

**St Lawrence C of E Primary School Year Four- English Units – with suggestions**

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|---|---|--|---|--|--|--|---|---|---|
|   | Autumn Term   |  |   | Spring Term  |  |  | Summer Term   |   |   |
| <b>Narrative</b>  | <b>A story/stories with a theme</b><br>(4 weeks)  |  | Take One Book<br><br>Topic based planning using a text as a stimulus ('Take One Book'): allowing a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes linked with units already covered in the term. Use this approach for assessment opportunities. | <b>Traditional Tales and Stories– Myths (quests)</b><br>(4 weeks)  |  | Take One Book<br><br>Topic based planning using a text as a stimulus ('Take One Book'): allowing a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes linked with units already covered in the term. Use this approach for assessment opportunities.<br><br><b>Vocabulary Building</b><br>1 week<br>Read, write and perform free verse. | <b>Writing and performing a play</b><br>(2 weeks)   | <b>Story settings</b><br>(3 weeks)  | Take One Book<br><br>Topic based planning using a text as a stimulus ('Take One Book'): allowing a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes linked with units already covered in the term. Use this approach for assessment opportunities. |
| Suggested Final Written Outcome   | Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme. |  |   | Write an Egyptian myth focusing on effective characterisation e.g. descriptions (in the style of a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action. |  |  | Write and perform a play based on a familiar story. | Write a section of a narrative (or several narratives) focusing on setting. |   |
| <b>Non - Fiction</b>  | <b>Report</b><br>4 weeks  |  |   | <b>Discussion</b><br>2 weeks<br>Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter.  | <b>Explanation</b><br>2 weeks<br>Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style. |  | <b>Persuasion</b><br>3 weeks                        |   |   |
| Suggested Final Written Outcome   | Write own report independently based on notes gathered from several sources.  |  | <b>Vocabulary Building</b><br>2 weeks   | <b>Structure – riddles</b><br>1 week   | <b>Take one poet – poetry appreciation</b><br>2 weeks  | <b>Vocabulary Building</b><br>1 week   |   |   |   |
| <b>Poetry</b>   | <b>Vocabulary Building</b><br>1 week  | <b>Structure – narrative poetry</b><br>2 weeks           | Read, write and perform free verse.   | Read and write riddles.  | Research a particular poet. Personal responses to poetry. Recite familiar poems by heart.  | Read, write and perform free verse.  |   |   |   |
| Suggested Final Written Outcome   | Read, write and perform free verse.   | Recite some narrative poetry by heart. Read and respond. |   |  |  |  |   |   |   |
| Topic Links   | Explorers and oceans  |  | Ancient Egyptians   |  |  | The Local Area   |   |   |   |