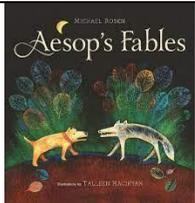
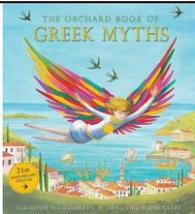
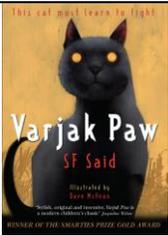
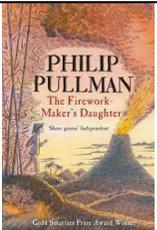
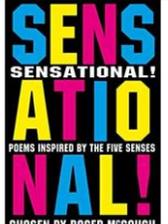
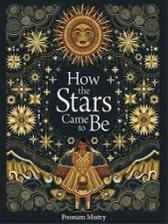
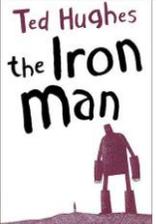


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Year 4 Long term overview					
Cycle A					
Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
The Groovy Greeks		This is our world		The Brave and the Bold	
 <p>Aesop's Fables by Micheal Rosen</p>	 <p>The Orchard Book of Greek Myths by Geraldine McCaughrean</p>	 <p>Belonging by Jeannie Baker The Great Kapok Tree by Lynne Cherry</p>	 <p>One Plastic Bag by Miranda Paul The pebble in my pocket by Meredith Hooper</p>	 <p>Varjak Paw by SF Said</p>	 <p>The Firework-Maker's Daughter by Philip Pullman</p>
Outcomes: Narrative	Outcomes: Narrative Playscripts	Outcomes: Recount Letter	Outcomes: Explanation Newspaper report	Outcomes: Explanation Non-chronological report	Outcomes: Letters Diaries Poetry
Purpose: Entertain	Purpose: Entertain	Purpose: Persuade	Purpose: Inform	Purpose: Inform	Purpose: Entertain

'I can do everything through Him who gives me strength.' Philippians 4:13

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Cycle B					
Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
The Human Machine		Lights, Camera, Action!		Stone Age to Iron Age	
 <p>Giant by Kate Scott The Astounding Broccoli Boy by Frank Cottrell-Boyce</p>	 <p>Sensational! Poetry by Roger McGough</p>	 <p>How the stars came to be by Poonam Mistry</p>	 <p>The King who banned the dark by Emily Haworth-Booth</p>	 <p>The Iron Man by Ted Hughes</p>	 <p>Stig of the dump by Cliff King</p>
Outcomes: Letter Advert	Outcomes: Poetry Description	Outcomes: Advert Letter	Outcomes: Recount Newspaper Report	Outcomes: Narrative Description	Outcomes: Characters / Settings Narrative
Purpose: Inform	Purpose: Inform	Purpose: Persuade	Purpose: Entertain	Purpose: Entertain	Purpose: Entertain

'I can do everything through Him who gives me strength.' Philippians 4:13

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**Y4 whole class writing objectives – what we are teaching, when and why
As a writer...**

To be included in English sessions.

These objectives ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child-friendly, simple ‘learning objective’ for each session (see NC for specific year group coverage)

<p>Aesop’s Fables</p> <p>I can use expanded noun phrases</p> <p>I can use inverted commas where the speech is preceded by the speaker</p> <p>I can write a sentence that gives three actions</p> <p>I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can</p> <p>I can use paragraphs to organise ideas around a theme</p> <p>I can assess my work, and that of others, and suggest improvements</p>	<p>The Orchard Book of Greek Myths</p> <p>I can use formal and informal language</p> <p>I can use possessive pronouns</p> <p>I can use prefixes to give the antonym: “im-”, “in-”, “ir-”, “il-”</p> <p>I can edit my work by changing the grammar to improve the way my work reads</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting,</p>	<p>Belonging / The Great Kapok Tree</p> <p>I can use comparative and superlative adjectives</p> <p>I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar</p> <p>I can use plurals for nouns ending with a “y”: change the “y” to an “i” and add “-es”</p> <p>Possessive apostrophes for regular singular and plural nouns</p> <p>I can rewrite my work, making improvements</p>	<p>One Plastic Bag / The pebble in my pocket</p> <p>I can use compound nouns that use hyphens</p> <p>I can use capital letters for proper nouns</p> <p>Find synonyms of words to up-level sentences and give a greater effect</p> <p>I can edit my work by changing the grammar to improve the way my work reads</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear</p> <p>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together</p> <p>The King who banned the dark</p>	<p>Varjak Paw</p> <p>I can use compound nouns that use hyphens</p> <p>I can use capital letters for proper nouns</p> <p>Find synonyms of words to up-level sentences and give a greater effect</p> <p>I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear</p>	<p>The Firework-Maker’s Daughter</p> <p>I can use comparative and superlative adjectives</p> <p>I can use prepositions</p> <p>I can say the difference between prepositions and adverbs</p> <p>I can use fronted adverbials followed by a comma</p> <p>I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures</p>
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<p>Giant / The Astounding Broccoli Boy</p> <p>I can use repetition to persuade</p> <p>Using either a pronoun or the noun in sentences for cohesion</p> <p>I can use modal verbs</p> <p>Find synonyms of words to up-level sentences and give a greater effect</p> <p>I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar</p> <p>I can edit my work by changing the grammar to improve the way my work reads</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear</p>	<p>controlling tone and volume so that its meaning is clear</p> <p>Sensational Poetry</p> <p>I can use comparative and superlative adjectives</p> <p>I can use prepositions</p> <p>I can say the difference between prepositions and adverbs</p> <p>I can use fronted adverbials followed by a comma</p> <p>I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can</p> <p>I can use paragraphs to organise ideas around a theme</p>	<p>by saying the work out loud, using the best words I know and the best sentence structures I can</p> <p>How the stars came to be</p> <p>I can use repetition to persuade</p> <p>Using either a pronoun or the noun in sentences for cohesion</p> <p>I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar</p> <p>I can use modal verbs</p> <p>Find synonyms of words to up-level sentences and give a greater effect</p> <p>I can edit my work by changing the grammar to improve the way my work reads</p>	<p>I can use comparative and superlative adjectives</p> <p>I can use plurals for nouns ending with a "y": change the "y" to an "i" and add "-es"</p> <p>Possessive apostrophes for regular singular and plural nouns</p> <p>I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar</p> <p>I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can</p> <p>I can use paragraphs to organise ideas around a theme</p>	<p>I can assess my work, and that of others, and suggest improvements</p> <p>The Iron Man</p> <p>I can use expanded noun phrases</p> <p>I can use inverted commas where the speech is preceded by the speaker</p> <p>I can write a sentence that gives three actions</p> <p>I can use paragraphs to organise ideas around a theme</p> <p>I can edit my work by changing the grammar to improve the way my work reads</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear</p>	<p>I can use paragraphs to organise ideas around a theme</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear</p> <p>Stig of the dump</p> <p>I can use formal and informal language</p> <p>I can use possessive pronouns</p> <p>I can use prefixes to give the antonym: "im-", "in-", "ir-", "il-"</p> <p>I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence</p>
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<p>I can use paragraphs to organise ideas around a theme</p>		<p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear</p>		<p>structure, words and grammar</p> <p>I can edit my work by changing the grammar to improve the way my work reads</p> <p>I can assess my work, and that of others, and suggest improvements</p>
<p>Spelling (embedded throughout the year/ taught in discrete spelling sessions using Rocket Phonics programme)</p> <p>I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.</p> <p>I can understand and add the suffixes -ation, -ous.</p> <p>I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.</p> <p>I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</p> <p>I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/- seen, weather/whether, whose/who's.</p> <p>I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.</p> <p>I can spell words with the 's' sound spelt 'sc' e.g. science, scene.</p> <p>I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</p> <p>I can use the first three or four letters of a word to check its spelling in a dictionary.</p> <p>I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>				
<p>Handwriting (embedded throughout the year/taught in discrete handwriting sessions)</p> <p>I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.</p> <p>I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.</p>				
<p>Y4 whole class reading objectives - what we are teaching, when and why As a reader...</p> <p>To be included in English sessions and discrete guided reading sessions</p>				

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These objectives link to our whole school assessment system to ensure coverage and progression - they are not intended to be used in books and must be adapted/ broken down to a child-friendly, simple 'learning objective' for each session (see NC for specific year group coverage)					
<p>Aesop's Fables</p> <p>I can ask questions about what I have read to help me understand a complicated text</p> <p>I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others</p> <p>I can identify themes and conventions in a wide range of books</p> <p>Giant / The Astounding Broccoli Boy</p> <p>I can show that I enjoy reading by reading lots of different types of books and for different reasons</p> <p>I can identify themes and conventions in a wide range of books</p> <p>I can tell from what I have read how a character is feeling and</p>	<p>The Orchard Book of Greek Myths</p> <p>I can show that I enjoy reading by reading lots of different types of books and for different reasons</p> <p>I can read a wide range of books, fairy stories, myths and legends and retell some of them to others</p> <p>I can discuss words and phrases that excite me in the books that I read</p> <p>Sensational Poetry</p> <p>I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>Belonging / The Great Kapok Tree</p> <p>I can use a dictionary to check the meaning of words</p> <p>I can predict what will happen in a text, using details I have already read to help me</p> <p>I can summarise what has happened in a text, using themes from paragraphs to help me</p> <p>I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning.</p> <p>How the stars came to be</p> <p>I can show that I enjoy reading by reading lots of different types of books and for different reasons</p>	<p>One Plastic Bag / The pebble in my pocket</p> <p>I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>I can find and record information from non-fiction texts over a wide range of subjects</p> <p>I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others</p> <p>The King who banned the dark</p> <p>I can use a dictionary to check the meaning of words</p> <p>I can predict what will happen in a text, using details I have already read to help me</p> <p>I can summarise what has happened in a text, using themes from paragraphs to help me</p> <p>I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning</p>	<p>Varjak Paw</p> <p>I can use a dictionary to check the meaning of words</p> <p>I can identify themes and conventions in a wide range of books</p> <p>I can ask questions about what I have read to help me understand a complicated text</p> <p>I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning.</p> <p>The Iron Man</p> <p>I can show that I enjoy reading by reading lots of different types of books and for different reasons</p> <p>I can identify themes and conventions in a wide range of books</p> <p>I can tell from what I have read how a character is</p>	<p>The Firework-Maker's Daughter</p> <p>I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>I can identify themes and conventions in a wide range of books.</p> <p>I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others</p> <p>I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning</p> <p>Stig of the dump</p> <p>I can read a wide range of books, fairy</p>

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<p>thinking and why they take an action</p> <p>I can show you the parts of the text that tell me this</p> <p>I can summarise what has happened in a text, using themes from paragraphs to help me</p>	<p>I can discuss words and phrases that excite me in the books that I read</p> <p>I can discuss different types of poetry e.g. free verse and narrative poetry.</p>	<p>I can predict what will happen in a text, using details I have already read to help me</p> <p>I can check what I have read, and that I have understood it, by telling someone else what has happened</p> <p>I can identify themes and conventions in a wide range of books.</p>	<p>I can ask questions about what I have read to help me understand a complicated text</p>	<p>feeling and thinking and why they take an action</p> <p>I can show you the parts of the text that tell me this</p> <p>I can summarise what has happened in a text, using themes from paragraphs to help me.</p>	<p>stories, myths and legends and retell some of them to others</p> <p>I can check what I have read, and that I have understood it, by telling someone else what has happened</p> <p>I can summarise what has happened in a text, using themes from paragraphs to help me</p> <p>I can discuss words and phrases that excite me in the books that I read</p>
<p>Word reading (should be embedded throughout the year)</p> <p>I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help understand the meaning of new words.</p> <p>I can read and decode further exception words accurately, including words that do not follow spelling patterns.</p>					
<p>Spoken language (should be embedded throughout the year)</p> <p>I can ask reasoned questions to improve my understanding of a text.</p> <p>I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.</p>					