

Oyster Park Primary School
Year 4 Long Term Plan – English

Term:	Autumn 1							Autumn 2						
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						
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								
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 Persuasion</u> Holiday brochure- Show children good examples- Create images by using descriptive vocabulary	<u>Non Fiction Journalistic Writing</u> Newspaper Article- Reporting on the La Tomatina Festival	<u>Fiction 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 Character description</u> Narrative- Story of a matador- Description of how matador would be feeling, wearing, the bull	<u>Fiction Narrative</u> Re write story of The Little Matador changing key parts	<u>Non-fiction Argument</u> for/against bull fighting- Given all the facts can the children pose an argument.	<u>Non-fiction Instructions</u> Instructions on how to make Gazpacho	<u>Fiction Setting description</u> Crash landing on a Spanish beach- Setting description- Hook chn in with role play- Boarding plane	<u>Non-fiction Commentary</u> Football team- Commentaries- (Play clip of football match on IWB without sound) Could record these on iPads	<u>Non-fiction Description</u> Description of football stadium- Link in senses	<u>Non-fiction Biography</u> Biographies of footballers (Spanish nationalities or Players who play for Spanish teams)	<u>Non-fiction 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 													

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