

Year 4	Term 1 (7 weeks) Need for Speed	Term 2 (7 weeks) Just desserts	Term 3 (6 weeks) What's that sound?	Term 4 (6 weeks) What's the matter?	Term 5 (6 weeks) All things bright and beautiful	Term 6 (7 weeks) Eureka!
Week 1		Instructions Links to DT and nutrition (breads and pastry)	Historical Stories The Roman Chronicle (AT) - Romulus and Remus	Stories with dilemmas The Promise - Nicola Davies	Science fiction The Water Tower	Science fiction Greenling
Week 2	Fantasy The Arrival	Stories with dilemmas Bill's New Frock	Historical Stories The Roman Chronicle	Book Week	Science fiction The Water Tower	Science fiction Greenling
Week 3	Fantasy The Arrival	Stories with dilemmas Bill's New Frock	Recount The Roman Chronicle	Stories with dilemmas Eric - Shaun Tan	Explanation The Weather Climate (National Geographic)/ Animal non fiction writing	Recount The Whale Story
Week 4	Information Who were the Wright Brothers?	Persuasion / Argument Writing letters for PBL	Recount The Roman Chronicle (See Islington Library list)	Information Impressionist Art - Islington Library resources	Fantasy The Journey/ The Quest	Instruction
Week 5	Information Who was Amelia Earheart? 101 Aircraft	Persuasion / Argument Writing letters, posters, adverts for PBL	Plays and dialogues Romulus and Remus (online story of the founding of Rome)	Information Impressionist Art - Islington Library resources	Fantasy The Journey/ The Quest	Explanation Science related to circuits
Week 6	Stories from other cultures Nobody owns the sky	Explanation The Digestive System 101 Human Body	Plays and dialogues Romulus and Remus (online story of the founding of Rome)		Persuasion / Argument Shackleton's Journey	Poetry
Week 7	Cultural Week Stories from other cultures	Poetry Nonsense Poetry				

Vocabulary, Grammar & Punctuation

<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive -s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms ( <i>i.e. we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> )
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases ( <i>i.e. the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> ( <i>i.e. <u>Later that day</u>, I heard the bad news.</i> )
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech ( <i>i.e. a comma after reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i></i> ) <b>Apostrophes</b> to mark <b>plural</b> possession ( <i>i.e. the girl's name, the girls' names</i> ) Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner, pronoun, possessive pronoun, adverbial