

Year 4 English Overview 2014

Term	Fiction	Non-fiction	Poetry
Autumn	<p>Plan 1B: Fables</p> <p>Required texts: Aesop's Fables by Michael Rosen</p> <p>Description: Reading a wide range of fables, including Rosen's Aesop's Fables, chn explore dialogue through drama, debate moral messages and write letters in role. Chn write their own fables, hold a festival and try them out on a live audience. Will they win rave reviews?</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Recognise simple sentences 2. Begin to recognise (Y3) or revise (Y4) compound and complex sentences 3. Use conjunctions to express time or cause 4. Learn how to use dialogue punctuation (Y3) or revise this (Y4) 	<p>Plan 1B: Instructions and explanations</p> <p>Required texts: The Usborne Complete Book of Art Ideas by Fiona Watt or close alternative</p> <p>Description: This creative unit uses art activities and the book The Usborne Complete Book of Art Ideas as a vehicle for instruction writing. Chn will practise using imperative verbs and pronouns. They then learn about explanation writing.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs 2. Choose nouns and pronouns for clarity and to avoid repetition 	<p>Plan 1B: Creating images</p> <p>Required texts: Window by Jeannie Baker</p> <p>Various poems - provided</p> <p>Description: A picture is worth a thousand words? Not if you choose those words wisely! Chn explore how simile and metaphor can be used to create powerful images, though reading and discussing poems. Photographs, collage and Window by Jeannie Baker inspire chn's own image poetry..</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use grammatical terminology specifically by using and recognising adjectives, nouns and adverbs 2. Understand and use adverbials and fronted adverbials. 3. Use and understand grammatical terminology
	<p>Plan 2B: Stories in Familiar Settings</p> <p>Required texts: Horrid Henry by Francesca Simon Horrid Henry's Birthday Party by Francesca Simon</p> <p>Description: Explore familiar settings by meeting Horrid Henry and his friends (and enemies). In particular read Horrid Henry and Horrid Henry's Birthday Party both by Francesca Simon. Learn about and use adverbs, adverbials and prepositions. Write a new Horrid Henry story.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use and recognise nouns, adjectives and prepositional phrases 2. Use adverbs 3. Use adverbs and prepositions to express time and place 	<p>Plan 2B: Information texts</p> <p>Texts which are recommended (not essential): The Kingfisher Book of Music- published by Kingfisher Children's Book of Music -pub by Dorling Kindersley Usborne Introduction to Music: Internet Linked by Eileen O'Brien</p> <p>Description: The children read, map out and learn by heart a text about drums. They produce a shared text about the tabla drums and then use this as a model for their own report writing and an oral presentation about a chosen instrument.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions 2. Use conjunctions, adverbs and prepositions to express time & cause. 3. Use grammatical terminology 	<p>Plan 2B: Poetic form: Syllabic poems</p> <p>Required texts: Various poems provided</p> <p>Description: Read and study haikus, tankas and cinquains recognising the syllabic structure and use of powerful verbs and descriptive language. Study the use of adverbs and adverbials to enhance the poetry. Children write some in traditional style about seasons and nature. They then use computers to manipulate images enhancing the poetry presentation.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs 2. Understand and use adverbs, adverbials and fronted adverbials.