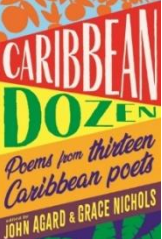


St Thomas More English Reading and Writing Long Term Curriculum Plan linked to High Quality Texts



<p><b>Year 4</b>  <b>Science</b>  <b>History</b>  <b>Geography</b></p>	<p><b>Autumn 1</b>  <b>Group and classify living things</b>  <b>Data Collection A</b>  <b>States of matter</b>  <b>Rivers</b></p>	<p><b>Autumn 2</b>  <b>States of Matter</b>  <b>Roman Britain</b></p>	<p><b>Spring 1</b>  <b>Sound</b>  <b>Data Collection B</b>  <b>Migration</b></p>	<p><b>Spring 2</b>  <b>Electricity</b>  <b>Energy</b>  <b>Local History Anglo Saxons</b></p>	<p><b>Summer 1</b>  <b>Data Collection C</b>  <b>Habitats</b>  <b>Deforestation</b>  <b>Natural Resources</b></p>	<p><b>Summer 2</b>  <b>Digestive System</b>  <b>Food chains</b>  <b>Vikings</b></p>
<p><b>Read Aloud/Reading for Pleasure (novel)</b>  <b>15-20minutes each day</b>                      May inform writing.                      May link to wider curriculum</p>					 <p><b>Theme: Portal Stories</b></p>	
<p><b>Core Text for Writing Main Purpose:</b>  <b>Text Based Planning</b>                      May link to wider-curriculum</p>		 <p><b>Theme: Foundling</b>  <b>The Psammead</b>  <b>Five Children and It</b>                      by E. Nesbit <b>Opening Doors to Quality Writing, age 6-9, Unit 15, p163-176: Key Concept: Building drama</b></p>		<p><b>Theme: Foundling</b>  <b>Over the Hills and Far Away</b> by Hilary McKay and <b>Blackberry Blue</b> by Jamilla Gavin  <b>Opening Doors to a Richer English Curriculum, Unit 8 p113-140</b>  <b>Key Concept: Inference through Setting</b></p>		

<p><b>Poetry to read out loud and perform</b> May link to wider curriculum, may be used as writing stimulus</p>	<p><i>The River</i> by Valerie Bloom</p>			<p><i>Homework! Oh Homework!</i> By Jack Prelutsky</p>	<p><i>Witches Chant</i> from Macbeth</p>	
<p><b>Stories and Non Fiction that may support wider curriculum, and/or provide writing opportunities for English</b></p>			 			<p><b>Theme: Portal Stories</b> <u>Shadow in a Drawer</u> <i>Peter Pan</i> by JM Barrie <b>Opening Doors to a Richer English Curriculum, Unit 12 p181-194</b> <b>Key Concept: Building Drama</b></p>
<p><b>Audience For Writing</b></p>	<p>Zoologists and explorers</p>	<p>Children in Year 3</p>	<p>Family back home</p>	<p>Key Stage One</p>	<p>The Noble Dukes and Barons of Scotland</p>	<p>Young Children all around the world</p>
<p><b>Purpose for Writing</b></p> <ul style="list-style-type: none"> <li>Entertain</li> <li>Discuss</li> <li>Persuade</li> <li>Inform</li> </ul>	<p><b>Inform:</b> Non-Chronological report about a fantasy creature from the Tin Forest (4 weeks) <b>Entertain:</b> Description of the Tin Forest with a focus on figurative language (simile, metaphors personification (2 weeks)</p>	<p><b>Entertain:</b> Narrative involving a fantasy 'Sand-Creature' encounter inspired by E Nesbit with character description and dialogue (4 weeks) <b>Entertain:</b> Poems inspired by the Lost Words (2 weeks)</p>	<p><b>Inform:</b> What was life like for Floella Benjamin when she moved to England? (3 weeks) <b>Entertain:</b> Informal diaries and letters describing migration to a new country (2 weeks) <b>Entertain:</b> Poem inspired by <b>What you need to be warm</b> (1 week) – in preparation</p>	<p><b>Entertain:</b> Foundling Fairy tale story with character and setting description and dialogue (4 weeks) <b>Inform:</b> Who was the Princess who hid in a tree? (2 weeks) <b>Entertain: Perform Poem inspired by What you need to be warm World Poetry Day 21.3.24</b></p>	<p><b>Persuade:</b> Lady Macbeth's letter to her husband (2 weeks) <b>Discuss:</b> Speech writing: Macbeth Hero or Villain? (3 weeks)</p>	<p><b>Inform:</b> Newspaper report about the stolen artefacts from the Brownstone family vault (4 weeks) <b>Entertain:</b> Narrative story opening inspired by JM Barrie's Peter Pan with character and setting description</p>

	<b>Entertain:</b> River Poem with personification inspired by Valerie Bloom National Poetry Day performance 3.10.24 (1 week)		for World Poetry Day in term 4			and dialogue (2 weeks)
• <b>Assessed piece</b>	<b>Inform:</b> Non-Chronological report about a fantasy creature from the Tin Forest	<b>Entertain:</b> Narrative involving a fantasy 'Sand-Creature' encounter inspired by E Nesbit with character description and dialogue	<b>Inform:</b> What was life like for Floella Benjamin when she moved to England?	<b>Entertain:</b> Foundling Fairy tale story with character and setting description and dialogue	<b>Discuss:</b> Macbeth – Hero or Villain?	<b>Inform:</b> Newspaper report about the stolen artefacts from the Brownstone family vault
<b>VIPERS</b>	Rivers	The Romans	Female Scientists	Anglo Saxons	The Human Body	Vikings
<b>Additional Quality Texts and Poems for Reading Comprehension and Reading fluency practice. May inspire writing</b>	<i>The Wind in the Willows</i> by Kenneth Grahame <i>A River</i> by Marc Martin Once Upon a Raindrop by James Carter	<i>November Evening</i> by Gerald Bullett	<i>The Sound Collector</i> by Roger McGough 	<i>Please Sir</i> by Peter Dixon	<u>I pulled a Hummingbird Out of the Sky</u> <i>Wind</i> by Dionne Brand <b>Opening Doors to a Richer English Curriculum, Unit 1, p17-33</b> <b>Key Concept: Personification</b>	<i>Let's give a cheer for Onomatopoeia</i> by John Foster

\* For 2023-2024 only due to transition to new one-year cycle to ensure coverage of NC (2024 switch Anglo-Saxons, Vikings)

\* For 2023-2024 only due to transition to new one-year cycle to ensure coverage of NC (2024 – switch to Recycled Art)

**Writing outcomes in green are linked so Science Knowledge and Understanding**