

Year 4					
AUTUMN		SPRING		SUMMER	
Theme: Crime and Punishment		Theme: Romans Rule		Theme: World Kitchen	
Genre	Possible outcomes	Genre	Possible outcomes	Genre	Possible outcomes
Author Study - <i>David Walliams</i>	- Analyse different book covers - Write a fact file about David Walliams - Study the characters in Gangsta Granny - Study some of the themes through PSHE - Continue the story writing about the stealing of the crown jewels.				
Narrative The Journey (Picture book)	- Continuation with plot: Write the next four plot points based on the next illustrations in the book. - New viewpoint on the same plot: Choose a strange character or creature from the fantasy world and bring them into our world. - Big idea replicated to new plot: Create a fantasy world that the girl visits that has a positive atmosphere. - Same characters/Different plot: Write a story about a beautiful red bird that turns up in a character's life with messages and advice at difficult times.	Narrative The Iron Man <i>Sci-fiction</i>	- Continuation with plot: Continue watching 'The Iron Giant' and write the next 4 or 5 plot points. - New viewpoint on the same plot: Write a story about an angry farmer whose industrial farm equipment is being eaten by the giant. - Big idea replicated to new plot: Create an iron woman and open the story with her stomping across a school playground. - Same characters/Different plot: Write a story about 'Hogarth' trying to hide the 'Iron Man' from his family and others.	Narrative Theseus and the Minotaur <i>(tweaked from Year 3) Myths and Legends</i>	- Continuation with plot: Theseus becomes the king. However, there is a new monster in a lair that he must deal with. - New viewpoint on the same plot: Tell the story from Adriadre's perspective. What are the important events and how does she deal with Theseus leaving her behind? - Big idea replicated to new plot: There is a monster in the cellar of the school. One child needs to defeat it before it's too late. - Same characters/Different plot: Theseus cannot defeat the Minotaur by himself so calls on Medusa to help him by turning everything to stone.

Balanced Argument <i>Should we feed animals in national parks?</i>	- Should we support the work of zoos? - for zoos, conservation work, breeding programmes, education. Against zoos - caged animals, animals in captivity, ethical aspect? (Zoo by Anthony Browne as a stimulus to talk about captivity and caged animals) - Write a balanced argument titled - Which National Park is better to visit: Glacier Bay or Virgin Islands? - Design and write a leaflet for a visitor to a National Park that includes 'do's' and 'don't's'. - Example 'do's': enjoy landscape, nature walks, take photographs, have a picnic. Example 'don't's': feed animals (especially not bears), shoot wildlife, fish in the streams, leave rubbish.	Recount - journalistic <i>The Creature</i>	- Pupils write a newspaper report describing the unusual creature or undiscovered species found on the beach. - Write a newspaper report about the effects of pollution on other animals e.g. in the countryside	Narrative <i>Charlie and the Chocolate Factory</i>	- Continuation with plot: Describe the tour of the chocolate factory. What does Charlie and Grandpa Joe see? e.g. chocolate river, lollipop lights, candyfloss mugs, gobstopper meals. - New viewpoint on the same plot: Tell the story from Grandpa Joe's perspective. - Big idea replicated to new plot: Write a story about a girl winning a national competition to Santa's Grotto in The North Pole. - Same characters/Different plot: Charlie and Grandpa Joe decide to go into competition with Willy Wonka. They set up a new chocolate factory and their own branded chocolate tour, "Bucket Bar".
Instructions	Covered within Design and Technology and Science lessons	Instructions	Covered within Design and Technology and Science lessons	Persuasive Brochure <i>Sicily Holiday Brochure</i>	(Link to World Kitchen) - Choose another 'hot' destination and write a brochure to sell the place. - Choose a 'cold' destination and write a brochure to sell the place. - Write the voiceover for a TV advert for a holiday destination. - Choose a place that is a little bit boring with no remarkable features and see if you can choose a range of hyperbole techniques to sell it.

Poetry Still I Rise	• Discuss other times in life when children have experienced adversity or difficult times and ways they have overcome them: racism, friendship problems, personal set-backs, failures, finding school work, sport or other learning hard, anxiety, confidence, disability. • Alternatively, choose a character from a children's book and use their battle as inspiration for a poem on resilience. • Pupils create a poem to show their strength in adversity using the structure of 'I Rise.' • Collect other verbs to show strength: stand, surge, climb, try. Use to create titles and repeating phrases: I stand, I try.	Poetry The River	• Pupils write a poem about their local river describing the different parts of the river as it flows from the source to its mouth. • Research other geographical topics such as the water cycle, the Earth's structure, volcanoes, earthquakes, mountains, countries, seasons or weather (snow, wind, rain, sunshine, hail, icicles, thunder, lightning). • Create metaphors for each stage or important part. For example, The water cycle - create metaphors for each state of water as it moves around the cycle and collect words to describe the action/appearance/touch/feeling. • Alternatively, pupils can create metaphors for different parts of science topics such as planets, animals, the human body or sounds. • Pupils write their own poem linked to other topics in schools e.g. War is	Playscript The Plague	• Pupils continue writing the play script for the events of the plague in Eyam. • Pupils continue listening to 'The Plague comes to Eyam'. • Collect a timeline of events. • Pupils role play events on the timeline. • Different groups could write about different events or write about the plague's effects in different houses or from the point of view of other characters. The parts could be put together into one whole play to be performed for parents/other pupils.
--	--	---	--	--	--