



## English Long Term Planning Map - Class 4

Religion influences morality, identity and diversity.	Solids, liquids and gases have different properties and can behave in different ways.	Past civilizations shape present day systems and technologies	The human body has systems that work together to sustain life	People establish systems to sustain the earth's resources	Rivers shape landscapes and the lives of people around them
<b>Key Driver:</b> Gershon's Monster The Highwayman	<b>Key Driver:</b> Inquiry	<b>Key Driver:</b> Inquiry	<b>Key Driver:</b> The Varmints Inquiry	<b>Key Driver:</b> 'The Dreamgiver' Literacy Shed	<b>Key Driver:</b> Inquiry
<b>Genres:</b> Narrative (stories from other cultures) Poetry	<b>Genres:</b> Explanation texts - changing materials	<b>Genres:</b> Recount - linked to Olympics	<b>Genres:</b> Narrative _ The Varmints Persuasive texts - How to keep healthy	<b>Genres:</b> Narrative	<b>Genres:</b> Information - rivers
<b>Year 4 Obj:</b> <b>Word:</b> use the first two or three letters of a word to check its spelling in a dictionary <b>Sentence:</b> Fronted adverbials [for example, Later that day, I heard the bad news.] <b>Text:</b> Use of paragraphs to organise ideas around a theme <b>Punctuation:</b> Use of inverted commas and other punctuation to indicate direct speech	<b>Year 4 Obj:</b> <b>Word:</b> Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] <b>Sentence:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) <b>Text:</b> Appropriate choice	<b>Year 4 Obj:</b> <b>Word:</b> use further prefixes and suffixes and understand how to add them The grammatical difference between plural and possessive –s <b>Sentence:</b> Fronted adverbials [for example, Later that day, I heard the bad news.] <b>Text:</b> Use of paragraphs to organise ideas around a theme <b>Punctuation:</b>	<b>Year 4 Obj:</b> <b>Word:</b> Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] <b>Sentence:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) <b>Text:</b> Appropriate choice	<b>Year 4 Obj:</b> <b>Word:</b> The grammatical difference between plural and possessive –s <b>Sentence:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) <b>Text:</b> Use of paragraphs to organise ideas around a theme <b>Punctuation:</b> Use of	<b>Year 4 Obj:</b> <b>Word:</b> use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] <b>Sentence:</b> Fronted adverbials [for example, Later that day, I heard the bad news.]



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	<p>of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><b>Punctuation:</b> Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p>	<p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p>	<p>of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><b>Punctuation:</b> Use of inverted commas and other punctuation to indicate direct speech</p>	<p>inverted commas and other punctuation to indicate direct speech</p>	<p><b>Text:</b> Use of paragraphs to organise ideas around a theme</p> <p><b>Punctuation:</b> Use of commas after fronted adverbials</p>
<p><b>Reading:</b> Oranges in No Man's Land</p>	<p><b>Reading:</b> Stig of the Dump</p>		<p><b>Reading:</b> Kensuke's Kingdom</p>		