

ENGLISH MTP YEAR 4

	TERM 1 SCIENCE: Human and Animals' Teeth and digestion Class read: The Giraffe and the Pelly and me / The Magic Finger			TERM 2 SCIENCE: History: Ancient Rome Class read: Beyond the Stars Twelve tales of adventure, magic and wonder			TERM 3 SCIENCE: Water Cycle, Classification of Animals Class read: The Book of Hopes		
No of wks	Weeks: 3	Weeks: 2	Weeks 3	Weeks: 3	Weeks: 2	Weeks: 3	Weeks: 3	Weeks: 2	Weeks 2
Fiction	Text/Focus: Narrative prose – narrative with a complex structure (in and out of dream) Stimulus – Dream-Giver, Literacy Shed video	Text/Focus: Jack and the Dream-sack Narrative prose, use of language patterns/ repetition Stimulus – Jack and the Dreams-sack book	Text/Focus: Narrative prose – narrative with a complex structure (in and out of another dimension) Stimulus – Leon and the Place between	Text/Focus: Myth/Legends Graphic Novels leading to Narrative Prose Stimulus- Greek myths	Text/Focus: Myth/Legends – Romulus and Remus Narrative prose/Drama Stimulus- Romulus and Remus retelling (Twinkl/historical artefacts)	Text/Focus: Escape from Pompeii + Narrative Play-script writing , then Easter Story Stimulus – book 'Escape from Pompeii'	Text/Focus: First-person retelling of sections of the story – narrative prose Stimulus – 'Zoo' by Anthony Browne	Text/Focus: First-person retelling of sections of the story – narrative prose The Lost Happy Endings – Carol Ann Duffy	Text/Focus: Inside the Villains Description of main characters – wolf, giant and witch
	- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - in narratives, creating settings, characters and plot - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	paragraphs to organise ideas around a theme Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - in narratives, creating settings, characters and plot proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures in narratives, creating settings, characters and plot proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Retelling key parts of the story.	in narratives, creating settings, characters and plot	Focus on adverbials/conjunctions and prepositions for retelling, as well as direct speech discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in narratives, creating settings, characters and plot	- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - in narratives, creating settings, characters and plot proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - in narratives, creating settings, characters and plot proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
GPS	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - choosing nouns or pronouns	- using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - determiner - pronoun, possessive pronoun - adverbial	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech	using conjunctions, adverbs and prepositions to express time and cause	- Word class focus, and: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - determiner	Brackets for stage directions, colons for lists/introducing speaking part	- using conjunctions, adverbs and prepositions to express time and cause - contractions in speech - using and punctuating direct speech - Can use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas:	- sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - choosing nouns or pronouns appropriately for	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns

	appropriately for clarity and cohesion and to avoid repetition		choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		pronoun, possessive pronoun adverbial		The conductor shouted, "Sit down!"	clarity and cohesion and to avoid repetition	using and punctuating direct speech choosing nouns or pronouns appropriately for clarity and cohesion
Key Vocabulary	tier 2 aged awe descended dread effulgent elongated embed familiar illustration intertwine misfortune obstacle peculiar permeated precarious precise(ly) radiant unbeknownst unintended tier 3 bioluminescence fugue galaxy ovoid precipice vortex	accumulated amassed announced articulated declared encountered exclaimed hassle hoarded inconvenience muttered sauntered scrutinise stated ventured	lanterns fidgeted loud hush back and forth pounding carousel barrel organ mechanical toys paraded lurched fell silent stirred solemn gasp gazed enchanted	tier 2 anticipation claustrophobic diaphanous hostilities ingenious ploy purgatory refuge tradition tier 3 campanologists	tier 2 aloft countered clout cumbersome injustice relent seized tolerate tier 3 tunic		bleak conservation desolate enclosure exploit inhumane malnourished narcissistic neglected replicate spartan stereotype tier 3 gender-roles + tier 2 synonyms for: miserable neglected unclean lonely guilty		cunning devious menacing harsh villainous
	TERM 1 SCIENCE: Geography/History = Mexico/Ancient Mayan/Aztecs			TERM 2 SCIENCE: History: Ancient Rome			TERM 3 SCIENCE: Water Cycle, Classification of Animals		
No of Wks	Weeks : 2	Weeks 2	Weeks 2	Weeks 2	Weeks 2	Weeks	Weeks 3	Weeks 3	Weeks
Non - Fiction	Text/Focus: Information text – Chitchen Itza guide leaflets Stimulus: study of Mexico - Geography	Text/Focus: DT- instructions on how to make a selection of Mexican food.	Text/Focus: Persuasive letters based on a variety of themes	Text/Focus: Escape from Pompeii Journalistic writing – reporting on the disaster	Text/Focus: Explanation text – How do we hear?	Text/Focus:	Text/Focus: Explanation text – the water cycle (PowerPoint) Explanation text – how do branching keys work?	Text/Focus: Balanced argument (discussion)– Are Zoos Good or Bad?	Text/Focus:
	Uses paragraphs to organise ideas around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Uses paragraphs to organise ideas around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Makes appropriate choice of pronoun or noun within and across sentences to	Uses paragraphs to organise ideas around a theme extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Makes appropriate choice of pronoun or noun within and	- organising paragraphs around a theme - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	- organising paragraphs around a theme - Sequencing and linking information Annotating/writing captions		- organising paragraphs around a theme - Sequencing and linking information - Annotating/writing captions	paragraphs around a theme emotive language first/third person, effective research	

	'I know Someone' – aspiration poem writing	'Why?' (Anthology)		My Mum – Anthony Browne Mothers' Day (10/3/24) poetry	What Do You Think of Plastic –Lea Knowles		4-line verse 'Poetic Devices' Michael Rosen? Benjamin Zephania?		
	assessing the effectiveness of their own and others' writing and suggesting improvements discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	assessing the effectiveness of their own and others' writing and suggesting improvements discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar		Poetic devices – similes metaphors, Writing in the style of the author discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Organisational features as this poem presents two 'sides' to plastic. Although in verses, reinforces paragraph concepts.		Poetic devices – alliteration, simile, metaphor, personification		
GPS	Word classes	Word classes			Vocabulary (see Autumn persuasive letters)				
Key Vocabulary	tier 2 aspire committed consistently constantly desperately determined endeavour visualise			synonyms for 'nice'					