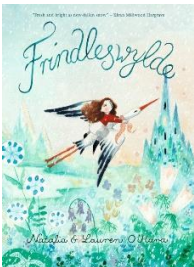
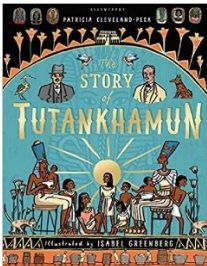
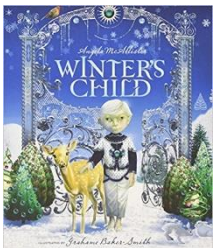
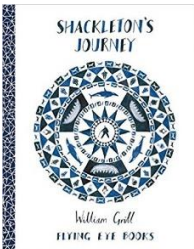
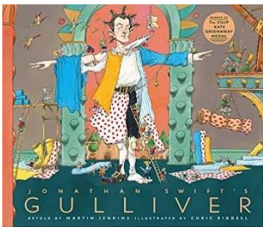


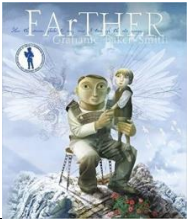
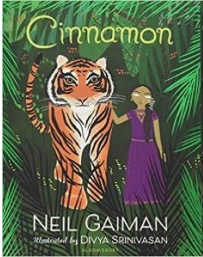
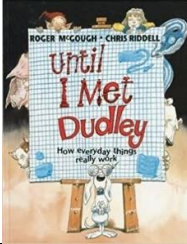
## Year 4 plan for writing opportunities- 2023

| Term          | Topic/Focus                                                                                                                                                                                                                                                 | Quality Text/experiences                                                                                                                                                                                                                                                                        | Main Unit Outcome and shorter writing opportunities                                                                                                                                                                                                                           | Punctuation and grammar skills                                                                                                                                                                                       |                                                                                                                                                                      | Cross Curricular                                                                 |                                                                         |                                      |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------|
| Autumn Term 1 | <b>Lands Afar</b><br><br>S-Electricity Sound<br><br>H- How different were the beliefs in Ancient Egypt?<br><br>G- Who lives in Antarctica?<br><br>RE- What do Hindus believe God is like?<br><br>What is the Trinity and why is it important to Christians? | Frindleswylde by Natalia O'Hara and Lauren O'Hara<br><br><br><br>The story of Tutankhamun by Patricia Cleveland Peck<br><br> | <u>Fiction/ Narrative</u><br><b>Mystery narrative sequel- Frindleswylde returns</b><br><br>Birds eye view descriptions<br><br>Poetry based on setting in book- Narrative poem                                                                                                 | <b>Throughout the year Revise:</b><br><b>Full stops</b><br><b>Capital letters</b><br><b>Questions</b><br><b>Marks</b><br><b>Exclamation</b><br><b>Marks</b><br><b>Revise</b><br>Co-ordinating conjunctions (Fanboys) | <b>Revise</b><br>Subordinating conjunctions children to extend their range<br><br>Revise Prepositions<br><br>Figurative language<br><br>Revise expanded noun phrases | History:<br>Ancient Egypt, the Pyramids, Tutankhamun, Tutankhamen, Howard Carter | Geography:<br>Drivers: Explorers, adventure, expeditions, famous people | RE:<br>Fact file about Hindu beliefs |
|               |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                 | <u>Non-Fiction</u><br><b>Non-chronological leaflet</b> about Ancient Egypt to be given to people who are exploring the pyramids on holiday to give them some background information. Children choose three topics for their leaflet<br><br>Instructions- How to mummify a cat | Headings and subheadings<br><br>Children to choose their own paragraph contents                                                                                                                                      | <b>Introduce</b> articles<br><br><b>Revise</b><br>Subordinating conjunctions children to extend their range                                                          |                                                                                  |                                                                         |                                      |

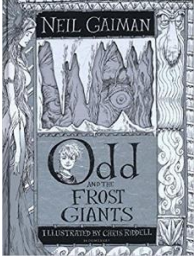
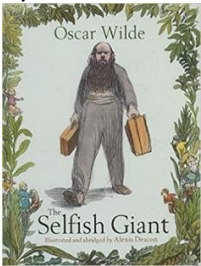
## Year 4 plan for writing opportunities- 2023

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| Autumn<br>Term 2 |                                                                                                                                                                                                                           | <p>Winter's child by Angela McAllister &amp; Grahame Baker Smith</p>  | <p><u>Fiction/Narrative</u></p> <p>Children to write their own sequel of the Winter's child<br/>Setting description</p>                                                                                                                                        | <p>Revise and identify prepositional phrases and expanded noun phrase and use them in own writing</p>                                 | <p>Revise conventions for direct speech</p> <p>Introduce punctuation for speech</p> <p>Expand synonyms for said</p> |                                                                             |                                                                                                     |  |
|                  |                                                                                                                                                                                                                           | <p>Shakleton's Journey by William Grill</p>                           | <p><u>Non-fiction</u></p> <p>Postcard (Recount) Winter's child</p> <p>To produce a historical report of the journey<br/>Packing lists (justifications)<br/>Letters both formal and informal</p>                                                                | <p><b>Introduce</b></p> <p>The features of formal and informal writing</p>                                                            |                                                                                                                     |                                                                             |                                                                                                     |  |
| Spring<br>Term 1 | <p><b>Somewhere to settle</b></p> <p>S- States of matter</p> <p>H- How hard was it to invade and settle in Britain?</p> <p>G- Are all settlements the same?</p> <p>R- What does it mean to be Hindu in Britain today?</p> | <p>Gulliver by Martin Jenkins</p>                                   | <p><u>Fiction/Narrative</u></p> <p>Setting description ( Gulliver)<br/>Persuasive short pieces- poster and a leaflet<br/>Longer written outcome- to create their own imaginary land to use as a setting for an adventure story where they are the explorer</p> | <p>Embed and expand understanding of adverbials</p> <p>Introduce fronted adverbials – what is significant about these adverbials?</p> | <p>Revise pronouns to aid cohesion and avoid repetition</p>                                                         | <p>Science</p> <p>Explanation – What is the best way to melt chocolate?</p> | <p>Geography</p> <p>Estate agents' leaflet</p> <p>Fact file about different types of settlement</p> |  |
|                  |                                                                                                                                                                                                                           |                                                                                                                                                        | <p><u>Non-Fiction</u></p> <p>Children to write their own set of instructions for how their flying machine works</p>                                                                                                                                            | <p>Revise imperative language</p> <p>Revise List sentence</p>                                                                         |                                                                                                                     |                                                                             |                                                                                                     |  |

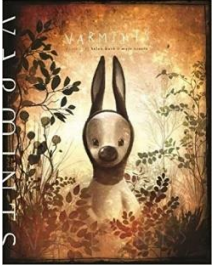
## Year 4 plan for writing opportunities- 2023

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|               | Why do Christians call the day Jesus died Good Friday? | FarThER By Graheme Baker Smith<br>                                                                                                                                                |                                                                                                                                                                                                                     |                                                                                                     |  |                                                              |                                                                                         |  |
| Spring term 2 |                                                        | Cinnamon by Neil Gaiman and Divya Srinivasan<br><br><br>Until I met Dudley by Roger McGough<br> | <u>Fiction/Narrative</u><br><br>Using Cinnamon as a stimulus, children to write their own version of a mythical tale<br><br><u>Non-Fiction</u><br>Children to write their own explanations for how everyday objects | Sentence types –<br><b>Introduce</b> main clause and the subordinate clause<br><br>Use of the comma |  |                                                              |                                                                                         |  |
|               | <b>Rivers, raiders and Viking invaders</b>             | Odd and the frost giants by Neil Gaiman                                                                                                                                                                                                                            | <u>Fiction/Narrative</u><br><br>Retelling of the story with an alternative perspective<br><br>Character and setting description                                                                                     | Revise and embed apostrophes for contraction and apostrophes for singular possession                |  | Science<br><br>Leaflet about an invertebrate of their choice | History<br><br>What do you think about the Vikings? What were they like? Nice or nasty? |  |

## Year 4 plan for writing opportunities- 2023

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|               | <p>S- Animals /living things and habitats</p> <p>H-Were the Viking raiders or peace-loving settlers?</p> <p>G- What are rivers and how are they used?</p> <p>RE- Pentecost<br/>How and why do people link the significant events of life?</p> |  <p>What should we do about river pollution?</p>                      | <p><u>Non-Fiction</u></p> <p>Oral discussion with children taking on roles from different perspectives<br/>Farmers/fishermen/wild swimmers/water company<br/>Children to write up their discussion illustrating two different perspectives</p> | <p>Tenses</p> <p>Simple past and simple present</p> <p>Present progressive and past progressive</p>                                                                |  |  |  |  |
| Summer Term 2 |                                                                                                                                                                                                                                               | <p>The selfish giant by Oscar Wilde/ abridged by Alexis Deacon</p>  | <p><u>Fiction/Narrative</u></p> <p>Own version narratives about the power of kindness- Stories about dilemmas<br/>First person recount</p>                                                                                                     | <p>Revise Alan Peat sentences and practise using new sentences for year 4 (see plan)</p> <p>Use of similes/alliteration</p> <p>Children to use personification</p> |  |  |  |  |

## Year 4 plan for writing opportunities- 2023

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|  |  | <p>Varmints by Helen Ward</p>  | <p><u>Non- Fiction</u><br/>Poetry inspired by Varmints</p> <p>Children create a flow diagram, charting the changes that take place as a plant grows and what is needed to nurture it in order to give guidance to the next generation of Varmints.</p> <p>Children write their own life cycle of plants to be published as a leaflet</p> |  |  |  |  |  |
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