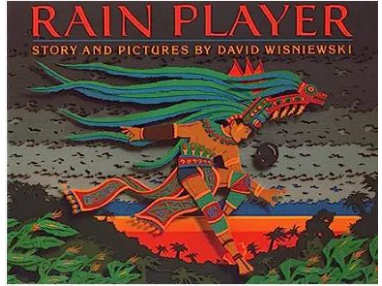
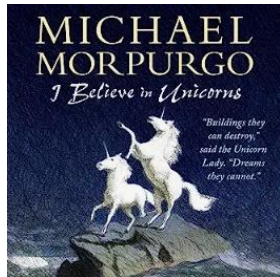
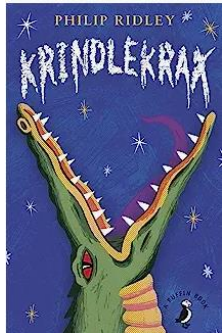
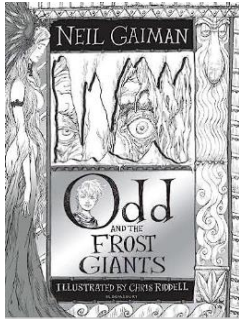
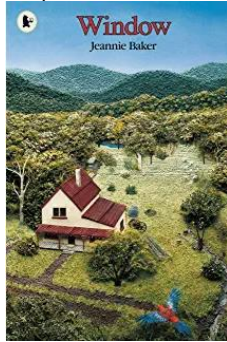
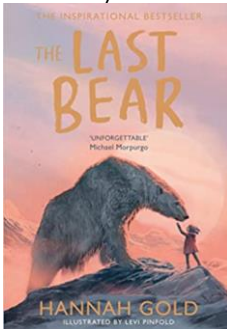
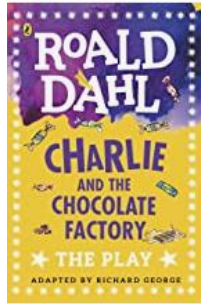
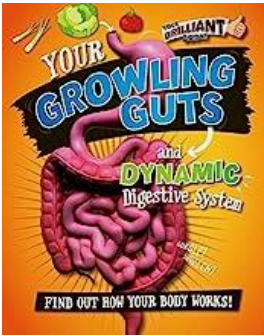
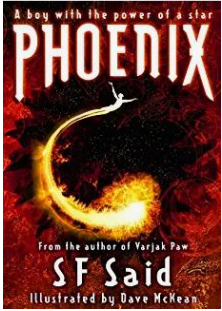

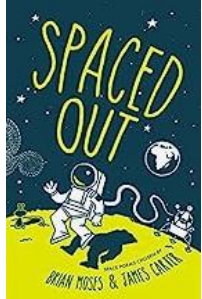

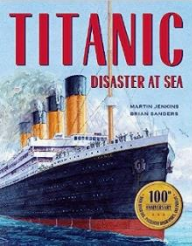
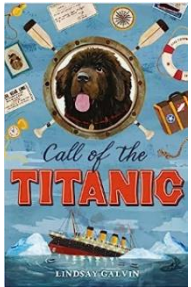


WJS English Long Term Plan Year 4 2023-24

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry	<p>How can we show what we believe in? (Link with RE)</p> <p>6 weeks and 3 days</p>	<p>What is the difference between noise and sound? (link with science – sound)</p> <p>7 weeks 3 days</p>	<p>Why do environments change? (Link with geog)</p> <p>5 weeks</p>	<p>How do we know if we are eating healthy food? B(Link with science – digestion, DT – healthy eating)</p> <p>5 weeks 4 days</p>	<p>What does the earth look like from the Solar System? (Link with science – space)</p> <p>5 weeks and 3 days</p>	<p>What does migration mean? (Link with history and geography)</p> <p>7 weeks 3 days</p>
Key texts	<p>Key recommended texts: Rain Player by David Wisniewski</p>  <p>I Believe in Unicorns by Michael Morpurgo</p>  <p>Other Suggested Enquiry Texts: Skellig by David Almond Range of stories set in a different Culture: Crescent Moons and Pointed Minarets by Hena Khan A Stork in a Baobab Tree by Catherine House</p>	<p>Key recommended texts: Krindlekrax by Philip Ridley</p>  <p>Odd and the Frost Giants by Neil Gaiman</p>  <p>Other Suggested Enquiry Texts: Moonbird by Joyce Dunbar Llama out Loud by Annabelle Sami The Saga of Erik the Viking by Terry Jones The Last Viking by Terry Deary The Viking Saga by Henry Treece</p>	<p>Key recommended texts: Window by Jeannie Baker</p>  <p>The Last Bear by Hannah Gold</p>  <p>Other suggested Enquiry texts: Alastair Humphreys' Great Adventurers by Alastair Humphreys Explorers-Amazing Tales of the World's greatest Adventures by Nellie Huang</p>	<p>Key recommended texts: Charlie and the Chocolate Factory: A Play by Roald Dahl</p>  <p>Your Growling Guts and Dynamic Digestion by Paul Mason</p>  <p>Other suggested Enquiry texts: What's on My Plate?: Choosing from the Five Food Groups by Jennifer Boothroyd Your Amazing Digestion from Mouth through Intestine by Joanne Settel</p>	<p>Key recommended texts: Phoenix by SF Said</p>  <p>Cosmic by Frank Cottrell Boyce Spaced Out by Brian Moses</p>   <p>Other suggested Enquiry texts: Zathura by Chris Van Allsburg George's Secret Key to the Universe by Lucy and Steven Hawking Your place in the Universe by Jason Chin Dr Maggie's Grand Tour of the Solar System by Maggie Aderin-Pocock</p>	<p>Key recommended texts: Migrations by Icpbs and Various</p>  <p>Titanic: Disaster at sea by Martin Jenkins Call of the Titanic by Lindsay Galvin</p>   <p>Other suggested Enquiry texts: On the Move by Michael Rosen Who are Refugees and Migrants? by Michael Rosen Human Journey: The extraordinary story of human migration by Professor Alice Roberts Story of the Titanic by DK Tragedy at Sea: The Sinking of the Titanic by David Long</p>
SPAG skills	<p>Year 4</p> <ul style="list-style-type: none"> Capital letters, full stops, question marks, exclamation marks to demarcate sentences. Recap word classes – noun/verb/adjective/pronoun/adverb/ prepositions. Expanded Noun Phrases Co-ordinating conjunctions – simple and compound sentences Synonyms/antonyms Sentences: command, statement, question and exclamation Contractions Formal/informal language 	<p>Year 4</p> <ul style="list-style-type: none"> Expanded noun phrases with modifiers (it was really dark). Speech Punctuation - correct use of other punctuation to indicate direct speech Subordinating Conjunctions - Complex sentences – using conjunctions and commas to separate clauses. Time related: before, while, whilst, until Commas to mark Subordinate clauses – main/subordinate Subordinating Conjunctions - Complex sentences – although/ if/since/ because/as. Apostrophe for contractions and singular possession (recap)/ Apostrophe for plural possession Using 'a' and 'an' accurately. 	<p>Year 4</p> <ul style="list-style-type: none"> Adverbs – time / manner / place Fronted Adverbials, use of commas afterwards Tense – Present Perfect tenses (progressive and continuous) Simile / Metaphor Power of 3 Non-Standard English Pronouns Paragraphs – linking / golden thread Proper nouns 	<p>Year 4</p> <p>Revisit and Embed Previously Taught Skills:</p> <ul style="list-style-type: none"> Use literary devices such as similes and hyperbole Use nouns and pronouns to aid cohesion between sentences Create and expand characters in narrative Create and expand settings in narrative Create and expand plots in narrative Create interest using apt and appropriate word choices and descriptive phrases Consistently use language of narrative features (speech, figurative devices, fronted adverbials, power of 3, standard and non-standard English) Consistently use language of non-fiction (precise nouns, simple/compound/complex sentences) Use a range of organisational features for fiction / non-fiction 		

<p>End of unit outcome</p>	<p>Writing to entertain (F): Story set in a different culture</p> <p>Writing to entertain (F): Haiku Poetry – Haiku poems linked to belief</p> <p>Writing to Inform (NF): Non-Chronological Report</p>	<p>Writing to entertain (F): Alternative ending to story - Krindlekrax</p> <p>Writing to explain (NF): Explanation text – Krindlekrax</p> <p>Writing to entertain/describe (F): Diary: recounting a day in the life of a Viking Warrior – Odd and the Frost Giants</p> <p>Writing to explain (NF): Instructions – Xmas decorations (DT)</p>	<p>Writing to entertain (F): Journal entries – Window</p> <p>Writing to entertain (F): Write the text to the book (wordless) – Window</p> <p>Writing to entertain (F): Character description 3rd person narrative with dialogue - The Last Bear</p>	<p>Writing to Inform/describe (NF): Information Text on digestion – Growling Guts</p> <p>Writing to perform (F): Cinquain Poetry – write a poem linked to food</p> <p>Writing to perform (F): Playscript – Turn a scene from the story into a playscript – Charlie and the Chocolate Factory: A Play</p>	<p>Writing to entertain (F): Space Story - Phoenix</p> <p>Writing to Explain (NF): Explanation Text – How have we sent people into space? – Cosmic</p> <p>Writing to inform (NF): Newspaper report on Moon landings – Cosmic</p> <p>Writing to entertain (NF): Shape Poetry – Space themed shape poems – Spaced Out</p>	<p>Writing to entertain (F): Haiku Poetry – poems linked with migration. Present these on postcards as in the book.</p> <p>Writing to inform (NF): Newspaper Report – Titanic Disaster</p> <p>Writing to inform (F): Informal Letter – Final letter from the ship to a loved one at home</p> <p>Writing to debate (NF): Debate – Who was responsible for the sinking of the Titanic?</p>
<p>Useful Links</p>	<p>https://www.kidzone.ws/poetry/haiku.htm</p>	<p>https://www.tes.com/teaching-resource/vikings-lindisfarne-monk-diary-entry-wagoll-12209563</p>	<p>https://www.youtube.com/watch?v=SQayRIGBa1E</p>	<p>https://poetry4kids.com/lessons/how-to-write-a-cinquain-poem/</p>	<p>https://blog.britishnewspaperarchive.co.uk/2022/07/27/man-on-moon-front-pages-from-21-july-1969/</p> <p>https://www.earlylearninghq.org.uk/theme/s/space-the-planets/moon-landing-historic-newspaper-reports/</p> <p>https://www.youtube.com/watch?v=5wB7pjHlBbQ</p>	<p>https://www.youtube.com/watch?v=-hhSJMmUec Was One Person Responsible for the Titanic Disaster?</p> <p>https://www.youtube.com/watch?v=FVLiZ_o6Pkak&t=30s Titanic Archive - 1957 Interviews</p> <p>https://www.youtube.com/watch?v=MD5J43Z9AWI&t=23s Eva Hart speaks about her memories of the Titanic . . survivor interview</p>
<p>Ongoing skills applied when writing:</p>	<p>Year 4</p> <p>Plan through discussing similar writing</p> <p>Compose and rehearse sentences orally</p> <p>Read writing aloud to a group with appropriate intonation</p> <p>Proofread, redraft and edit writing</p> <p>Write for a range of purposes and audiences including across the curriculum</p> <p>Write poetry, including free verse poetry</p>					