

Year 4 English Medium Term Plan 2015-2016

Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>Block 1 (Fiction)</p> <p><u><i>Sweet Clara and the Freedom Quilt by Deborah Hopkinson</i></u></p> <p>Children explore the descriptive techniques writers use in order to develop settings and characters in their stories. We focus on grammar and take a good look at powerful verbs, adjectives and adverbs. Children will use Active English and drama procedures in order to bring the text to life. The children finish this unit by writing their own setting based on the story and develop a character within this location.</p>	<p>Block 1 (Fiction) Genre fiction – development of plot and structuring skills</p> <p><u><i>Stories From Ancient Egypt by Joyce A. Tyldesley and Julian Heath</i></u></p> <p>Look at the genre of short stories using a variety of stories from Stories From Ancient Egypt by Joyce A. Tyldesley and Julian Heath. Children will use dramatic and visual English strategies to unpick the stories and learn about the narrative. They will investigate fronted adverbials, complex sentences and embedded clauses in this unit of work. Children plan and write short Egyptian stories based around those they have heard, elaborating by use of descriptive words and further details. This work will focus on plot development and use of paragraphing.</p>	<p>Block 1 Narrative stories based on real events</p> <p><u><i>Escape from Pompeii by Christina Balet</i></u></p> <p>Using Escape from Pompeii text the children will begin to understand the story through multiple dramatic techniques. Children will look for adverbs and adverbials (prepositional phrases) within the text itself. Children will break down the text in to planning stages and ensure they build up a good understanding of the dramatic happenings in order for them to write their own version of this story. Children will extend sentences using adverbials and fronted adverbials. They will be able to use commas to separate fronted adverbials and use FANBOYS too.</p>
<p>Block 2 Recounts</p> <p><u><i>Henry's Freedom Box</i></u></p> <p>Using the text in order to develop knowledge and understanding about the life of Henry Box Brown, the children will walk in his footsteps and face the challenges he encountered along the way. They will discuss and debate on the life of slaves in the USA and come to terms with their way of living. Empathy and self-belief will be explored also, leading to a diary entry being written using their new learning.</p>	<p>Block 2 (Fiction) Genre fiction – focusing on development of language and descriptive details</p> <p><u><i>Ancient Egypt: Tales of Gods and Pharaohs by Marcia Williams</i></u></p> <p>Using previous block's learning, children will explore a variety of stories set Egyptian times which create mood and atmospheres. Discuss moods created and create thesaurus banks and use dictionary learning here to develop vocabulary choices. Children explore the descriptive techniques writers use in order to develop settings and characters in their stories. The text we look at presents its stories in very creative ways and the children will look to imitate this. Children will focus on grammar and take a good look at powerful verbs, adjectives and adverbs. The children finish this unit by writing their own setting based on this genre and develop a character within this location.</p>	<p>Block 2 Non-chronological reports</p> <p><u><i>Selection of websites about Rome and Italy in general. Use of Expedia to explore hotels, climate and activities to do in this area.</i></u></p> <p>Children will look at the features of non-chronological reports in order to highlight the main features required. They will then go on to research and explore Rome (modern day or ancient) in order to produce a report on this area and to help tourists traveling there. Children will use the perfect form of verbs to mark relationships of time and cause. They will use commas after or before phrases and clauses. Pronoun use will be developed to avoid repetition or ambiguity and to add clarity and cohesion.</p>
<p>Block 3 (Poetry) Performance poetry</p> <p><u><i>Harriet Tubman poem by Eloise Greenfield</i></u></p> <p>Studying this poem and pinpointing used features the children will explore the way poetry writers perform their poetry. Children will perform the Harriet Tubman poem in groups adding in further techniques performers of poetry sometimes use (humming, sound-effects and music etc.). They will then go on to write their own version of this poem developing new skills such as the use of personification in their writing and will revise similes from Year 3 in order to embed these within their poem too.</p>	<p>Block 3 Instructions and explanations</p> <p><u><i>Various instruction and explanation texts relating to Egypt.</i></u></p> <p>Children will learn about instructions and explanations based around Egypt as a country in modern times and ancient times. They will learn about features of explanations before going on to write their own based on the River Nile. Children will also write an instructional text for building a pyramid. Children will use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs. An exploration of tense will allow the children to understand that writing can be first or third person.</p>	<p>Block 3 (Poetry) Poetry Forms</p> <p><u><i>A variety of poems focusing especially on Haiku, Cinquain and Tanka poetry.</i></u></p> <p>Looking at a variety of patterned poems e.g. haiku or cinquain and identifying the key features. Groups to experiment with different photographic and sound effects to retell a poem orally using IT software as a medium for a poetry-based presentation. Children to include 3 forms of poetry that we have explored. All poetry to be based on the eruption of Mount Vesuvius. Show and evaluate presentations as a class.</p>
<p>Block 4 (Non-fiction) Argument and debate</p> <p><u><i>Martin's Big Words: The Life of Dr. Martin Luther King by Doreen Rappaport</i></u> <u><i>Who Was Rosa Parks? by Yona Zeldis McDonough and Stephen Marchesi</i></u></p> <p>Using their ideas and learning from the last few units, children will identify features of argument texts and discuss differences between facts and</p>	<p>Block 4 Persuasive writing</p> <p><u><i>A variety of charity Advertisements in magazines and on TV: Focus Advert - WaterAid Commercial</i></u></p> <p>Children explore and discuss a variety of charity adverts. They find key features of persuasive writing and use these with a passionate and emphatic tone in order to persuade the audience to help the charities involved. Children will create</p>	<p>Block 4 Comprehension and inference skills</p> <p><u><i>'Il Pesce Magico' – Video by BBC Italy and the translated version of The Magic Fish.</i></u></p> <p>Children study the structure & language features of an Italian text (not translated at this point). Children must use character action, facial expression and story plot developed using imagery in order to infer meaning and comprehend the text.</p>

<p>opinions. Children will focus on Martin Luther King and Rosa Parks and gather information to acquire an understanding of the impact of formal and informal speech. The children will then take on a class debate on the matter of segregation in the USA and build further understanding of forming and presenting an argument.</p>	<p>their own version of these adverts using IT technology and will write a script to follow in their planning of this. Using compound and complex sentences the children will then write a persuasive letter about their charity. Within this, they will be taught to use a wide range of connectives to extend sentences to include more than one clause. Commas will be a focus after or before phrases and clauses.</p>	<p>Children go on to write a plot analysis based on what they took from this text. Children to then watch the English version of this text and pinpoint similarities and differences from their plot and that of the actual plot. Children produce an argument for their version of the plot being better than the original. Children will extend the range of sentences with more than one clause by using a wider range of conjunctions They will also use conjunctions, adverbs and prepositions to express time and cause.</p>
<p>Block 4 (Non-fiction) Biographies and autobiographies</p> <p><u><i>Black Elk's Vision – A Lakota Story by S.D Nelson</i></u> <u><i>Gift Horse – S.D Nelson</i></u> <u><i>Captain John Smith's Journals</i></u></p> <p>Use biographies of S.D Nelson about the Native American way of life children will witness American history through the conflict and tribulations of the very different cultures living in America at this time (1541-1950). During this unit they will infer about different people's life and use comprehension skills to predict happenings in their lives. They will use these texts to study dialogue, punctuation choices and compound sentences. We will then move on to look at the life of Pocahontas using Non-Fiction texts and journals from Captain John Smith himself. Children will develop an understanding of the features needed to produce a character profile using an autobiographical style.</p>	<p>Block 5 Images and Inference</p> <p><u><i>Journey by Aaron Becker and Quest by the same author.</i></u></p> <p>Using the delightful illustrations & books of Aaron Becker, children have many opportunities to practise simple, compound & complex sentences with powerful verbs. They then create their own stories based around the Quest story which is a picture book based on an imaginary world. Children will focus on extending the range of sentences with more than one clause by using a wider range of conjunctions. Children will have to infer from the story as there is no text available to them. Will more confidently use conjunctions, adverbs and prepositions to express time and cause. Within this unit, children will also use and punctuate direct speech.</p>	<p>Block 5 Adventure Stories</p> <p><u><i>Choose Your Own Adventure Tale: The Story if Life in Roman Times</i></u></p> <p>Children will be introduced to Roman characters t by reading 'Choose Your Own Adventure Tale: The Story if Life in Roman Times'. Predict events and consequences as we read together. Children will discuss key vocabulary and phrases from the text. Children will produce character profiles from the story in order to plan their own 'choose your own adventure text'. Revise and put in speech marks and dialogue. Develop adverbials and writing in 3rd person. Write story in draft and edit and redraft in order for each child to have their own 'choose your own adventure' text with three options for the reader.</p>
<p>Block 6 (Non-fiction) Persuasive texts</p> <p><u><i>A variety of Christmas advertisement campaigns from current year.</i></u></p> <p>Explore a variety of Christmas TV adverts and discuss and record the key language and presentation features and effects. Children will state with reason their opinions on the adverts. Children will then be given a brief from a client who wants them to plan and create a TV advert to sell their product for next years' Christmas advert. Children will plan a script including visual techniques and stage directions etc. Use ICT wherever possible. They will then pitch plans to class in the role of the clients before creating and evaluating.</p>	<p>Block 6 (Poetry) Creating images</p> <p><u><i>A variety of weather poetry from multiple authors including Wind Poems by Christina Rossetti</i></u></p> <p>Use a selection of poems to explore how to create images using words. Children find and use adjectives and adjective phrases to convert a poem to prose. Use their voice to add excitement to a poem performance & compose poems using the themes of weather from around Egypt. Children will Use grammatical terminology specifically by using and recognising adjectives, nouns and adverbs. Children will understand and use adverbials and fronted adverbials.</p>	<p>Block 6 (Poetry) Power of Persuasion</p> <p><u><i>Nike Advert Poem 'The Road' a poem about belief and determination</i></u></p> <p>Using a range of poems based on determination and self-belief – especially focusing on The Nike Poem. Talk the children through how this poem persuades the reader to keep motivated and keep driving on. Pick out techniques and features that the author uses. Children to discuss how to use language to evoke feelings and persuade the reader to act in a certain way or feel a certain way. Children draft and write their own poem about the self-confidence and determination. Children to perform these poems in front of The Nike video screen using the Green Screen Ipad app.</p>