

<b>Year Group: 4</b> <b>Autumn 2</b>	<b>Core Text:</b> The Pied Piper by Robert Browning	<b>Topic Links: Science</b> – Sound <b>Geography</b> – City study	
<b>Unit Written Outcomes:</b> Rewrite story with changes Explanation text – How sound travels?		<b>Possible Application:</b> Recount - visit, experience event Instructions – How to make a healthy snack Information text on town or city	
<b>Reading Focus:</b> Core text The Pied Piper – Robert Browning, Non-fiction texts on sound and cities and their locations			
<b>Spoken Language</b>	<b>Reading</b>	<b>Writing - Composition</b>	<b>Writing -Grammar and Vocabulary</b>

<p><b>Objectives</b>  Give an opinion with a reason.  Listen to others' opinions.  Use Standard English to give an opinion.  Recite/perform own compositions.</p>	<p><b>Objectives</b>  Discuss range of narrative stories and consider differences and similarities.  Understand that these have different plot patterns and they develop in different ways.  Identify any words that are unfamiliar.  Discuss and check the meaning of words identified.  Empathise with a character and explain how characters' actions can tell the reader about their thoughts, feelings and motives.  Identify the main idea and the message it may have.  Identify words and language that show the setting of a book – historical, cultural or social and explain how.  Find words and language in reading that writers have used to show atmosphere, mood or feelings.  Explain how the words and language used shows atmosphere, mood or feelings.  Recognise different types of poems.  Explain the effect created by the poet's choice of words and language.  Find examples of patterned language in poems read.  Explain the effect of patterned language in poems and why a poet might use it.  Use the organisation and layout of a book to find specific information.</p>	<p><b>Objectives</b>  Write and evaluate the effectiveness of the opening in giving sufficient information to engage and interest the reader.  Make careful choices about the vocabulary to be used throughout.  Annotate plan with chosen vocabulary.  Develop ideas and vocabulary about characters: What they do, How they behave, What they say  Identify the plot structure.  Plan paragraphs to structure a story.  Know that the opening sentence (topic sentence) introduces the change.  Write and evaluate ending of the narrative.  Know that a non-narrative text needs a series of logical points leading to a closing.  Know that each point is developed into a paragraph.  Know that the opening sentence (topic sentence) introduces the point.  Organise material to form paragraphs.  Plan an opening and a closing appropriate to the text type.</p>	<p><b>Objectives</b>  Develop noun phrases expanded before and after the noun.  Evaluate their effectiveness in painting a picture in words for the reader.  Use apostrophes for possession correctly in own writing  Use inverted commas for direct speech.  Include punctuation inside the inverted commas.  Use the comma to mark the reporting clause in direct speech in writing.  Use direct speech in writing to show character.  Use a fronted adverbial to show how, when or where something happened.  Add fronted adverbials to sentences, marking their boundary with a comma.  Choose when to use a how , when or where fronted adverbial.</p>
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<p><b>Year Group: 4 Spring 2</b></p>	<p><b>Core Text: Egyptian Cinderella – Shirley Climo</b></p>	<p><b>Topic Links: History – Ancient Egypt</b></p>
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**Unit Written Outcomes:** Re-write different traditional story set in Ancient Egypt  
Explanation text – Why was the River Nile important to the Ancient Egyptians?

**Possible Application:** Recount of any trip, experience or visitor  
Instructions – How to mummify a body  
Information text on Ancient Egypt

**Reading Focus:** Core text, Traditional version of Cinderella  
Traditional version of selected fairy tale  
Non-fiction texts on Ancient Egypt

**Spoken Language**

**Reading**

**Writing - Composition**

**Writing -Grammar and Vocabulary**

<p><b>Objectives</b>  Give an opinion with a reason.  Listen to others' opinions.  Use Standard English to give an opinion.  Recite/perform own compositions.</p>	<p><b>Objectives</b>  Identify and explain how words and language show the setting of a book – historical, cultural or social.  Find similarities in books read.  Notice in reading that fronted adverbials can be used to start the opening sentence of a paragraph (topic sentence).  Identify any words that are unfamiliar.  Discuss the meaning of words identified.  Check or find the meaning of unfamiliar words .  Empathise with a character.  Understand why a character acted or responded or felt in a certain way.  Understand why writer wanted the character to respond in a certain way.  Infer characters' feelings, thoughts and motives from their actions.  Explain how characters' actions can tell the reader about their thoughts, feelings and motives.  Choose a specific non-fiction book for a specific purpose.  Know where to find the specific information needed in the book.  Know how to use a non-fiction book to find identified information.  Skim to find specific information on a page or in a paragraph.  Scan page or paragraph to find Key words or information.  Record key words or information found.</p>	<p><b>Objectives</b>  Make careful choices about the vocabulary to be used throughout.  Annotate plan with chosen vocabulary.  Understand that paragraphs mark changes in place, time or event.  Plan paragraphs.  Know that the opening sentence (topic sentence) introduces the change.  Develop and rehearse opening sentences for planned paragraphs.  Know that main characters in a narrative can be developed by describing their actions, behaviour and speech – show not tell.  Know that the plot of a narrative can be structured differently according to the kind of story.  Identify the plot structure.  Know that a non-narrative text needs a series of logical points leading to a closing.  Know that each point is developed into a paragraph.  Know that the opening sentence (topic sentence) introduces the point.  Organise material to form paragraphs.  Plan an opening and a closing appropriate to the text type.</p>	<p><b>Objectives</b>  Develop noun phrases expanded before and after the noun.  Understand when it is useful to use expanded noun phrases in writing.  Use expanded noun phrases in own writing to add detail.  Evaluate their effectiveness in painting a picture in words for the reader.  Choose when to use a how , when or where fronted adverbial for an identified purpose. (For example, how a character was feeling).  Recognise that a fronted adverbial can be used to show changes in time and place at the beginning of paragraphs.  Begin to use fronted adverbials to open paragraphs to show changes in time and place in narrative writing.  Understand how writers use direct speech to show character and move events forward.  Use direct speech in writing to show character and move events forward.  Use the comma to mark the reporting clause in direct speech in writing.</p>
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