Glenthorne Community Primary School

English Overview 2020

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| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topics  | Invaders and Settlers: Anglo-Saxons | Mountains, Rivers and Coasts | Invaders and Settlers: Vikings | Underneath the Canopy | Roman Britain | Glenthorne Goes Global: Whole School Focus |
| English Units | Stone Age BoyC:\Users\headteacher\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FF64C90D.tmpHow to Wash a Woolly MammothC:\Users\headteacher\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E48A4948.tmp | Christophe’s Story Christophe s story (Wordsmith (Literacy Service)): Amazon.co.uk ... | C:\Users\headteacher\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\74B98242.tmpArthur and the Golden Rope | C:\Users\headteacher\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\89332721.tmpMouse, Snake, Bird, WolfWonderland: Alice in PoetryC:\Users\headteacher\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EE6B8686.tmp | C:\Users\headteacher\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4068BE13.tmpThe Explorer-Katherine Rundell |
| Writing opportunities | Persuasive- advert to persuade public to use woolly mammoth cleaning service Recount- diary- the day I met a stone age boy Recount- postcard from the stone age boy Instructions- how to wash a woolly mammothInstructions- how to make a fireNon-chronological- report- woolly mammoths/ other stone age creaturesNon-chronological- stone age lifeExplanation- how to wash a woolly mammoth Narrative- setting description of Stone Age times  | Recount- informal letter to David explaining why Christophe had to moveRecount- diary- writing as ChristopheRecount- diary- writing as Papa, explaining how feelings have changedRecount- newspaper article- Rwandan war Non-chronological- report on RwandaNarrative- character journey  | Persuasive- letter writing to Professor BrownstonePersuasive- letter of advice to ArthurPersuasive- advert to encourage public to visit IcelandRecount- journal as ArthurNon-chronological- report on IcelandDiscussion- what should Arthur do? Explanation- why- what should Arthur take on his journeyPoetry- books are...Narrative- Arthur’s journey Narrative- comic book writingNarrative- writing as AtrixNarrative- writing a Norse myth | Discussion- are humans responsible for the destruction of the earth?Narrative- create own version of graphic novel  | Recount- diary writing as one of the main charactersRecount- auto-biography written at the end telling their story of survivalNon-chronological report- layers of the rainforestNon-chronological report- beesNon-chronological report- how to survive in the rainforestInstructions- how to put out a fireDiscussion- should the children tell the world about the explorer? Explanation-how- how to put out a fireNarrative- writing an epilogue Character description- based on one of the main charactersSetting description- Amazon rainforest  |
| Grammar | Conjunctions – different types of conjunctions eg. Coordinating.Adding subordinate clauses to main clausesCommas to separate clausesNouns and pronouns for clarity, cohesion and varietyPossessive pronounsPlural nouns | Adverbial phrases-time/reason/manner/placeExpressing time, place and cause using **conjunctions,** **adverbs** or **prepositions**Fronted adverbialsArticles/determiners | Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Present perfect form of verbsVerbs in past tenseComparative and superlative Verb inflictions  | Inverted commasPunctuation for directed speechPossessive apostrophesApostrophes for plural possessive  | PrepositionsMain clause subordinate clause Key vocabulary: consonant, consonant letter vowel, vowel letter Singular/plural agreementTypes of sentence- simple/compound/complex | Prefixes and suffixesFormation of **nouns** using a range of **prefixes** [eg.*super–*, *anti–*, *auto–*] Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [eg, *a rock*, *an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [eg, *solve, solution, solver, dissolve, insoluble*]  |
| Reading ComprehensionTopic linkedBook linked Science Linked | Literacy Shed- Stage 3- Stone AgeThe Stone Age, Stone houses, Krag and the beast, Skara Brae, Food. Vipers- Stone Age Boy  | Nelson- Book 4- Unit 10- The long road Literacy Shed- Stage 4- Three Peaks ChallengeLiteracy Shed- Stage 4- Sherpas Literacy Shed- Stage 4- Mount Everest Literacy Shed- Stage 4- Making a Mountain Literacy Shed- Stage 4- Female Mountaineers  | Grammarsarus- Viking Poem Grammarsaurs- Saga of Ragnar Literacy Shed- Stage 4- Theseus Literacy Shed- Stage 4- Literacy Shed- Stage 4- Perseus Literacy Shed- Stage 4- Persephone Literacy Shed- Stage 4- Icarus Literacy Shed- Stage 4- Hercules Vipers- Arthur and the Golden Rope | Nelson- Book 4- Unit 6- Down the rabbit holeNelson- Book 4- Unit 3- Quieter than snowNelson- Book 4- Unit 3- The hillsNelson- Book 4- Unit 3- One moment in summer  | Nelson- Book 4- Unit 4- Let’s find out about ArgentinaNelson- Book 4- Unit 4-Let’s find out about ChinaNelson- Book 4- Unit 4-Let’s find out about AustraliaNelson- Book 4- Unit 6- How does your heart work?Nelson- Book 4- Unit 6- How do we move?Nelson- Book 4- Unit 6- How do our lungs work?Literacy Shed- Stage 4- Who Were the Ancient Romans?Literacy Shed- Stage 4- What did the Romans do for us?Literacy Shed- Stage 4- Roman InfographicsLiteracy Shed- Stage 4- Julius CaesarLiteracy Shed- Stage 4- Gladiator Nativity The Explorer- VIPERS  |
| Additional Texts | The Stone Age- Marcia Williams  | The Boy in the Back of the Class- Onjali Q.Rauf (Refugee link)  | How to be a Viking- Cressida Cowell (Topic- Viking link)  |  | The Amazon- Saviour Pirotta How to be an Explorer- An Adventure’s GuideThe Roman Record (Topic link)You Wouldn’t Want to be a Roman Gladiator- John Malam (Topic link)Across the Roman Wall- Theresa Breslin (Topic link) |

Text Types Key

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| Non-fiction | Instructions | Recount | Explanation- how or why | Persuasion | Discussion | Non-chronological Reports  |
| Other  | Narrative | Poetry | Scripts | Informal letter |  |  |

Formats of non-fiction writing

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| --- | --- | --- | --- | --- | --- | --- |
| Non-fiction | Instructions | Recount | Explanation | Persuasion | Discussion | Non-chronological reports |
| Formats | * Written instructions
* Recipe

  | * Diary
* Biography
* Autobiography
* Letters
* Newspaper reports
* Eye witness account
* Log book entry
* Email
 | * Explanation of how something works
* Explanation of why something happened
 | * Letter
* Advert
* Leaflet
* Radio script
* Formal letter
 | * Debates
* Written balanced arguments
 | * Fact file
* Information spread
* Leaflet
* Information/ fact cards
* List
* Character profile
* Encyclopaedia entry
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