

Medium term plan – Autumn Y4

To aid teachers in planning, the LKS2 English curriculum is split into separate Y3 and Y4 plans. Typically a class would cover two fiction, two non-fiction, and two poetry plans during a term and we have allowed for some choice. Teachers use the coverage charts available, and coordinate with their LKS2 colleagues, to ensure that they provide comprehensive curriculum coverage for their classes over Y3 and Y4.

Term	Fiction	Non-fiction	Poetry
Autumn	<p>Plan 1: Fables Required texts: Aesop’s Fables by Michael Rosen</p> <p>Description: Reading a wide range of fables, including Rosen’s Aesop’s Fables, children explore dialogue through drama, debate moral messages and write letters in role. Children write their own fables, hold a festival and try them out on a live audience. Will they win rave reviews?</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use and punctuate direct speech 2. Extend the range of sentences with more than one clause 3. Use conjunctions to express time or cause 	<p>Plan 1: Instructions and explanations Required texts: The Usborne Complete Book of Art Ideas by Fiona Watt Also acceptable are <i>The Usborne of Art Skills</i> or <i>The Usborne Book of Art Ideas</i></p> <p>Description: This creative unit uses art activities and the book The Usborne Complete Book of Art ideas as a vehicle for instruction writing. Children will practise using imperative verbs and pronouns. They then learn about explanation writing.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Learn the grammar in Eng Appendix 2 of the NC 2. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>Plan 1: Image poems Required texts: Window by Jeannie Baker</p> <p>Description: A picture is worth a thousand words? Not if you choose those words wisely! Children explore how simile and metaphor can be used to create powerful images, though reading and discussing poems. Photographs, collage and Jeannie Baker’s Window inspire children’s own image poetry.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Choose nouns appropriately 2. Use adverbs appropriately 3. Use fronted adverbials appropriately, including commas 4. Learn the grammar in Eng Appendix 2 of the NC
	<p>Plan 2: Stories in familiar settings Required texts: Horrid Henry by Francesca Simon Horrid Henry’s Birthday Party by Francesca Simon</p> <p>Description: Explore familiar settings by meeting Horrid Henry and his friends (and enemies). In particular read Horrid Henry and Horrid Henry’s Birthday Party both by Francesca Simon. Learn about and use adverbs, adverbials and prepositions. Write a new Horrid Henry story.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Learn the grammar in Eng Appendix 2 of the NC 2. Use conjunctions, adverbs and prepositions to express time and cause 3. Use fronted adverbials correctly, including commas 	<p>Plan 2: Information texts Required texts: The Kingfisher Book of Music by Chris de Souza</p> <p>Description: The children read, map out and learn by heart a text about drums. They produce a shared text about the tabla drums and then use this as a model for their own report writing and an oral presentation about a chosen instrument.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Express time, place and cause using conjunctions 2. Extend the range of sentences with more than one clause by using a wider range of conjunctions 3. Learn the grammar in Eng Appendix 2 of the NC 4. Indicate possession by using the possessive apostrophe with singular and plural nouns 	<p>Plan 2: Poetic form – syllabic poems Required texts: <i>Various poems provided</i></p> <p>Description: Read and study haikus, tankas and cinquains recognising the syllabic structure and use of powerful verbs and descriptive language. Study the use of adverbs and adverbials to enhance the poetry. Children write some in traditional style about seasons and nature. They then use computers to manipulate images enhancing the poetry presentation.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use the present and past tenses correctly 2. Use adverbs to express time and cause 3. Use fronted adverbials, including the use of commas appropriately

Term	Fiction	Non-fiction	Poetry
Autumn	<p>Plan 3: Fantasy Required texts: How to Train Your Dragon by Cressida Cowell How to Train Your Dragon (film) Dreamworks Description: Children use How to Train Your Dragon to study fantasy. They study plot lines through story maps and learn to create their own, developing characters and settings on a theme. They use dialogue in writing an effective and engaging story. Grammar includes looking at adverbs, adjectives, pronouns, and the use of paragraphs. Grammar focus: 1. Choose appropriate nouns and pronouns to aid cohesion and avoid repetition 2. Use apostrophes correctly to indicate possession 3. Use and punctuate direct speech 4. Understand and use adverbials to indicate time 5. Understand the difference between plural and possessive</p>	<p>Plan 3: Biography Required texts: Leonardo da Vinci for Kids, His Life and Ideas by J Herbert Description: Children discuss inventions and imagine what it might be like to go to a school in the future using Hamilton’s animated tale – Was it Better Now? They explore the wonderful book Leonardo da Vinci for Kids, His Life and Ideas and write a short imaginative autobiography about their lives now and in the future. Grammar focus: 1. Use the present perfect form of verbs in contrast to the past tense 2. Use conjunctions, adverbs and prepositions to express time and cause 3. Use fronted adverbials appropriately</p>	<p>Plan 3: It’s raining cats and dogs Required texts: <i>Various poems provided</i> Description: It’s Raining Cats and Dogs! Children explore lots of poems about dogs, cats and other pets. They investigate the form and language of a poem and make comparisons. Children write and perform poems from the point of view of one of their pets. Grammar focus: 1. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 2. Indicate possession by using possessive apostrophe with plural nouns</p>
	<p>Plan 4: Imaginative stories Required texts: The Hole by Oyvind Torseter Description: Read the intriguing story The Hole, by Oyvind Torseter. Children ask and answer questions and use inference skills to speculate about what is happening. They generate powerful vocabulary and revise parts of speech. They then write their own version or a sequel based on the book. Grammar focus: 1. Use and understand the grammatical terminology in Eng Appendix 2 of the NC 2. Use the present perfect forms of verbs in contrast to the past tense 3. Use adjectives, powerful verbs and adverbs to add description</p>		