on a mound of earth or sand. Take digital photographs of their work and write an explanation to explain the different plant zones. Consider and explain why they think each of the plant types grow in specific zones.		
History	<p><a href="#">Chronology of the Roman Empire:</a> Use a range of historical source materials to read, research and organise a timeline, showing the chronology of the Roman Empire from 753 BC to AD 476. Focus on the dates that the Romans were in Britain. Work with a partner to sequence significant events, battles, invasions and individuals on their timeline.</p> <p><a href="#">A gladiators Life:</a> Find out about the life of a gladiator using the web and a range of historical artefacts, images and texts. Research a range of topics, such as food, exercise, weapons, the lifestyle of slaves, combat and, ultimately, their fates.</p> <p><a href="#">Famous Gladiators:</a> Find out about famous gladiators, including Spartacus, Commodus,</p>	<p><a href="#">Fact Finding:</a> Use a range of source materials to find out about the Native American Iroquois tribe. Organise their findings under headings including: food; farming; hunting; clothing; homes; warfare; customs; language and beliefs; recreation; and arts and crafts. Be discerning about the information that they choose to record and consider the best way to present.</p> <p><a href="#">American Icons:</a> Place a range of US iconic people on a timeline and find out more about ones that interest them, using a range of resources. Present their findings in the form of a short biography or CV. Express an opinion on what makes them iconic and discuss whether they have had a positive or negative impact on US society.</p> <p><a href="#">Chief Seattles Speech:</a> Listen carefully to Chief Seattle's speech from 1854 and</p>	<p><a href="#">Meet Harold Godwinson:</a> The year is 1066. Edward the Confessor is dying and he's asked Harold Godwinson to take over the throne. But Harold's claim is under threat from three powerful men: William, Duke of Normandy; Harald Hardrada, the King of Norway; and Edgar the Atheling, King Edward's nephew. Choose children to play Harold and his challengers. Backed by a council of advisers (the Witan), each challenger and Harold should present their claim to the throne. Where possible, hold the challenge in an interesting setting, such as a Norman church or castle, or the dead King's chamber. Put children in groups and give them an hour to find out who the challengers were, where they came from and what their claim to the</p>	N/A	<p><a href="#">Significant Dates:</a> Find out the dates of significant events in the period of history between AD 410 and 1066. Work collectively to check dates and order to produce a timeline.</p> <p><a href="#">Meeting St Bede:</a> Learn about the famous monk, St Bede (AD 673–735). Discover why he is such an important historical figure. Use a selection of source materials to find out about him and develop a character profile about him and his work.</p> <p><a href="#">Research Groups:</a> Work in research groups to explore the everyday life of Anglo-Saxon settlers. Use historical source materials to build up their information, creating an information board to share with others in the class. Think carefully about the</p>	<p><a href="#">Oceanography:</a> Find out why the 1872 Royal Navy ship, HMS <i>Challenger</i> is considered to be so important and how its story has contributed to modern oceanography. Create a short documentary film or presentation about it or write a diary entry in the role of one of the ship's scientists documenting their discoveries.</p>

	<p>Crixus, Carpophorus, Marcus Attilius, Priscus and Flamma, Spiculus, Verus and Tetrates. Create a poster about their chosen character, advertising their powerful qualities to other gladiators.</p> <p><a href="#">A day in the life:</a> Find out about the everyday life of a Roman child, using a selection of historical source materials. Work in research teams to find out about homes, clothes, schools, entertainment, religion and meal times. Come to school dressed as a Roman child for the day.</p> <p><a href="#">Character Descriptions:</a> Read the description of Boudicca written by the Roman, Dio Cassius. Discuss how he describes her and how this reflects some of the images that they have seen of Boudicca. Consider why the writer uses words like 'terrifying', 'harsh', 'fear' and 'huge'. Choose and read other texts and descriptions of Boudicca and compare similarities and differences between the descriptions.</p> <p><a href="#">What did the Romans Do for us?</a> Explain, in their own words, what they think the Romans did for us. Consider how the world might be now if there had been no Roman influence on society.</p>	<p>answer questions about it. Read the speech in pairs and present his key messages in their own words. Reflect on what his speech says about the relationship between the Native Americans and the non-indigenous peoples that fought with them over land.</p>	<p>throne was. Who will present the best case and persuade the Witan that they should be the next king?</p> <p><a href="#">Picture Timelines:</a> Create a picture timeline that sequences the events of the year 1066. Use information texts, documentaries, online resources and images, cross-referencing different source materials to check the accuracy of the source. Use the timeline to explain the struggles for power in England at this time.</p> <p>Sequencing the Battle: Look at images, illustrations, maps, websites and the <a href="#">Bayeux Tapestry</a> to find out as much as they can about the Battle of Hastings and draw a class diagram to show and sequence what happened and where. Recreate the battle's twists and turns in the outdoor environment, using their battle drawing as a script. Explain why, in their view, William's army were victorious.</p> <p><a href="#">Norman Castle Fact Files:</a> Use a range of historical source materials to find out about Norman castles, including both motte and bailey and stone built ones. Use their findings to create a Norman castles fact file, which includes</p>	<p>most effective way to record their historical information on their boards.</p> <p><a href="#">Viking Life:</a> Use various historical source materials and websites. Work in small groups to research a particular aspect of Viking life in detail, such as ships, weapons, life for women and children, famous Vikings, homes, farming, warriors, explorations and treasures. Present their findings to the rest of the group and produce a collaborative reference book that they can use during the project.</p> <p><a href="#">Death and the Afterlife:</a> Research Viking beliefs about death and the afterlife. Compare the ways in which Vikings of different class and importance were buried, from magnificent Viking ship burials of the wealthy and important, to the underground chambers where poor peasants were buried. Produce a class set of questions and use research methods to find the answers.</p> <p><a href="#">Beware the Viking Raiders:</a> Consider the questions 'Who were the Vikings? Where did they come from?' Work in groups to research information about the first Viking</p>	
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	<p><a href="#">Who Am I?</a> Listen to descriptions of a range of different individuals that they have encountered in the project. Listen out for clues to help them decide who is being described. Can they share an additional fact or piece of information about each person?</p>		<p>both text and images and additional facts that interest them. Add a glossary to their fact files, including such words as keep, motte, moat, palisade, bailey, compound and siege. Consider how the physical geography of a particular place influenced the Normans when deciding where to build a castle.</p> <p><a href="#">Motte and Bailey Castle:</a> Make a detailed drawing of a traditional motte and bailey Norman castle, showing all of its component parts. Show how people lived there and what they did by adding details and other buildings, including kitchens, chapels, barracks, stables, workshops, forges, stores, halls, as well as their inhabitants, such as guards, soldiers, villagers, animals and serfs.</p> <p><a href="#">What was the Domesday Book?:</a> Find out what the Domesday Book was and why it was commissioned by William the Conqueror. Answer questions, such as 'What was the Domesday Book? Why did William the Conqueror want to know what people owned? What do you think about William the Conqueror's reasons for creating the Domesday Book? Was it the right thing to do? How do you</p>		<p>invasions of Britain. Decide how to record the information that they have gathered.</p> <p><a href="#">Battle of Ashdown:</a> Listen to the story of Alfred the Great's battle against the Viking army in January AD 871. Then, dramatise the story by taking on the roles of the main characters and the roaring hordes of soldiers.</p> <p><a href="#">Royal Nicknames:</a> Add kings of England after Kings Alfred's death to the class timeline. Include Edward the Elder, Athelstan (Æthelstan), Edgar the Peaceful, Edward the Martyr, Ethelred the Unready, Canute, Harold I and Edward the Confessor.</p>	
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			<p>think the people of England felt about this?’</p> <p><a href="#">Village Life:</a> Use a range of historical source materials to find out what country life was like during the 11th century. Investigate what the villages looked like, which buildings they contained, what jobs people did, what crops were farmed and how they were traded. Create a labelled picture or information booklet of village life.</p> <p><a href="#">What did the Normans do for us?</a> Consider the question ‘What did the Normans do for us?’ Work in groups to decide whether the Norman invasion affected the course of history for better or for worse, explaining their reasons.</p> <p><a href="#">Deathbed Confessions:</a> Discuss the meaning of the quote, ‘I have persecuted its native inhabitants beyond all reason. Whether gentle or simple, I have cruelly oppressed them; many I unjustly inherited; innumerable multitudes, especially in the county of York, perished through me by famine or the sword’, allegedly spoken by William the Conqueror. Highlight any words that are unfamiliar and look these up in a dictionary. Consider what this quote</p>			
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			says about how he felt about invading England.			
Science	<p><a href="#">Did the Romans use toilet roll? – Link to topic</a></p> <p><a href="#">Brilliant Bubbles</a></p>	<p><a href="#">Power it up</a></p> <p><a href="#">Electrical amenities:</a> Check into a luxury hotel with a great view over Central Park. Find out about the room's amenities, identifying which appliances run on electricity. Decide which of the appliances would be useful to someone who was camping and search the web to find similar appliances that have been adapted for camping purposes. Show their findings in the form of a camping catalogue, which lists an image, brief description, cost and power source.</p> <p><a href="#">Lights!:</a> Visit Times Square to look at the lights. Look at diagrams of simple circuits and predict which would light a lamp. Use components, including coloured lamps, cells (batteries) and wires, to recreate the circuits and see if their predictions were correct. Use correct terminology to describe what is happening in the circuit.</p> <p><a href="#">Illuminated Models:</a> Make an illuminated model of a US icon, such as a yellow cab, a Harley Davidson motorcycle, the Statue of Liberty or the White House, using construction kits and modelling materials. Plan the inner circuits by drawing labelled diagrams, deciding where the lamps will be</p>	<p><a href="#">How far can a Arrow travel? Link to topic</a></p> <p><a href="#">Teeth and Eating</a></p> <p><a href="#">Class Survey:</a> Carry out a class survey of life today, in the style of the Domesday Book. Ask questions, such as 'Where do you live? What animals do you keep? What hobbies do you have? What types of music do you listen to? How do you travel to school?' Display their data in a range of graphing methods, including tables, pictograms and bar charts.</p>	<p><a href="#">What's that Sound?</a></p> <p><a href="#">Comapring Mountain Heights:</a> Use a range of geographical source materials to find out the height (from sea level to peak) of some of the world's most significant mountains, presenting their data in a table or graph. Create a silhouette chart of mountains, illustrating scale by cutting out and overlaying shorter mountains in front. Include the highest in the world and in the UK for comparison.</p> <p><a href="#">Modelling the water cycle:</a> Following the instructions provided, create a water cycle model. Observe changes that occur within the bowl and measure the amount of water that appears in the cup. Consider how this water has moved into the cup. Take digital photos as a record.</p> <p><a href="#">Exploring Evaporation:</a> Investigate how water evaporates from puddles on the playground. Measure and record the puddles' sizes at regular intervals. Set up a webcam with time lapse settings and record how long it takes for the puddle to</p>	<p><a href="#">Looking at States</a></p>	<p><a href="#">Living things</a></p> <p><a href="#">Aquarium Visit:</a> Visit an aquarium to gain a unique insight into the world of the deep. Observe aquatic life, finding out about the different species that live in the depths of the world's seas and oceans. Watch and draw different creatures in a sketchbook. Record information in notebooks or on tablets, paying special attention to the variation within and across species. Listen to experts talk about different animals, asking questions to help them learn more.</p> <p><a href="#">Sorting and Grouping:</a> Sort a wide range of images of living things seen at the aquarium into groups. Continue to sort the images repeatedly, using a different grouping strategy each time. Group digital images onto a presentation slide, adding a title for each group and labelling individual creatures.</p> <p><a href="#">Classifying Creatures:</a> Use classification keys (branching databases) to identify creatures that live in seas and oceans and sort them into groups, including cnidarian, mollusc, fish, mammal,</p>



		<p>positioned in their models and making sure that a switch is included which can be easily accessed within their models.</p> <p><a href="#">Smoke Signals:</a> Learn about the Native American tradition of communicating using smoke signals. Create a modern day alternative, using a lamp in a circuit, adding a switch to switch the lamp on and off. Work in pairs to devise a code and practise sending secret messages across a room.</p> <p><a href="#">Conductors and Insulators:</a> Work together to create an illuminated map that shows their 14 state road trip. Use household items to complete the circuit. Learn definitions for an electrical conductor and insulator before examining a range of items and predicting which they think will conduct electricity and which won't. Use crocodile clips to add the objects to their circuits and test to see if the LED lamps come on. Record the results in a table before grouping the items into 'conductors' or 'insulators'. Discuss similarities and differences between the items in the two groups.</p>		<p>disappear completely. Consider the environmental factors that might affect how fast the puddle evaporates. Plan how to test their ideas.</p> <p><a href="#">Change of State:</a> Investigate how water changes state due to heating and cooling and explain how this relates to the water cycle. Recall both the freezing and boiling point of water from previous work and consider whether the temperature of water increases past 100°C, whether water always freezes at 0°C and other questions. Draw a flow diagram to show what happens to water at different temperatures and the processes occurring at those points.</p> <p><a href="#">Altitude Adaptions:</a> Look at images of animal species that have adapted to live at high altitudes. Explore their characteristics and features and summarise how they have adapted to suit a hostile environment. Work in teams to download, label and annotate images and create an informative presentation of one or more slides. Include information about their animal's predators, what their animal eats, its</p>		<p>arthropod, annelid, reptile or echinoderm. Watch film and documentary footage of a range of deep sea creatures to observe their features and behaviour.</p> <p><a href="#">Investigating Brine Shrimp:</a> Keep brine shrimp in a classroom tank or recycled plastic bottles. Look closely at the creatures, using digital microscopes and hand lenses. Devise a set of questions about the creatures. Sort the questions into three separate groups. The first set are those that they can answer now, such as 'Are the shrimp alive?' The second set require observation and research, such as 'Where in the tank do shrimp prefer to be?' The third set of questions are those where the answer involves a test, such as 'Can shrimp tell the difference between light and dark?' Independently plan and perform an enquiry using the creatures, discussing the ethics of using animals for scientific research. Share their discoveries with the rest of the class.</p> <p><a href="#">Oceanic Food Chains</a> Research the food chain of a sea creature, using a diagram or model to show their findings. Use their representation to explain where their particular</p>
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				<p>physical characteristics and other interesting facts about its behaviour or survival tactics.</p>		<p>creature fits into the food chain. Describe it and other parts of the food chain as producers, consumers, predators or prey and consider what would happen if any of the living organisms in their chain became unavailable.</p> <p><u>Deep Sea Adaptations:</u> Watch clips from the BBC's Blue Planet series about creatures of the deep. As they watch, make notes on how creatures have adapted for survival in this extreme environment. Select an adaptation from their observations and find out more. Decide how to present their information, making sure that it is clear and easy to understand.</p> <p><u>Collecting Data:</u> Use a data logger and a range of sensors to investigate the changes in temperature, light, sound and barometric pressure at different depths of water. Seal data loggers and/or sensors in a plastic bag or bottle, weighted with pebbles or sand. Tie the bag or bottle to some twine for easy retrieval from the water. Allow the data logger time to adjust to the new conditions and accurately record the data before changing the depth or removing from the water. Record the figures for each variable measured</p>
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						<p>and draw line graphs to show the changes as water depth increases.</p> <p><a href="#">A Great Threat:</a> In groups, use the web or other source material to research the crown-of-thorns starfish, thought to be one of the greatest threats to the Great Barrier Reef. Present their findings to the class, explaining what the crown-of-thorns starfish eats, its predators, why it is having such a devastating effect on the Great Barrier Reef and what measures are being taken to tackle the problem.</p> <p><a href="#">Monsters of the Deep:</a> Create a new and original monster of the deep, using what they have learned about deep sea adaptations. Consider the type of animal (it might be a fish, mammal, cnidarian, mollusc or echinoderm), its size, features, prey and how it protects itself from predators.</p>
Art	<p><a href="#">Art Gallery:</a> Create a Roman art gallery, showcasing all of the artwork created throughout their project. Invite parents to visit their exhibition and give guided tours and explanations of their work. Respond to parents' questions about their work during their visit.</p>	<p><a href="#">Dreamcatchers:</a> Look at pictures and examples of Native American dreamcatchers. Discuss how they are made and which materials have been used. Design and make a personal dreamcatcher using similar materials, including string, wool, feathers and beads. Use soft sculpting wire and</p>	<p><a href="#">Bayeux Tapestry</a> Look carefully at sections of the Bayeux Tapestry, using printouts of different sections. Work in groups to decide what a given section shows, relating this to their timelines. Discuss how they think it was made and why. Make detailed drawings in a sketchbook of isolated</p>	<p><a href="#">Mountain Models:</a> Work in small groups to make small, 3-D model mountains from clay. Look at a range of images of spectacular mountains for inspiration. Decide what shapes and forms they need to create, sketching out their ideas before making. When dried, paint or glaze to create</p>		

		<p>masking tape to form the basic shape.</p> <p><a href="#">Weaving:</a> Read the legend of the <i>Navajo Spider Woman</i>. Discuss how it relates to weaving and look at images of woven wall hangings from the Native American Navajo tribe. Practise this weaving technique, using wool and thread to make weaving cards using card looms or large outdoor weaving frames. Create various weavings using different materials, such as colourful wool, strips of fabric and materials from outside, such as grasses and twigs. Decorate their design with beads and feathers.</p> <p><a href="#">Journey Sticks:</a> Make a journey stick to reflect the road trip that they have taken during the project. Find a stick, about 50cm long, and decide what images and words they could attach to it to tell their story. Explain and articulate their choices to a partner. Find suitable images on the web and print them out. Laminate the images and punch a hole in them. Attach them to the stick with string or coloured wool. Decorations, such as feathers and beads, could also be added.</p>	<p>human figures from the tapestry, paying attention to their shape, function and pose. Share and discuss their sketches.</p> <p><a href="#">Recreating the Tapestry:</a> Use a viewfinder to isolate a small part of the Bayeux Tapestry. Note how a variety of stitches create the images and text. Practise simple stitches (running, back, blanket and cross) on a piece of hessian cloth and then recreate the section isolated. Choose coloured threads appropriately to match the colours used in the tapestry.</p> <p><a href="#">Our Class Embroidery</a> Create an 'Our class' embroidered panel. On small squares of fabric, embroider their name, a symbol representing their interests and their date of birth. Discuss how artworks are often used as a record of people's lives or achievements.</p>	<p>interesting effects. Display their mountain sculptures as a class landscape, making decisions collaboratively about where to place them. Take digital photographs of their work as it progresses and as a final composition. experiment with unusual viewpoints for their photographs.</p> <p><a href="#">Adi Weaving:</a> Look at examples of Adi weaving, discussing the geometrical patterns and colours used. Use a weaving board to create weavings, using a geometric pattern sheet and choosing colours similar to those seen in the Adi's work. Use a range of stitches in wool and silk thread to add detail and texture to their weavings. When samples are finished, cut the warp and hang from small twigs to create wall hangings.</p> <p><a href="#">Contour Weaving:</a> Use wool, ribbon and coloured threads to create imaginative contour weavings. Use a card loom or an old bicycle wheel as a frame for weaving concentric contour lines in different textures and colours.</p>		
Computing	<a href="#">Computing systems and networks – The Internet</a>	<a href="#">Creating Media – Audio editing</a>	<a href="#">Creating Media – Photo editing</a>	<a href="#">Data and Information – data logging</a>	<a href="#">Programming A – repetition in shapes</a>	<a href="#">Programming B – Repetition in games</a>
Music	<a href="#">Mamma Mia</a>	<a href="#">Glockenspiel Stage 2</a>	<a href="#">Stop</a>	<a href="#">Lean on Me</a>	<a href="#">Blackbird</a>	<a href="#">Reflect, Rewind and Replay</a>
Maths	<a href="#">Autumn 1</a>	<a href="#">Autumn 2</a>	<a href="#">Spring 1</a>	<a href="#">Spring 2</a>	<a href="#">Summer 1</a>	<a href="#">Summer 2</a>

	Place Value Addition and Subtraction	Addition and Subtraction Length and Perimeter Multiplication and Division	Multiplication and Division Area Fractions	Fractions Decimals	Decimals Money Time	Statistics Properties of Shape Position and direction
French	Intercultural Understanding Where do you live In town	Directions L'école Classroom objects	What is the time Quel temps fait il Numbers 30-100 The Euro	What do you like to eat Enjoy your meal Ice Creams	Hobbies Lesson preferences Clothes	

Year 4 Autumn 1			
<p>(2-3weeks)Biography Writing of a <b>Significant Roman figure</b>.</p> <ul style="list-style-type: none"> <li>Children learn to plan using the Sue Palmer writing skeleton.</li> <li>Identify the text structures from existing biographies.</li> <li>Children to research and make notes of significant events in people's lives.</li> <li>Children to write biography of a significant figure in Roman, History and two more of the class teachers or classes choosing.</li> </ul>			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>In (insert year) at the age of.....he/she...</p> <p>The time came for...</p> <p>In his/her later years...</p> <p>Once he/she had...</p> <p>Nobody is sure why...</p> <p>In spite of...</p> <p>His/Her lasting legacy is that...</p>	<p>Noun</p> <p>Locate and identify expanded noun phrases.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>
(2weeks)Recount – Descriptive writing of a Descriptive Writing of the colosseum or of a gladiator going into the arena and two other picture stimulus provided by the teacher.			

<ul style="list-style-type: none"> <li>• <b>Children to learn to use noun phrases</b> expanded by the addition of modifying adjectives for effect.</li> <li>• <b>Use of simile and metaphor in descriptive writing.</b></li> <li>• <b>Children to start to use 'show not tell' techniques through use of character descriptions.</b></li> <li>• <b>Wide use of conjunctions to extend sentences.</b></li> </ul>			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
<p>Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly around key events. Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Variation in sentence structures e.g. While we watched the sea-lion show... Use embedded/relative clauses e.g. Penguins, which are very agile, .... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</p>	<p>Later on... Before long.. At that very moment.. At precisely... When this was complete... I was gripped by.. I felt overwhelmed when.. I was personally affected by... This has changed how I feel about...</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>
<p>(2 weeks) Play Script – <b>Soliloquy of Roman Soldier</b></p> <ul style="list-style-type: none"> <li>• Children to learn the features of a play script</li> <li>• Children to identify features of a play script</li> <li>• To perform play scripts within groups.</li> <li>• Change narrative to play script.</li> </ul>			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
<p>Suggested Layout: Introduction Scene title and description of setting. Main body Different scenes with different characters and stage directions. Opening, Build up, Problem, Resolution and Ending included.</p>	<p>Stage directions – written in brackets Sound effects/reactions of actors – written in brackets within sentences</p>	<p>Scene, character, Act</p>	<p>Powerful verbs and adverbs</p>

Conclusion Final line which concludes the story			
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Year 4 Autumn 2				
(4 weeks combined with letter writing) Diary of visiting a state on a roadtrip				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly around key events. Elaboration is used to reveal the writer’s emotions and responses.	Variation in sentence structures e.g. While we watched the sea-lion show... Use embedded/relative clauses e.g. Penguins, which are very agile, .... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me to....	Later on... Before long.. At that very moment.. At precisely... When this was complete... I was gripped by.. I felt overwhelmed when.. I was personally affected by... This has changed how I feel about...	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	
(4 weeks combined with diary writing) Letter Writing/Postcards from different states. (Linked to diary writing)				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organized correctly into key ideas. All letter layout features included.	Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.	As I stated earlier... Referring to... This is an unfortunate... It is with regret... I would be grateful if... It is with regret that... I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. should, would, could.	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

			Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	
(2-3 Weeks) Brochure/Writing for persuasion <b>brochure for US State</b>				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a...?	I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that...? Fed up with...?	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

Year 3 Spring 1				
Balanced Argument <b>who would make the best King in 1066?</b>				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation



<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. Have you ever considered the impact of...?</p>	<p>This piece of writing will... ...feel convinced... I intend to... On the other hand... In addition... It is surprising that... On balance... Finally I would like to add... My next point concerns... Furthermore Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst...</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>
<p>Persuasive Writing: <b>Job applications for the King</b>  <a href="#">Why do you want this job?</a> In their role, imagine that they have to complete a job application for the role of king. Complete an application, filling in their details and a 'Why do you want this job?' section. Use the correct tense throughout their form, from past tense experiences, to present and future tense in 'other information' sections.  <a href="#">Application Deadline:</a> Complete their job applications, building their vocabulary using words and phrases found in historical source materials, dictionaries and thesauri. Read their work aloud to make sure that it makes sense and that the correct tense has been used. Extend their sentences, using more than one clause and conjunctions to explain their ideas. Hand their applications in so that the Witan can make their decision.</p>				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a...?</p>	<p>I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...?</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>

Diary Writing				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Variation in sentence structures e.g. While we watched the sea-lion show...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile, ....</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</p>	<p>Later on...</p> <p>Before long..</p> <p>At that very moment..</p> <p>At precisely...</p> <p>When this was complete...</p> <p>I was gripped by..</p> <p>I felt overwhelmed when..</p> <p>I was personally affected by...</p> <p>This has changed how I feel about...</p>	<p>Noun</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs</p> <p>Standard English forms for verbs.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Correct use of past and present tense.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p>	
<p>Poetry – Kennings (1week)</p> <p><a href="#">Features of Kennings</a> Use their understanding of kenning poems to create a features list. Work with a partner to choose an object from the Battle of Hastings and plan a kenning poem. Swap their kennings with other groups to see if they can identify their subject matter. Use dictionaries and thesauri to help improve their vocabulary.</p> <p><a href="#">Creating our Kennings</a> Imagine that they have spoken to battle weary soldiers (from both sides) after their gruesome battle and that the soldiers want them to record their experience as kennings for the Anglo-Saxon Chronicle or Norman Times. Create their kennings about the object of war, feelings (such as fear, death, anger or pride) or the two leaders, William and Harold. Begin to plan their ideas and try out options, discussing these with a writing partner or classroom adult.</p> <p><a href="#">Presenting Our Kennings</a> Use a calligraphy pen to handwrite their kennings for publication in the Anglo-Saxon Chronicle or Norman Times. Focus on neat joins, consistent letter sizes and general handwriting rules. Practise reading their poem aloud and perform it to others in the group with expression.</p>				

Year 4 Spring 2				
Instructions				
How to set up a camp, be an explorer				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement.</p> <p>e.g. This dish is served best with a dash of nutmeg.</p>	<p>Variation in sentence structures e.g. While the pastry cooks...</p> <p>As the sauce thickens...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>Continue by...</p> <p>Carry on...</p> <p>Do this until...</p> <p>Stop when...</p> <p>When you have done this...</p> <p>Try not to..</p> <p>Avoid..</p>	<p>Noun</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs</p> <p>Standard English forms for verbs.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech</p>

			Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials	
<ul style="list-style-type: none"><li>Explanation text – <b>Water Cycle in Mountains</b></li></ul> <p><a href="#">The Water Cycle</a>: Watch an animated version of the water cycle, using whiteboards to jot down important facts and information. Make a list of technical vocabulary used in the animation and use dictionaries or information books to identify meanings. Add labels and captions to a diagram of the water cycle, using <a href="#">Sketch</a> or other software as appropriate.</p> <p><a href="#">Developing our Explanations</a>: After creating a model water cycle (see the activity 'Modelling the water cycle'), recap together, explaining what they did and what happened, using the correct technical vocabulary. Work in pairs or individually to begin drafting an explanation of the water cycle, reading it aloud to check that their work makes sense.</p> <p><a href="#">Clarity</a>: Imagine that they are writing an article for a children’s science magazine or journal, explaining how the water cycle works. Think about how they can make their explanations as clear as possible, perhaps organising them according to the four main stages of the cycle: evaporation, condensation, precipitation and collection.</p> <p><a href="#">Completing our Explanations</a>: Check their explanations, making sure that there are no spelling or grammatical errors and that their sentences make sense. Present their explanations using diagrams, labels, photographs and any other useful features.</p>				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas. Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.	Variation in sentence structures e.g. While the eggs hatch female penguins ... Use embedded/relative clauses e.g. Penguins, which are very agile, .... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer’s expertise.	This report will The following Information Usually Normally Even though Despite the fact As a rule	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	
<p>Poetry - Calligrams</p> <p><a href="#">Developing our ideas</a> - Look at a range of dramatic mountain images, snow capped summits, dramatic peaks with sunsets and lush green mountains with gurgling brooks and streams. Choose a favourite image and brainstorm words, phrases, metaphors, similes and personification that could be used in a mountain poem of their own. Perhaps think about sounds that they might hear. Use dictionaries and thesauri to help their thinking and share their ideas with others in the group.</p> <p><a href="#">Improving our Calligrams</a> Use their words and phrases to draft a one verse poem, with or without a rhyming structure. Create their own or use a preplanned framework for their poems, creating a calligram. Talk with a partner to discuss their progress and make improvements and corrections where needed.</p> <p><a href="#">Picture Perfect</a>: Produce their final, decorated poem using their best joined handwriting. Add colour to their writing using different pens.</p>				

Year 4 Summer 1				
Persuasive letter writing <b>They must persuade Vikings to go on the raid of a lifetime with 'Viking Voyages'.</b>				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a...?	I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that...? Fed up with...?	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
Narrative Unit ' <a href="#">How to be a Viking</a> '				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis	Variation in sentence structures e.g. while, although, until Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,.... Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
Myths and Legends (Norse Mythology)				

[Character Profiles](#) Work in groups to discuss and build up a character profile about King Arthur. Use a range of source materials to gather evidence and make assumptions about the type of man he was. Discuss why they and other historians are unable to prove or disprove his existence. Begin to organise short paragraphs that address different aspects of his character.

[Retelling a legend](#): Listen to or read a popular retelling of the legend of King Arthur. Retell the legend in their own words, presenting it as a comic strip. Plan what to include in each box and how many boxes to use. Use drawings, text, thought and speech bubbles to help retell the whole story. Discuss their plans or ideas with an adult or writing partner.

[Fact or Fiction?](#) : Refine and finish their individual stories, checking that they have followed the correct sequence. Read their story aloud to a partner or group of children and reflect upon how effectively they have retold the story.

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis	Variation in sentence structures e.g. while, although, until Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,.... Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

#### Year 4 Summer 2

##### Poetry **James Reeves The Sea**

: [Developing Vocabulary](#): Work in pairs to choose a favourite sea creature seen at the aquarium. Place a picture or photograph of their sea creature in the centre of a piece of paper. Write words around it to describe how it looks and moves. Use their ideas to write sentences, using a rich vocabulary to personify their creature.

[Completing our Poems](#): Continue to work in pairs to draft sentences to form the basis of a four to six line poem about their sea creature. Use examples of personification where appropriate, deciding whether they will write a rhyming or non-rhyming poem. After completion, write a presentation copy in joined handwriting and illustrate it with a picture of their creature.

Listen, discuss and respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
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<p>Listen to and discuss a wide range of fiction, poetry</p> <ul style="list-style-type: none"> <li>- Read books (poems) that are structured in different ways and reading for a range of purposes</li> <li>- Identify themes and conventions in a wide range of books (poems)</li> <li>- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- Discuss words and phrases that capture the reader's interest and imagination</li> <li>- Recognise some different forms of poetry (for example, free verse, narrative poetry)</li> <li>- Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <ul style="list-style-type: none"> <li>- Ask questions to improve their understanding of a text</li> <li>- Draw inferences and justifying inferences with evidence</li> <li>- Identify main ideas drawn from more than one paragraph (verse) and summarising these</li> <li>- Identify how language, structure, and presentation contribute to meaning</li> </ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>- discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures</li> <li>- organising paragraphs (verses) around a theme</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- proposing changes to grammar and vocabulary to improve consistency</li> </ul> <p>Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Use a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect)</li> <li>- Conjunctions, adverbs and prepositions to express time and cause</li> <li>- Indicate possession by using the possessive apostrophe with plural nouns</li> <li>- Paragraphs (verses) as a way to group related material</li> <li>- Expanded noun phrases</li> </ul>	<p>Performing</p> <p>Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener</p> <p>Perform narrative poems. Explore different voices for narrator and characters.</p> <p>Perform free verse poems</p> <p>Creating</p> <p>Narrative poems</p> <p>Free verse poems</p> <p>List poems</p> <p>Conversation poems</p> <p>Haiku</p> <p> kennings</p> <p>Calligrams</p> <p>Special effects: similes, metaphors, personification etc.</p> <p>Song lyrics (apostrophes)</p> <p>Analysing</p> <p>Read/discuss a range of poems and discuss</p> <ul style="list-style-type: none"> <li>- Types of poems they are and how you know.</li> <li>- Structure of the poem</li> <li>- Purpose of the poem</li> </ul> <p>Poems could be sorted into different forms. Are they easy to sort or are some ambiguous?</p> <p>Summarise poems</p> <p>Poetry analysis/review:</p> <p>Themes/interesting words</p> <p>phrases/type of poem/response/questions you have</p>
Non – chronological reports <b>of the great barrier reef</b>				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	

Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas. Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.	Variation in sentence structures e.g. While the eggs hatch female penguins ... Use embedded/relative clauses e.g. Penguins, which are very agile, .... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer’s expertise.	This report will The following Information Usually Normally Even though Despite the fact As a rule	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	
<p>Dilemma Stories:</p> <p><a href="#">Building Vocabulary</a>: Watch video and film footage of divers exploring the deep waters of various seas and oceans. Collect adjectives and verbs as they watch, using the headings: colours, plants, movement, animals and light. Compare their words and build up their underwater word banks using a dictionary and thesaurus. Watch the clips again and see if their new words describe the scene more dramatically.</p> <p><a href="#">Planning our dilemma stories</a>: Draft a plan for a dilemma story set in the ocean depths. Imagine that they are a lone diver or a member of a diving team exploring an amazing underwater world. Include their dilemma ideas in their plans, considering how this might be developed and resolved.</p> <p><a href="#">Adding a bit of tension</a>: Develop their stories using their previous research and ideas. Read their work aloud as it develops to check that it makes sense. Experiment using shorter sentences to create tension, anticipation and to express a real sense of danger. Make sure that they include and resolve their dilemma.</p>				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis	Variation in sentence structures e.g. while, although, until Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,.... Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

			Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	
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