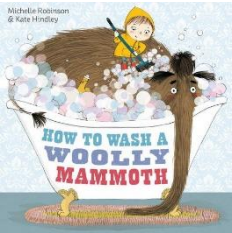


Year 4 Long Term Overview (Cycle A)

Autumn 1: What can we learn from the first humans?	Autumn 2: What can we learn from the first humans?	Spring 1: Listen Up! What's that sound?	Spring 2: Gateway to the World! What is on the other side?	Summer 1: Food Glorious Food!	Summer 2: What have the Romans done for us?
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	One Book Several Outcomes
<p>Text: <i>A Rock Is Lively</i> by Dianna Hutts Aston</p>  <p>Purpose: To describe Outcome: A poem describing another aspect of nature or creation Audience: Send off poems to National Geographic</p>	<p>Text: <i>Stig of the Dump</i> by Clive King</p>  <p>Purpose: To describe Outcome: Detailed description of shelters – letter home to mum Audience: Mum Site of Application: Instructions of how to find Stig's den</p>	<p>Text: <i>The Sound Collector</i> by Roger McGough</p>  <p>Purpose: To entertain Outcome: Write a sound poem following the structure of <i>The Sound Collector</i>, detailing the sounds of the school Audience: To be displayed in the classroom</p>	<p>Text: <i>The Lion, The Witch and The Wardrobe</i></p>  <p>Purpose: To describe Outcome: To create detailed contrasting descriptions of inner city London during WW2 and Narnia. Audience: Two letters – one from mum describing London and one from the children describing Narnia Site of Application: Report missing children</p>	<p>Text: <i>The Rascally Cake</i> by Jeanne Willis</p>  <p>Purpose: To entertain (poetry) Outcome: Rhyming poem (aabbcc structure) describing a made up food. Audience: To be displayed in the classroom Site of Application: To report the kitchen to the cleaners</p>	<p>Text: <i>Assassin</i> by Tony Bradman</p>  <p>To incorporate the key End of Year Learning Objectives:</p> <p>Purpose: To describe Outcome: Owen POV describing Hadrian's camp Audience: Owen's father.</p> <p>Purpose: To entertain Outcome: The next chapter in the story. Audience: Special Friends</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>Y3: Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Y3: Expansion of detail and events may be supported through vocabulary (technical and vivid language) and explanation.</p> <p>Y3: Know when to use 'a' and 'an'</p> <p>Y4: Use a varied and rich vocabulary</p> <p>Y4: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrase</p> <p>Y4: Compose and rehearse sentences aurally</p>	<p>Y4: Draw sound inferences, supported through reference to the text</p> <p>Y4: Identify how language, structure, and presentation contribute to meaning</p> <p>Y4: Expansion of detail/events maybe supported through vocabulary (technical/vivid language) and explanation.</p> <p>Y4: Extend the range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Y4: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrase</p>	<p>Y4: Show understanding through intonation, tone, volume and action when performing poems.</p> <p>Y4: Use a varied and rich vocabulary RECAP</p> <p>Y4: Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Y4: Plan their writing by discussing and recording ideas</p>	<p>Y4: Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary RECAP</p> <p>Y4: Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) RECAP</p> <p>Y4: Standard English forms for verb inflections instead of local spoken forms</p> <p>Y4: Use an increasing range of sentence length and structure RECAP</p>	<p>Y4: Use figurative language such as similes, alliteration to build a picture in the readers head</p> <p>Y4: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with curly hair</i> RECAP</p> <p>Y4: Indicate possession by using the possessive apostrophe with plural nouns</p>	

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	One Book Several Outcomes
<p>Text: Stone Age Boy by Satoshi Kitamura</p>  <p>Purpose: To entertain Outcome: Write a portal story using the same structure as 'Stone Age Boy'. Audience: Special friends Site of Application: To describe the setting after landing in the stone age</p>	<p>Text: Stig of the Dump by Clive King</p>  <p>Purpose: To recount Outcome: Diary entry from Barney's point of view falling and discovering the house. Audience: Barney Site of Application: To describe Stig</p>	<p>Text: The Bear and The Piano by David Litchfield</p>  <p>Purpose: To entertain Outcome: Narrative about journey of a character and key skill using the structure of The Bear and The Piano Audience: Special Friends Site of Application: To inform about the bear's concert</p>	<p>Text: Harry Potter and the The Philosopher's Stone by J. K. Rowling</p>  <p>Purpose: To inform Outcome: A letter inviting a friend to come to Hogwarts for Christmas Audience: New students to Hogwarts Site of Application: To describe Hogworts</p>	<p>Text: Charlie and The Chocolate Factory by Roald Dahl</p>  <p>Purpose: To explain Outcome: To how a new sweet/chocolate is made Audience: Slugworth Site of Application: To entertain by retelling the story of Charlie</p>	<p>Text: Escape From Pompeii by Christina Balit</p>  <p>http://www.keystage2literacy.co.uk/escape-from-pompeii.html</p> <p>To incorporate the key End of Year Learning Objectives:</p> <p>Outcome 1: Purpose: To recount Outcome: A diary extract from one of the characters fleeing the eruption of Mount Vesuvius Audience: Family</p> <p>Outcome 2: Purpose: To report Outcome: A news report to other villages about what happened in Pompeii Audience: Nearby villagers</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
<p>Y3: Predict what might happen from details stated and implied.</p> <p>Y4: Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Y4: Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Y4: In narratives, creates setting characters and plots</p> <p>Y4: Organise paragraphs around a theme</p> <p>Y4: Use inverted commas and other punctuation to indicate direct speech</p>	<p>Y4: Predict what might happen from details stated and implied</p> <p>Y4: Ask questions to improve their understanding of the text.</p> <p>Y4: Use inverted commas and other punctuation to indicate direct speech</p> <p>Y4: Use present perfect form of verbs in contrast to the simple past tense, for example, 'he has gone out to play' 'he went out to play'</p> <p>Y4: Use conjunctions, adverbs and preposition to express time</p>	<p>Y4: Use inverted commas and other punctuation to indicate direct speech. For example, a comma after the reporting clause; end punctuation with inverted commas.</p> <p>Y4: Plan their writing by discussing and recording ideas (Recap)</p> <p>Y4: Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p> <p>Y4: Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</p>	<p>Y4: Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) RECAP</p> <p>Y4: Openings and closings are clearly signalled and well developed</p> <p>Y4: Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</p> <p>Y4: Indicate possession by using the possessive apostrophe with plural nouns</p>	<p>Y4: Use the present perfect form of verbs in contrast to the past tense</p> <p>Y4: Use conjunctions, adverbs and prepositions to express time and cause for cohesion RECAP</p> <p>Y4: Organise paragraphs around a theme</p> <p>Y4: Use fronted adverbials followed by a comma RECAP</p> <p>Y4: Use an increasing range of sentence length and structure</p>	

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	One Book Several Outcomes
<p>Text: How to Wash A Woolly Mammoth by Michelle Robinson and Kate Hindley</p>  <p>Purpose: To instruct</p> <p>Outcome: Detailed instructions about how to look after a sabre toothed tiger.</p> <p>Audience: Stone age animal owners</p> <p>Site of Application: To entertain</p>	<p>Text: The secrets of Stone Henge by Mick Manning and Brita Granstom</p>  <p>Purpose: To inform</p> <p>Outcome: Non-chronological report about aspects of stone age life.</p> <p>Audience: Stone Henge</p> <p>Site of Application: Recount a visit to Stone Henge? Visit or VR</p>	<p>Text: Peter and The Wolf (Literacy Shed Video)</p>  <p>Purpose: To report</p> <p>Outcome: To report to locals about what happened to peter</p> <p>Audience: Grandfather</p> <p>Site of Application: To entertain</p>	<p>Text: Harry Potter and the philosopher's stone by J. K. Rowling</p>  <p>Purpose: To report</p> <p>Outcome: To write a sports report/commentary for the quidditch match.</p> <p>Audience: Students of Hogwarts</p> <p>Site of Application: To inform about the game of quidditch for new students</p>	<p>Text: Charlie and The Chocolate Factory by Roald Dahl</p>  <p>Purpose: To entertain</p> <p>Outcome: A follow on story for Charlie once he has the chocolate factory</p> <p>Audience: Readers of the first book</p>	<p>Text: The Roman Soldier's Handbook by Usborne (Lesley Sims)</p>  <p>To incorporate the key End of Year Learning Objectives:</p> <p>Purpose: To explain</p> <p>Outcome: St. Matthew's student handbook</p> <p>Audience: New Year R children</p>
<p>NC Statements</p>	<p>NC Statements</p>	<p>NC Statements</p>	<p>NC Statements</p>	<p>NC Statements</p>	
<p>Y3: To use fronted adverbials (time)</p> <p>Y3: To use commas after fronted adverbials</p> <p>Y3: Explore and accurately use word families based on common words, showing how words are related in form and meaning (e.g. solve, solution)</p> <p>Y4: Non-narrative material using simple organisational devices</p> <p>Y3: Indicate possession by using the possessive apostrophe with plural nouns</p>	<p>Y4: Recognise and distinguish between fact and opinion</p> <p>Y4: Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Y4: Organise paragraphs around a theme.</p> <p>Y4: Use non-narrative material using simple organisational devices</p>	<p>Y4: Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary RECAP</p> <p>Y4: Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Y4: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair RECAP</p> <p>Y4: Use an increasing range of sentence length and structure</p>	<p>Y4: Use the present perfect form of verbs in contrast to the past tense RECAP</p> <p>Y4: Use fronted adverbials followed by a comma</p> <p>Y4: Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Y4: Compose and rehearse sentences orally (including dialogue) RECAP</p> <p>Y4: Choose nouns or pronouns appropriately for clarity and</p>	<p>Y4: Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p> <p>Y4: Writing is clear in purpose</p> <p>Y4: Use figurative language such as similes, alliteration to build a picture in the readers head RECAP</p> <p>Y4: Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</p>	

Y4: Understand the difference between plural and possessive

Y4: Use an increasing range of sentence length and structure

cohesion and to avoid repetition
RECAP

Objectives to be taught on all learning journeys:

Composition:

Plan their writing by:

- *discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar*
- *discussing and recording ideas*

Draft and write by:

- *composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2*
- *organising paragraphs around a theme*

Evaluate and edit by:

- *assessing the effectiveness of their own and others' writing and suggesting improvements*
- *proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences*
- *proofread for spelling and punctuation errors*


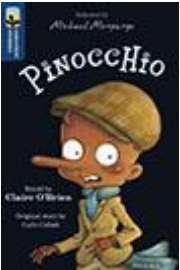
read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Transcription to be taught through 'Spelling Shed' and applied to writing outcomes.

Handwriting to be taught through 'Penpals'.

Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading:	Guided Reading
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These parallel texts could be used as group guided reading sets, or in whole-class shared reading lessons. Guided Reading should be the main pedagogy in teaching reading in KS1. These suggested linked texts should be read in addition to banded and decodable books. These suggested books should be made available in the reading environment.

<p style="text-align: center;">CREATION</p>  <p style="text-align: center;">The Dreamfighter CREATION TALES TED HUGHES</p>  <p style="text-align: center;">How the World Began Frances Woodhouse</p> <p style="text-align: center;">(Oxford Owl Grey)</p>  <p style="text-align: center;">DARE TO BE DIFFERENT Anthony Browne</p>	<p style="text-align: center;">STONE AGE</p>  <p style="text-align: center;">CLIVE KING STIG OF THE DUMP</p> <p style="text-align: center;">(Use media)</p> <p style="text-align: center;">DK Find out Stone and Bronze Age</p>  <p style="text-align: center;">Pinocchio Michael Morpurgo</p> <p style="text-align: center;">(Oxford Owl Grey)</p>	<p style="text-align: center;">ACHIEVEMENT/GROWTH MINDSET</p>  <p style="text-align: center;">Iggy Peck, ARCHITECT by Andrea Beaty illustrated by David Roberts</p>  <p style="text-align: center;">A BAD DAY FOR JAYDEN TONY BRADMAN</p> <p style="text-align: center;">(Love reading for kids extract)</p>  <p style="text-align: center;">FROM THE RECORD-BREAKING AUTHOR OF KAY'S ANATOMY ILLUSTRATED BY HENRY PAKER ADAM KAY KAY'S MARVELLOUS MEDICINE A GROSS AND GRUESOME HISTORY OF THE HUMAN BODY "TOTALLY BRILLIANT!" JACQUELINE WILSON</p>	<p style="text-align: center;">FANTASY</p>  <p style="text-align: center;">THE MAGICIAN'S NEPHEW C.S. LEWIS</p>  <p style="text-align: center;">THE TRAIN TO IMPOSSIBLE PLACES P.G. BELL</p>  <p style="text-align: center;">THE MARROW Chris Ware</p>	<p style="text-align: center;">ROALD DAHL AUTHOR STUDY</p>  <p style="text-align: center;">ROALD DAHL JAMES AND THE GIANT PEACH</p>  <p style="text-align: center;">ROALD DAHL THE BFG</p>  <p style="text-align: center;">ROALD DAHL Maid</p>  <p style="text-align: center;">ROALD DAHL BOY</p>	<p style="text-align: center;">HISTORICAL FICTION</p>  <p style="text-align: center;">THE ROMAN MYSTERIES The Thieves of Ostia CAROLINE LAWRENCE</p> <p style="text-align: center;">(Library)</p>  <p style="text-align: center;">THE GREAT GATSBY F. Scott Fitzgerald</p> <p style="text-align: center;">(Love reading for kids)</p>  <p style="text-align: center;">The Railway Children E. Nesbit</p> <p style="text-align: center;">(Love reading for kids)</p>
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