

# Long Term Planning – Year 4

	Autumn term		Spring term		Summer term	
	Picture book and Chapter book	Historical fiction	Picture book (Stories from another culture) and Chapter book (classical fiction)	Chapter book	Poetry	Chapter book- Fantasy/ Myth
Book choice	<i>The Tree Lady</i> H. Joseph Hopkins <i>The Boy at the Back of the Class</i> Onjali Q Rauf	<i>Anglo Saxon Boy</i> Tony Bradman	<i>One Plastic Bag</i> Miranda Paul <i>Blast from the Past</i> Maise Chan	<i>The Highwayman</i> Alfred Noyes <i>Charlotte's Web</i> E.B. White	<i>Charlotte's Web</i> E.B. White <i>Who Let the Gods Out</i> Maz Evans	<i>Who Let the Gods Out</i> Maz Evans
Narrative focus	Book focus (Retell) (2 weeks)	Suspense and action (3 weeks)	Writing and performing a play (3weeks)	Stories with a Theme (3 weeks)	Traditional Tales – Myths (quests) (3 weeks)	
Suggested outcomes	Summarise and retell the story of the Tree Lady. These activities, such as summarising and retelling stories like the Tree Lady, help children strengthen their narrative skills and lead naturally into further work on literary devices, authorial style, and the effective use of grammar to produce engaging and structured writing.	Children will add a chapter to the class book, focusing on creating settings, characters and plot which are in the same authorial style. They will apply taught grammar with a focus on using conjunctions, adverbs and prepositions to express time and cause. They will add ellipses and short, snappy sentences to aid suspense.	Children to write and act out their own play script based upon the trial of Anne Boleyn (linked to crime and punishment topic). Children to understand what dialogue is and use stage directions to give actors/actresses clear instructions on what to do. Chn to act out play scripts using green screen. Opportunity to display oracy skills - using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Children to understand and identify themes in different books/stories. Children to identify theme of One Plastic Bag, find features and then write their own stories based on the same theme (responsibility) linked to bullying (PSHE). Children should focus on organising paragraphs around a theme, creating settings, characters and plot.	Children write a myth focusing on effective characterisation e.g. descriptions, linking dialogue to effective characterisation, interweaving speech and action. Children will have the opportunity to apply grammar taught in Year 4 (and previously studied in Year 3) e.g. expanded noun phrases, speech, commas after fronted adverbials. The children are given ample time to edit, amend and redraft their writing.	
Non-fiction focus	Information (3 weeks)	Newspaper Report (2 weeks)	Discussion (3 weeks)	Explanation (3 weeks)	Persuasion (3 weeks)	
Suggested outcomes	Children will create an information text designed to inform the reader about a chosen topic, linked to Clent. The unit will focus on clear organisation using simple devices such as headings, subheadings and bullet points. Children will apply taught grammar skills, including fronted adverbials for cohesion, expanded noun phrases for detail, and relative clauses to add precision. They will also use topic sentences to introduce paragraphs and ensure factual accuracy through research. The writing should adopt an objective tone and include layout features such as diagrams or captions where appropriate.	Children will write a newspaper report on a topic chosen by the teacher, demonstrating an understanding of the key features of journalistic writing. The unit will focus on creating an engaging headline, organising information into clear paragraphs, and maintaining an objective tone. Grammar objectives include the use of fronted adverbials for cohesion, expanded noun phrases for detail, and direct and reported speech to convey quotes accurately. Children will also consider layout features such as subheadings and captions to enhance presentation.	Children will be looking at arguments for and against wearing school uniform. They will begin by looking at examples of discussion texts, looking at key features. They will then look at sentences, deciding which paragraphs they will fit into. They will practise creating sentences using adding and oppositional conjunctions. They will revise expanded noun phrases and begin to use more formal language. They will put all of these skills together to create their own discussion texts. They will edit key sentences and evaluate.	Children will create a flowchart to explain how an invention works, then use their notes to write an explanation linked to Science topics such as electricity or the digestive system. Writing will focus on clarity and cohesion, using nouns and pronouns appropriately to avoid repetition. Organisational features like headings and numbered steps will be included, alongside causal conjunctions and fronted adverbials to sequence ideas.	The unit will teach the difference between facts and opinions and use the OREO model (Opinion, Reason, Evidence, Opinion) to structure paragraphs effectively. Children will focus on organising ideas around a clear theme, using data and examples to support their arguments. Grammar objectives include fronted adverbials for cohesion and varied sentence structures to create impact.	

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Poetry	Riddles (structure and purpose) (2 weeks)	Narrative poetry (Classical) (2 weeks) <i>The Highway Man</i> Alfred Noyes	Rehearse poems learnt by heart (1 week)
<b>Suggested Outcome</b>	Children will be looking at arguments for and against wearing school uniform. They will begin by looking at examples of discussion texts, looking at key features. They will then look at sentences, deciding which paragraphs they will fit into. They will practise creating sentences using adding and oppositional conjunctions. They will revise expanded noun phrases and begin to use more formal language. They will put all of these skills together to create their own discussion texts. They will edit key sentences and evaluate.	Read, discuss and perform, The Highwayman poem by Alfred Noyes. Give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Children to rewrite an alternative ending to the story from the perspective of the Highway Man.	Expose children to different types of poems, discuss likes and dislikes. Show children videos of poetry being read out loud, how does it make them feel? Discuss ways children can read poem out loud focusing on intonation. Link to presentation skills. Children to have opportunities to learn poems and rehearse in small groups.