

Collingwood Primary School English Curriculum Overview: Year 4

Year 4	Autumn Term: Why is our local area important?					
Context: entitlement & enrichment	In Year 3, children will have been introduced to setting descriptions through Tadeo Jones and instructions about woolly mammoths. Also newspaper reports using Marcy and the Riddle of the Sphinx and their topic about Egypt to write non-chronological reports. They have also been introduced to poetry in Year 3. As part of this topic, we will be using 'How to Train your Dragon' as the overarching theme in Autumn 1 and The Lion, the Witch and the Wardrobe' in Autumn 2.			In Year 3, children will have been introduced to setting descriptions through Tadeo Jones and instructions about woolly mammoths. Also newspaper reports using Marcy and the Riddle of the Sphinx and their topic about Egypt to write non-chronological reports. They have also been introduced to poetry in Year 3. As part of this topic, we will be using 'How to Train your Dragon' as the overarching theme in Autumn 1 and The Lion, the Witch and the Wardrobe' in Autumn 2.		
Genre	Significant Author- Cressida Cowell Tale of Fear	Newspaper Reports Dragon at Collingwood!	Poetry- Repeating Poems Dragons	Classic Fiction Narrative: Setting Description (assessment)	Non Chronological Reports Beavers Lions	Shape Poetry Haiku Free verse
Linked texts	How to Train Your Dragon by Cressida Cowell			The Lion, the Witch and the Wardrobe by C.S Lewis		
Key objectives: writing	<ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause Building a varied and rich vocabulary and an increasing range of sentence structures In narratives, creating settings, characters and plot Noun phrases expanded by the addition of modifying adjectives, nouns and 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Using the present perfect form of verbs in contrast to the past tense Assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> Create characters Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> Draft and write by: in narratives, creating settings Proof read for spelling and punctuation errors Using adverbs and prepositions to express time and cause Building a varied and rich vocabulary and an increasing range of sentence structures Noun phrases expanded by 	<ul style="list-style-type: none"> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Organising paragraphs around a theme In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Headings and sub-headings to aid 	<ul style="list-style-type: none"> Drawing inferences Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

	prepositional phrases		<p>Terminology to be introduced/consolidated:</p> <ul style="list-style-type: none">• Figurative Language Adds impact to writing, e.g. similes, metaphors• Metaphor Tells the reader that something is something• Rhyme Words with similar sounding final syllables• Rhythm Patterns that make things easier to remember• Line breaks Starting a new line to help slow down the reader• Repetition Repeat a word or phrase• Syllable The beats of a word.• Simile Tells the reader something is like or as something else.• Alliteration Use of the same	the addition of prepositional phrases	<p>presentation</p> <ul style="list-style-type: none">• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	
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			consonant at the beginning of each word. <ul style="list-style-type: none"> • Personification Describe an object as if it were alive. • Onomatopoeia Words which are written as they sound 			
	<ul style="list-style-type: none"> • 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 • 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 • Name a variety of different types of poetry. • How to keep a rhyming pattern. • How to use repetition effectively. • Use powerful verbs and adjectives. • Choose vocabulary carefully. • Know poetry conveys a mood or feeling. • Use alliteration, rhyme, personification, similes, onomatopoeia, and be introduced to metaphors. 			<ul style="list-style-type: none"> • 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 • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve 		
Key objectives: grammar	<ul style="list-style-type: none"> • Use conjunctions to express time or cause • Use adverbs and adverbials 	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted 	<ul style="list-style-type: none"> • Contractions 	<ul style="list-style-type: none"> • Prepositions - using preposition to express time and place • Use of inverted commas and other punctuation to 	<ul style="list-style-type: none"> • Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion • Paragraphs organised 	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases

		<p>commas: The conductor shouted, "Sit down!"]</p> <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency 		<p>indicate direct speech</p> <ul style="list-style-type: none"> Use of fronted adverbials 	<p>correctly into key ideas.</p> <ul style="list-style-type: none"> Sub-headings are used to organise information. 	
Key objectives: handwriting	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 					
Key objectives: reading	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discussing words and phrases that capture the reader's interest and imagination Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Drawing inferences such as inferring characters' 	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discussing words and phrases that capture the reader's interest and imagination Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identifying main ideas drawn from more than one paragraph and summarising these Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> Recognising some different forms of poetry [for example, free verse, narrative poetry]

	<p>feelings, thoughts and motives from their actions, and justifying inferences with evidence (independently)</p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied 			<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (independently) 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction 	
<p>Key objectives: S & L</p>	<ul style="list-style-type: none"> • Speak audibly and fluently • Ask relevant questions to extend their understanding and knowledge 	<ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge 	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Consider and evaluate different viewpoints • Read aloud their own writing, to a group or whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge • Maintain attention and participate actively in collaborative conversations , staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of poetry • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Year 4	Spring Term: Rotten Romans			
Context: entitlement & enrichment	In Year 3, children will have been introduced to diary entries using <i>Escape from Pompeii</i> and instructions about woolly mammoths. Our main focus will be through our topic and book which links called <i>Boudicca</i> by Emma Fischel.		In Year 3, children will have been introduced to various narrative texts such as <i>Stone Age Boy</i> , <i>Hodgeheg</i> and <i>The Tunnel</i> . These units are linked to our topic in the sense that we learn about Romans invading and their journey.	
Genre	Diary Non-Fiction	Playscripts	Narrative Fiction: Fantasy and adventure Assessment	Metaphorical poetry
Linked texts	Boudicca by Emma Fischel		The Journey by Aaron Becker	Poetry
Key objectives: writing	<ul style="list-style-type: none"> • Use dictionaries to check the meaning of words • Note and develop initial ideas drawing on reading • Use a range of devices to build cohesion within and across paragraphs • Propose changes to vocabulary and grammar • Proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> • Select appropriate grammar and vocabulary to enhance meaning • Describe settings, characters • Proof read for spelling and punctuation errors in non-narrative material, using 	<ul style="list-style-type: none"> • Use vocabulary that captures interest and imagination • Show the scene through the character's eyes • Describe settings, characters • Reflect a 	<ul style="list-style-type: none"> • Note and develop initial ideas • Assess the effectiveness of their own and others writing

	<ul style="list-style-type: none"> ● Reflect a character's feelings in the setting ● Show the scene through the character's eyes ● Select descriptions that move the plot forward 	<p>simple organisational devices e.g. scene title, character list, scene description</p> <ul style="list-style-type: none"> ● Use the correct tense ● Write in role using feelings, emotions and motives known ● read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>character's feelings in the setting</p> <ul style="list-style-type: none"> ● Use the correct tense ● Edit and improve my work and assess the effectiveness of my writing. ● Write in role using feelings, emotions and motives known 	
	<ul style="list-style-type: none"> ● 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 ● 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 	<ul style="list-style-type: none"> ● 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 ● 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 		
Key objectives: grammar	<ul style="list-style-type: none"> ● Person – understanding that writing can be third or first person 	<ul style="list-style-type: none"> ● choosing nouns or pronouns appropriately for clarity and cohesion ● Begin to use colons for character dialogue and brackets for stage directions ● Use apostrophes to 	<ul style="list-style-type: none"> ● Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases 	<ul style="list-style-type: none"> ● Use descriptive language e.g. metaphors

		<p>show contraction/possession</p> <ul style="list-style-type: none"> Using adverbs to describe how and why 		
Key objectives: handwriting	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 			
Key objectives: reading	<ul style="list-style-type: none"> predicting what might happen from details stated and implied drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (independently) checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination asking questions to improve their understanding of a text checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> identifying how structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> recognising some different forms of poetry identifying how language, structure, and presentation contribute to meaning
Key objectives: S & L	<ul style="list-style-type: none"> consider and evaluate different viewpoints use relevant strategies to build their vocabulary 	<ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments participate in discussions, presentations, 	<ul style="list-style-type: none"> consider and evaluate different viewpoints use relevant strategies to build their vocabulary 	<ul style="list-style-type: none"> Perform their own compositions Participate in performances

		performances, role play, improvisations and debates		
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Year 4	Summer Term: Save our Planet				
Context: entitlement & enrichment	In Year 3 , children will have been introduced to autobiographies (Anthony Brown). These units link to our topic about saving our planet from the effects of climate change. David Attenborough is one role model for our learning for example.		In Year 3, children will have been introduced to blackout poetry and poetry about volcanoes. They also were introduced to various tales. The Vanishing Rainforest links to our work on tribes and how to stop deforestation for example. The Tin Forest explores what it's like to live surrounded by rubbish and how we can make the world a nicer place.		
Genre	<u>Fiction</u> Letters	<u>Non-fiction</u> Biographies	<u>Non-fiction</u> Discussion	<u>Narrative</u> Modern Fable Fable	<u>Poetry</u> Performance
Linked texts	The Last Polar Bears' by Harry Horse	Biographies - Steve Irwin and David Attenborough	The Vanishing Rainforest by Richard Platt	Tin Forest by Wayne Anderson and Helen Ward	'The Last Rabbit' by Jennifer Curry & various authors
Key objectives: writing	<ul style="list-style-type: none"> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Indicating possession by using the possessive 	<ul style="list-style-type: none"> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Indicating possession by using the possessive apostrophe with plural 	<ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> Draft and write by: in narratives, creating settings Proof read for spelling and punctuation errors Using conjunctions, 	<ul style="list-style-type: none"> Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

	<p>apostrophe with plural nouns</p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials 	<p>nouns</p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> 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 Organising paragraphs around a theme 	<p>adverbs and prepositions to express time and cause</p> <ul style="list-style-type: none"> Building a varied and rich vocabulary and an increasing range of sentence structures In narratives, creating settings, characters and plot 	
	<ul style="list-style-type: none"> 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 Organise paragraphs around a theme 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 		<ul style="list-style-type: none"> 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 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 		
Key objectives: grammar	<ul style="list-style-type: none"> Person – understanding that writing can be third or first person Use fronted 	<ul style="list-style-type: none"> Person – understanding that writing can be third or first person Headings and subheadings to 	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional 	<ul style="list-style-type: none"> Use descriptive language

	<ul style="list-style-type: none"> adverbials Use the possessive apostrophe 	aid presentation	including when, if, because, although	phrases	
Key objectives: handwriting	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 				
Key objectives: reading	<ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes Discussing words and phrases that capture the reader's interest and imagination Predicting what might happen from details stated and implied Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Identifying how language, structure, and presentation contribute to meaning Identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning Asking questions to improve their understanding of a text 		

	<p>evidence (independently)</p> <ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning 				
<p>Key objectives: S & L</p>	<ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Consider and evaluate different viewpoints 	<ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge Consider and evaluate different viewpoints 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Read aloud their own writing, to a group or whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear 	

