

Oyster Park Primary School
Year 4 Long Term Plan – English

| Term: | Autumn 1 | | | | | | | Autumn 2 | | | | | | |
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| Topic: | Braving the elements | | | | | | | Braving the elements | | | | | | |
| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Date wk/b: | 7/09 | 12/09 | 19/09 | 26/09 | 3/10 | 10/10 | 17/10 | 31/10 | 07/11 | 14/11 | 21/11 | 28/12 | 05/12 | |
| Curriculum Themes | All about me | 100 Roald Dahl | | | | Black History Month | Black History Month Harvest | Halloween/Bonfire Night | Remembrance Day | Anti-Bullying Week | Children In Need | | Christmas / Hannukah | |
| Focus | | Roald Dahl BFG | Running Wild | | | | | Bonfire Night | Titanic | Titanic | Pirates of the Caribbean | Pirates of the Caribbean | Polar Express | Polar Express |
| Genre/ Focus: | <u>Non Fiction Autobiography</u> Recipe for success in Year 4 | <u>Fiction Character description</u> The BFG Wanted poster character description. Instructions of dream catching. | <u>Fiction Setting description</u> of beach before tsunami. | <u>Fiction Setting description</u> of beach after tsunami. Comparison | <u>Non Fiction Journalistic Writing</u> Newspapers About the tsunami | <u>Fiction Narrative</u> Based upon the book. Chn put their self in it as Will. Or from an animals perspective | <u>Fiction Diary entry</u> Being alone in the jungle during the chaos and another after | <u>Non Fiction Poetry</u> Bonfire shape poetry Potion recipes | <u>Non Fiction Informal Letter</u> Titanic writing/postcards from on board the ship. Letter home from the war | <u>Non Fiction Titanic</u> Non-chronological report. | <u>Non Fiction Biography</u> Pirates of the Caribbean Biography of a pirate. | <u>Fiction Scene description</u> Pirates of the Caribbean | <u>Fiction Narrative</u> Exploring language and Setting description of being taken on the Polar Express. | |
| Extra texts: Class Reader: | BFG and Non fiction books linked to the elements, My Story – Titanic Michael Morpurgo – Running Wild | | | | | | | My Story – Titanic, Polar Express, Non-fiction texts on the Titanic | | | | | | |
| Digital Stimulus | BFG Film, Youtube clips, Ipads/clips, audio | | | | | | | IPad – Morpo, Film scene clips, Film Polar Express, clips from Pirates of the Caribbean | | | | | | |
| Enrichment | One Day Creative Workshop Konflux – Online Safety Workshop | | | | | | | | | | | | | |
| SMSC | <ul style="list-style-type: none"> Social/ Moral To understand prejudices influence on the outcome of death toll Titanic. To understand how to keep safe through digital media. | | | | | | | <ul style="list-style-type: none"> MORAL – To recognise the difference between right and wrong. CULTURAL – To understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others. Spiritual – Understand cultures and traditions of others – Diwali – Festival of light and Hanukah | | | | | | |

Half Term

| Term: | Spring 1 | | | | | | Spring 2 | | | | | | |
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| Topic: | When in Rome... | | | | | | When in Rome... | | | | | | |
| Weeks: | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Date wk/b: | 3/01 | 9/01 | 16/01 | 23/01 | 30/01 | 6/02 | 20/02 | 27/02 | 06/03 | 13/03 | 20/03 | 27/03 | 3/04 |
| Curriculum Themes | | | | | | | | | | | | | Easter |
| Focus | Escape from Pompeii | Escape from Pompeii | Escape from Pompeii | Night at the Museum | | | | | | | | | |
| Genre/ Focus: | <u>Non Fiction Poetry</u> Volcano – Including personification and anthropomorphism | <u>Fiction Narrative</u> From perspective of child in Escape from Pompeii. <u>Recount</u> From Dane Law visit | <u>Non Fiction Persuasive writing</u> Gladiators – Right/wrong Human rights. <u>Non Fiction Formal Letter</u> Thank you letter to Dane Law | <u>Non Fiction Diary Entries</u> Antics from first evening on the nightshift Formal Letter <u>Non Fiction Formal Letter</u> job application for role at the Museum | <u>Fiction Setting description</u> Virtual tour of the museum to support the night guard | <u>Non Fiction Instructions</u> How to look after the museum. | <u>Fiction Journalistic Writing</u> Writing in a journalistic style- Interviewing leader of the army | <u>Non Fiction Non-Chronological reports</u> Weapons/Roman villas | <u>Fiction Narrative/ Drama</u> Romulus and Remus play script- Children to perform | <u>Fiction Journalistic Writing</u> Writing in a journalistic style- Interviewing leader of the army | <u>Non Fiction Informal and Formal Letter Contrast</u> Writing- Life in Britain- Roman Soldier writing letter home to family in Rome | <u>Non Fiction Poetry</u> Boudicca Poem- create their own poems- Then perform them | <u>Non Fiction Non-Chronological reports</u> Roman soldier new recruit manual |
| Extra texts: Class Reader: | Christina Balit: Escape from Pompeii, Non Fiction books linked to Rome, Romans and Italy | | | | | | | | | | | | |
| Digital Stimulus | Clips of gladiator | | | | | | IPad – Movie Maker | | | | | | |
| Enrichment | Dane Law visit - Romans | | | | | | Castleford Heritage Group Artefact dig in school grounds | | | | | | |
| SMSC | <ul style="list-style-type: none"> Moral: Debate – Role of the gladiator Spiritual- Develop a fascination in learning asking questions such as: ‘How do we see?’ ‘How do we hear?’ ‘What happened in the Roman times?’ Cultural- Looking at how the Roman times have shaped our own heritage. Social- Considering hierarchy | | | | | | | | | | | | |

Half Term

| Term: | Summer 1 | | | | | Summer 2 | | | | | | | | |
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| Topic: | Viva Espana | | | | | Viva Espana | | | | | | | | |
| Weeks: | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Date wk/b: | 24/04 | 2/05 | 8/05 | 15/05 | 22/05 | 5/06 | 12/06 | 19/06 | 26/06 | 20/06 | 3/07 | 10/07 | 17/07 | 24/07 |
| Curriculum Themes | | | | | | | | | | | | | | |
| Focus | | | | The Little Matador – Julian Hector | | | | | | | | | | |
| Genre/ Text/ Focus: | <u>Non Fiction</u> <u>Non-Chronological report</u> Holiday brochure- on Spain (Located, Capital, Landmarks, Weather, Culture, Food) | <u>Non Fiction</u> <u>Persuasion</u> Holiday brochure- Show children good examples- Create images by using descriptive vocabulary | <u>Non Fiction</u> <u>Journalistic Writing</u> Newspaper Article- Reporting on the La Tomatina Festival | <u>Fiction</u> <u>Setting description</u> Stories that contain historical event- The Little Matador – Julian Hector- Description of setting and how the character is feeling in the Bull Ring | <u>Fiction</u> <u>Character description</u> Narrative- Story of a matador- Description of how matador would be feeling, wearing, the bull | <u>Fiction</u> <u>Narrative</u> Re write story of The Little Matador changing key parts | <u>Non-fiction</u> <u>Argument</u> for/against bull fighting- Given all the facts can the children pose an argument. | <u>Non-fiction</u> <u>Instructions</u> Instructions on how to make Gazpacho | <u>Fiction</u> <u>Setting description</u> Crash landing on a Spanish beach- Setting description- Hook chn in with role play- Boarding plane | <u>Non-fiction</u> <u>Commentary</u> Football team- Commentaries- (Play clip of football match on IWB without sound) Could record these on iPads | <u>Non-fiction</u> <u>Description</u> Description of football stadium- Link in senses | <u>Non-fiction</u> <u>Biography</u> Biographies of footballers (Spanish nationalities or Players who play for Spanish teams) | <u>Non-fiction</u> <u>Poetry</u> Cinquain (Weather) | |
| Extra texts: Class Reader: | Biographies of Spanish Football players, Spanish Non-fiction books, Travel brochures, The Little Matador – Julian Hector- | | | | | | | | | | | | | |
| Digital Stimulus | IPad – Reece, Google Earth exploring the landmarks and significant locations within Spain | | | | | | | | | | | | | |
| Enrichment | Flamenco dance theme Workshop Spanish themed day | | | | | | | | | | | | | |
| SMSC | <ul style="list-style-type: none"> Cultural- Debating for or against bull fighting- Can the chn construct valid arguments? Cultural- Give Chn an opportunity to consider the needs and experiences of people of other cultures, and reflect upon their own response to this. Cultural- Looking at similarities and differences between countries and cultures Social – How to respect other people’s thoughts and beliefs | | | | | | | | | | | | | |

Half Term