



## Year Four English Overview for the Year

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Term 1</b>  <b>The Wolves in the Walls</b>	<p><b>Internal monologues – to recount and reflect.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To explore the effect of the writer’s choice of words. EN SL 2, LKS2: EN RC1g, LKS2: EN RC2d.</p> <p><b>Lesson 2:</b> <b>LO:</b> To understand Lucy’s situation. EN SL 2, EN SL 7, LKS2: EN RC2c.</p> <p><b>Lesson 3:</b> <b>LO:</b> To explore what a special toy means and to understand Lucy’s relationship with her pig-puppet doll. EN SL 4, LKS2: EN RC2c.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write in character as Lucy.</p>	<p><b>Poems – to entertain.</b></p> <p><b>Non-fiction fact cards – to describe and inform.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To explore how dialogue is used to convey character. LKS2: EN W C2a, EN SL 11 LKS2: EN RC2c LKS2: EN RC4 EN SL 10 EN SL 12, LKS2: EN W VGP2c.</p> <p><b>Lesson 2:</b> <b>LO:</b> To show understanding of Lucy’s situation and use figurative language techniques. LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN RC1g LKS2: EN W C6, LKS2: EN W C4a, EN SL 10, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p><b>Lesson 3:</b></p>	<p><b>Lesson 1:</b> <b>LO:</b> To explore the question: ‘What is refuge?’ LKS2: EN RC2e, LKS2: EN RC1g LKS2: EN RC2b LKS2: EN RC2c.</p> <p><b>Lesson 2:</b> <b>LO:</b> To understand how the plot impacts on different characters. LKS2: EN RC2c, LKS2: EN RC2e, EN SL 11, EN SL 4.</p> <p><b>Lesson 3:</b> <b>LO:</b> To empathise with Lucy and explore the question: ‘What is bravery?’ LKS2: EN RC2b, EN SL 2, EN SL 4, EN SL 11, LKS2: EN RC2d.</p> <p><b>Lesson 4:</b> <b>LO:</b> To develop an understanding that bravery is a theme which is revisited throughout the story.</p>	<p><b>Monologue – to reflect.</b></p> <p><b>Narrative – to entertain.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To reflect on the family’s situation living in the garden. LKS2: EN RC2e, LKS2: EN W C1b, EN SL 5, EN SL 4, LKS2: EN W C4a, LKS2: EN W VGP1d, LKS2: EN W VGP1a LKS2: EN W VGP1c.</p> <p><b>Lesson 2:</b> <b>LO:</b> To explore characters in role, using evidence from the text and illustrations. EN SL 9, EN SL 8, EN SL 10 EN SL 11, LKS2: EN RC2c, LKS2: EN RC2d.</p> <p><b>Lesson 3:</b> <b>LO:</b> To describe the wolves’ actions – the party in the house.</p>	<p><b>Internal monologues - to explain and reflect.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To develop an understanding of the plot and resolution to the wolf problem. LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2c, LKS2: EN W C1b, LKS2: EN RC2b.</p> <p><b>Lesson 2:</b> <b>LO:</b> To reflect on the main character’s dilemma. LKS2: EN W C2a, LKS2: EN RC2e, LKS2: EN RC2a LKS2: EN W C4a, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1c, LKS2: EN W C5.</p> <p><b>Lesson 3:</b> <b>LO:</b> To reflect on the main character’s dilemma.</p>	<p><b>A multi-modal ‘spooky’ story – to entertain.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To draft, edit, improve and publish an original spooky animal story. LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b LKS2: EN W C5 LKS2: EN W C6 LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP1c LKS2: EN W VGP2b LKS2: EN W VGP2c.</p> <p><b>Lesson 2:</b> <b>LO:</b> To draft, edit, improve and publish an original spooky animal story. LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3a,</p>



## Year Four English Overview for the Year

	<p>LKS2: EN W C2a, EN SL 5, LKS2: EN W C6, EN SL 10, LKS2: EN RC2d, LKS2: EN W VGP1a, m LKS2: EN W VGP1d, LKS2: EN W VGP1b, LKS2: EN W VGP1a.</p> <p><b>Lesson 5:</b> <b>LO:</b> To write in character as Lucy.</p> <p>LKS2: EN W C2a, EN SL 5, LKS2: EN W C6, EN SL 10, LKS2: EN RC2d, LKS2: EN W VGP1a, m LKS2: EN W VGP1d, LKS2: EN W VGP1b, LKS2: EN W VGP1a.</p>	<p><b>LO:</b> To show understanding of Lucy’s situation and use figurative language techniques.</p> <p>LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN RC1g LKS2: EN W C6, LKS2: EN W C4a, EN SL 10, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p><b>Lesson 4:</b> <b>LO:</b> To describe a wolf’s action and explore shades of meaning.</p> <p>LKS2: EN RC1g, LKS2: EN W C1b, LKS2: EN W C3b, LKS2: EN W C4a LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p><b>Lesson 5:</b> <b>LO:</b> To describe a wolf’s action and explore shades of meaning.</p> <p>LKS2: EN RC1g, LKS2: EN W C1b, LKS2: EN W C3b, LKS2: EN W C4a LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p>	<p>LKS2: EN W C1b, EN SL 4, LKS2: EN RC2d, LKS2: EN RC2c.</p> <p><b>Lesson 5:</b> <b>LO:</b> To explore how Lucy copes with her family.</p> <p>EN SL 9, LKS2: EN RC2d, EN SL 8, EN SL 12, EN SL 10.</p>	<p>LKS2: EN RC1g, LKS2: EN RC2f, EN SL 9, EN SL 11, EN SL 4.</p> <p><b>Lesson 4:</b> <b>LO:</b> To make predictions and continue the narrative.</p> <p>LKS2: EN W C3a, LKS2: EN W C1b, EN SL 5, LKS2: EN W VGP1c LKS2: EN W VGP1d, LKS2: EN W C2a, LKS2: EN RC1g, LKS2: EN W C4a.</p> <p><b>Lesson 5:</b> <b>LO:</b> To make predictions and continue the narrative.</p> <p>LKS2: EN W C3a, LKS2: EN W C1b, EN SL 5, LKS2: EN W VGP1c LKS2: EN W VGP1d, LKS2: EN W C2a, LKS2: EN RC1g, LKS2: EN W C4a.</p>	<p>LKS2: EN W C2a, LKS2: EN RC2e, LKS2: EN RC2a LKS2: EN W C4a, LKS2: EN W C6, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1c, LKS2: EN W C5.</p> <p><b>Lesson 4:</b> <b>LO:</b> To explore philosophical ideas about reality, honesty and belief.</p> <p>EN SL 9, EN SL 4, EN SL 8, EN SL 10, EN SL 11, LKS2: EN RC2c, LKS2: EN RC2d.</p> <p><b>Lesson 5:</b> <b>LO:</b> To draw on understanding of the story to plan the main events for a new spooky narrative.</p> <p>LKS2: EN RC2f, LKS2: EN W C1a, LKS2: EN W C1b LKS2: EN W C3a, EN SL 7.</p>	<p>LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b LKS2: EN W C5 LKS2: EN W C6 LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP1c LKS2: EN W VGP2b LKS2: EN W VGP2c.</p> <p><b>Lesson 3:</b> <b>LO:</b> To draft, edit, improve and publish an original spooky animal story.</p> <p>LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b LKS2: EN W C5 LKS2: EN W C6 LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP1c LKS2: EN W VGP2b LKS2: EN W VGP2c.</p> <p><b>Lesson 4:</b></p>
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## Year Four English Overview for the Year

						<p><b>LO:</b> To draft, edit, improve and publish an original spooky animal story.</p> <p>LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b LKS2: EN W C5 LKS2: EN W C6 LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP1c LKS2: EN W VGP2b LKS2: EN W VGP2c.</p> <p><b>Lesson 5:</b></p> <p><b>LO:</b> To draft, edit, improve and publish an original spooky animal story.</p> <p>LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b LKS2: EN W C5 LKS2: EN W C6 LKS2: EN W VGP1a LKS2: EN W VGP1d</p>
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## Year Four English Overview for the Year

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<b>SPAG</b>	<b>Ready to Write</b>  Use the forms of 'a' or 'an' according to the next word. <b>Y3:G1.8</b>  Extend sentences with more than one clause by using a wider range of conjunctions (e.g. when, if, because, although). <b>Y3:G3.4</b>	<b>Ready to Write</b>  Express time, place and cause using conjunctions (e.g. when, before, while, after, so, because). <b>Y3:G1.4</b>  Express time, place and cause using adverbs (e.g. then, next, soon, therefore). <b>Y3:G1.6</b>	<b>Ready to Write</b>  Express time, place and cause using prepositions (e.g. before, after, during, because of). <b>Y3:G17</b>	<b>Ready to Write</b>  Inverted commas to punctuate direct speech. <b>Y3:G5.7</b>	<b>Ready to Write</b>  Use present perfect form of verbs instead of simple past. <b>Y3:G4.1</b>	<b>Assessment and Revision</b>
<b>Term 2 Phileas's Fortune</b>	<b>A narrative setting description – to describe and entertain.</b>  <b>Lesson 1:</b> <b>LO:</b> To infer meaning and build clues for predictions. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1e, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2f LKS2: EN RC4.	<b>Writing in role – to explain.</b>  <b>Lesson 1:</b> <b>LO:</b> To write descriptively to engage a reader. LKS2: EN W C6, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3a LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP1c, LKS2: EN W VGP1e, LKS2: EN W VGP2a, LKS2: EN W VGP3, EN SL 6.	<b>Lesson 1:</b> <b>LO:</b> To clarify understanding of the text and analyse language. LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC2c.  <b>Lesson 2:</b> <b>LO:</b> To develop understanding of the meaning and purpose of words. LKS2: EN RC1b, LKS2: EN RC1c, LKS2: EN RC2a, LKS2:	<b>Writing in role – to describe.</b>  <b>Lesson 1:</b> <b>LO:</b> To explore character, drawing on evidence and inference. LKS2: EN RC2c, LKS2: EN RC2d LKS2: EN RC2e, EN SL 8, EN SL 12 EN SL 9, EN SL 10.  <b>Lesson 2:</b>	<b>A prediction – to explain and describe.</b>  <b>Lesson 1:</b> <b>LO:</b> To develop a stronger understanding of the characters' thoughts and feelings and how these link to themes. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d LKS2: EN RC2e, LKS2: EN RC4, LKS2: EN RC1e, EN SL 9.	<b>Letter of complaint.</b>  <b>Lesson 1:</b> <b>LO:</b> To understand how to write a letter of complaint. LKS2: EN W C1, LKS2: EN W C1a, LKS2: EN W C1b LKS2: EN W C2, LKS2: EN W C2a.  <b>Lesson 2:</b> <b>LO:</b> To draft, edit and publish a formal letter of complaint.



## Year Four English Overview for the Year

<p><b>Lesson 2:</b> <b>LO:</b> To infer meaning and build clues for predictions. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1e, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2f LKS2: EN RC4.</p> <p><b>Lesson 3:</b> <b>LO:</b> To discuss and compare words and phrases and to use well-chosen adjectives and descriptive phrases. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN W VGP1c, LKS2: EN W VGP1e LKS2: EN W VGP2a, LKS2: EN RC1g, LKS2: EN RC2f.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write descriptively to engage a reader. LKS2: EN W C6, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN</p>	<p><b>Lesson 2:</b> <b>LO:</b> To discuss words and phrases that capture the reader's interest and imagination. LKS2: EN RC1b, LKS2: EN RC1c, LKS2: EN RC1g, LKS2: EN RC2a, EN SL 6, EN SL 11.</p> <p><b>Lesson 3:</b> <b>LO:</b> To discuss words and phrases that capture the reader's interest and imagination. LKS2: EN RC1b, LKS2: EN RC1c, LKS2: EN RC1g, LKS2: EN RC2a, EN SL 6, EN SL 11.</p> <p><b>Lesson 4:</b> <b>LO:</b> To empathise with characters, understanding how not being able to speak freely feels. LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f.</p> <p><b>Lesson 5:</b> <b>LO:</b> To empathise with characters.</p>	<p>EN RC2e LKS2: EN RC2f LKS2: EN RC2c.</p> <p><b>Lesson 3:</b> <b>LO:</b> To analyse and clarify understanding of the text. LKS2: EN RC2e, LKS2: EN RC2f LKS2: EN RC2c LKS2: EN W C1b, EN SL 6, EN SL 11.</p> <p><b>Lesson 4:</b> <b>LO:</b> To develop understanding of a character. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c LKS2: EN RC2d, LKS2: EN RC2, EN SL 8, EN SL 12, EN SL 9, EN SL 10.</p> <p><b>Lesson 5:</b> <b>LO:</b> To develop understanding of character. LKS2: EN RC2c, LKS2: EN RC2d LKS2: EN RC2e, EN SL 8, EN SL 12 EN SL 9, EN SL 10.</p>	<p><b>LO:</b> To explore character, drawing on evidence and inference. LKS2: EN RC2c, LKS2: EN RC2d LKS2: EN RC2e, EN SL 8, EN SL 12 EN SL 9, EN SL 10.</p> <p><b>Lesson 3:</b> <b>LO:</b> To plan an internal monologue. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3 LKS2: EN W VGP1e LKS2: EN W VGP2a, EN SL 12 EN SL 9, EN SL 10.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write in role as a character. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3 LKS2: EN W VGP1e LKS2: EN W VGP2a, EN SL 12 EN SL 9, EN SL 10.</p> <p><b>Lesson 5:</b> <b>LO:</b> To make predictions and justify them with evidence.</p>	<p><b>Lesson 2:</b> <b>LO:</b> To develop a stronger understanding of the characters' thoughts and feelings and how these link to themes. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d LKS2: EN RC2e, LKS2: EN RC4, LKS2: EN RC1e.</p> <p><b>Lesson 3:</b> <b>LO:</b> To explore the idea of freedom of speech/expression, linking to real life situations. LKS2: EN RC1e, LKS2: EN RC4, EN SL 2 EN SL 6, EN SL 7, EN SL 8, EN SL 11.</p> <p><b>Lesson 4:</b> <b>LO:</b> To recognise the difference between fact and opinion. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2e, LKS2: EN RC3.</p> <p><b>Lesson 5:</b></p>	<p>LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3b, LKS2: EN W VGP1e, LKS2: EN W C3 LKS2: EN W VGP1c, LKS2: EN W C4, LKS2: EN W C4a LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6.</p> <p><b>Lesson 3:</b> <b>LO:</b> To draft, edit and publish a formal letter of complaint. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3b, LKS2: EN W VGP1e, LKS2: EN W C3 LKS2: EN W VGP1c, LKS2: EN W C4, LKS2: EN W C4a LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6.</p> <p><b>Lesson 4:</b> <b>LO:</b> To draft, edit and publish a formal letter of complaint. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3b, LKS2: EN W VGP1e, LKS2: EN W C3 LKS2: EN W VGP1c, LKS2: EN W C4,</p>
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## Year Four English Overview for the Year

	<p>W C3a LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP1c, LKS2: EN W VGP1e, LKS2: EN W VGP2a, LKS2: EN W VGP3, EN SL 6.</p> <p><b>Lesson 5:</b>  <b>LO:</b> To write descriptively to engage a reader.            LKS2: EN W C6, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3a LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP1c, LKS2: EN W VGP1e, LKS2: EN W VGP2a, LKS2: EN W VGP3, EN SL 6.</p>	<p>LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f.</p>		<p>LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e LKS2: EN RC2f.</p>	<p><b>LO:</b> To plan a formal letter of complaint.            LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a.</p>	<p>LKS2: EN W C4a LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6.</p> <p><b>Lesson 5:</b>  <b>LO:</b> To draft, edit and publish a formal letter of complaint.            LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3b, LKS2: EN W VGP1e, LKS2: EN W C3 LKS2: EN W VGP1c, LKS2: EN W C4, LKS2: EN W C4a LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6.</p>
<b>SPAG</b>	<b>Pronouns</b>	<b>Pronouns</b>	<b>Fronted Adverbials</b>	<b>Fronted Adverbials</b>	<b>Fronted Adverbials</b>	<b>Assessment and Revision</b>
	<p>Choosing nouns or pronouns for clarify and cohesion to avoid repetition. <b>Y4:G1.5</b></p>	<p>Appropriate choice of pronoun or noun within and across sentences to avoid repetition.  <b>Y4:G1.5</b></p>	<p>Using fronted adverbials.  <b>Y4:5.6</b></p> <p>Fronted adverbials (e.g. Later that day, I heard the bad news). <b>Y4:5.6</b></p>	<p>Using commas after fronted adverbials. <b>Y4:5.6</b></p> <p>Use commas after fronted adverbials. <b>Y4:5.6</b></p>	<p>Using commas after fronted adverbials. <b>Y4:5.6</b></p> <p>Use commas after fronted adverbials. <b>Y4:5.6</b></p>	
<b>Term 3</b>	<p><b>Speech Bubbles</b></p> <p><b>Fact Files – to inform.</b></p>	<p><b>Written dialogue – to entertain.</b></p>	<p><b>Formal persuasive letter – to persuade</b></p> <p><b>Lesson 1:</b></p>	<p><b>Hiccup’s diary – to explore change in the character’s thoughts and feelings.</b></p>	<p><b>Lesson 1:</b>  <b>LO:</b> To explore the ways in which characters</p>	<p><b>First person narrative from Hiccup’s POV or continuing the story – to entertain.</b></p>



## Year Four English Overview for the Year

<p><b>How to Train Your Dragon</b></p>	<p><b>Lesson 1:</b> <b>LO:</b> To understand personal challenge. EN SL 8, EN SL 11, EN SL 5.</p> <p><b>Lesson 2:</b> <b>LO:</b> To analyse how the writer uses language to reveal character. LKS2: EN RC1g, LKS2: EN RC2f EN SL 5, LKS2: EN RC2c, LKS2: EN RW1, LKS2: EN W TS1.</p> <p><b>Lesson 3:</b> <b>LO:</b> To develop an understanding of the boys' challenging journey. LKS2: EN W C2a, EN SL 5, LKS2: EN W VGP1d, EN SL 8.</p> <p><b>Lesson 4:</b> <b>LO:</b> To explore how the boys are challenged – the first initiation task. LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2c, LKS2: EN RC2b LKS2: EN W C1b.</p>	<p><b>Hiccup's monologue – to explore the character's thoughts and feelings.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To evaluate, edit and improve fact file cards. LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN W C1b, LKS2: EN W C3b, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p><b>Lesson 2:</b> <b>LO:</b> To explore how dialogue is used to convey character. LKS2: EN W C2, LKS2: EN W C2a, EN SL 3, EN SL 11 LKS2: EN RC2c, EN SL 9, EN SL 10, EN SL 12, LKS2: EN W VGP3, LKS2: EN W VGP2c.</p> <p><b>Lesson 3:</b> <b>LO:</b> To explore the question 'What is a hero?' EN SL 5, EN SL 8, EN SL 11, EN SL 4 EN SL 2, LKS2: EN RC3.</p>	<p><b>LO:</b> To explore the concept of motivation. EN SL 5, EN SL 11, EN SL 8, EN SL 4.</p> <p><b>Lesson 2:</b> <b>LO:</b> To understand characters' feelings. LKS2: EN RC1g, LKS2: EN RC2a LKS2: EN RC2c LKS2: EN RC2b, LKS2: EN W C1b.</p> <p><b>Lesson 3:</b> <b>LO:</b> To show understanding of Hiccup's dilemma by writing a persuasive letter. EN SL 5, EN SL 8, LKS2: EN W C6, LKS2: EN W C3, EN SL 11, EN SL 4, EN SL 2.</p> <p><b>Lesson 4:</b> <b>LO:</b> To show understanding of Hiccup's dilemma by writing a persuasive letter. EN SL 5, EN SL 8, LKS2: EN W C6, LKS2: EN W C3, EN SL 11, EN SL 4, EN SL 2.</p> <p><b>Lesson 5:</b></p>	<p><b>Description of a sea dragon – to imagine</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To develop an understanding of the predicament. LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN RC2e, LKS2: EN RC 2b, LKS2: EN RC2c, EN SL 11.</p> <p><b>Lesson 2:</b> <b>LO:</b> To understand characters' feelings by writing a diary entry. LKS2: EN RC2c, LKS2: EN RC2e:, LKS2: EN W C2a, LKS2: EN W C6 LKS2: EN W C4a, LKS2: EN W C4 LKS2: EN W C4b LKS2: EN W C5 LKS2: EN W VGP1a, LKS2: EN W VGP1d LKS2: EN W VGP2a LKS2: EN W VGP2b.</p> <p><b>Lesson 3:</b> <b>LO:</b> To understand characters' feelings by writing a diary entry. LKS2: EN RC2c, LKS2: EN RC2e:, LKS2: EN W C2a,</p>	<p>change their perceptions of Hiccup. LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN RC2b LKS2: EN RC2c.</p> <p><b>Lesson 2:</b> <b>LO:</b> To evaluate Hiccup's plan and innovate new ideas. LKS2: EN RC2a, LKS2: EN W C1b EN SL 11 EN SL 4 LKS2: EN RC2b, LKS2: EN W VGP1d.</p> <p><b>Lesson 3:</b> <b>LO:</b> To visualise and reflect the dragons' battle. EN SL 5, EN SL 11, EN SL 6, EN SL 8, EN SL 4.</p> <p><b>Lesson 4:</b> <b>LO:</b> To evaluate Hiccup's character in the face of challenge. EN SL 7, EN SL 6, EN SL 5, EN SL 11, LKS2: EN RC1e, LKS2: EN RC2b.</p> <p><b>Lesson 5:</b></p>	<p><b>Lesson 1:</b> <b>LO:</b> Draft, edit and publish a story. LKS2: EN W C2 LKS2: EN W C2a LKS2: EN W C3a LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5 LKS2: EN W C6, LKS2: EN W VGP1a LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP1c LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p><b>Lesson2:</b> <b>LO:</b> Draft, edit and publish a story. LKS2: EN W C2 LKS2: EN W C2a LKS2: EN W C3a LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5 LKS2: EN W C6, LKS2: EN W VGP1a LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP1c LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p>
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## Year Four English Overview for the Year

	<p><b>Lesson 5:</b>  <b>LO:</b> To compile a fact file card.          LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN W C1b LKS2: EN W C3b, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p>	<p><b>Lesson 4:</b>  <b>LO:</b> To develop understanding of character and plot (focus on the dragon training).          LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c.</p> <p><b>Lesson 5:</b>  <b>LO:</b> To reflect on the main character's dilemma and write a monologue.          LKS2: EN W C2, LKS2: EN W C2a LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C6 LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a LKS2: EN W VGP2b.</p>	<p><b>LO:</b> To redraft writing to improve persuasive language and formality.          LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6, LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP2a.</p>	<p>LKS2: EN W C6 LKS2: EN W C4a, LKS2: EN W C4b LKS2: EN W C5 LKS2: EN W VGP1a, LKS2: EN W VGP1d LKS2: EN W VGP2a LKS2: EN W VGP2b.</p> <p><b>Lesson 4:</b>  <b>LO:</b> To explore the impending threat of the sea dragons.          LKS2: EN RC1g, LKS2: EN W C1b LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP2a, LKS2: EN W VGP1c.</p> <p><b>Lesson 5:</b>  <b>LO:</b> To explore what could happen next when Hiccup visits the sea dragon.          LKS2: EN RC2a LKS2: EN RC1g, LKS2: EN W C1b LKS2: EN RC2d, LKS2: EN RC2f, LKS2: EN RC2c.</p>	<p><b>LO:</b> Draw on your understanding of the story to plan the main events of a narrative.          LKS2: EN W C1a LKS2: EN W C1b LKS2: EN W C3a, EN SL 7.</p>	<p><b>Lesson 3:</b>  <b>LO:</b> Draft, edit and publish a story.          LKS2: EN W C2 LKS2: EN W C2a LKS2: EN W C3a LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5 LKS2: EN W C6, LKS2: EN W VGP1a LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP1c LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p><b>Lesson 4:</b>  <b>LO:</b> Draft, edit and publish a story.          LKS2: EN W C2 LKS2: EN W C2a LKS2: EN W C3a LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5 LKS2: EN W C6, LKS2: EN W VGP1a LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP1c LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p><b>Lesson 5:</b></p>
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## Year Four English Overview for the Year

						<b>LO:</b> Draft, edit and publish a story. <b>LKS2:</b> EN W C2 LKS2: EN W C2a LKS2: EN W C3a LKS2: EN RC1g, LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5 LKS2: EN W C6, LKS2: EN W VGP1a LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP1c LKS2: EN W VGP2b, LKS2: EN W VGP2c.
<b>SPAG</b>	<b>Apostrophes</b> Possessive apostrophe for plural nouns. <b>Y4:G5.8</b>	<b>Apostrophes</b> Grammatical difference between plural and possessive -s. <b>Y4:G5.8</b>	<b>Apostrophes</b> Apostrophes to mark plural possession. <b>Y4:G5.8</b>	<b>Speech</b> <b>Using and punctuating speech. Y4:G5.7</b>	<b>Speech</b> Use of inverted commas and other punctuation to indicate direct speech (e.g. comma). <b>Y4:G5.7</b>	<b>Assessment and Revision</b>
<b>Term 4</b> <b>The Lion, the Witch and the Wardrobe</b>	<b>Character spider diagram – to inform.</b>  <b>Thought bubble from the perspective of Lucy – to recount.</b>  <b>Lesson 1:</b> <b>LO:</b> To understand the context of the story and emphasise with how the	<b>Diary Entry as Lucy of her meeting with Mr Tumnus – to recount</b>  <b>Lesson 1:</b> <b>LO:</b> To understand how the writer’s choices impact on our understanding of characters and settings. <b>LKS2: EN W C4b, LKS2: EN W C1b, LKS2: EN RC1c.</b>	<b>Letter Home as Lucy – to reflect and recount.</b>  <b>Recount - Writing in the style of the story about what happened to Mr Tumnus – to recount.</b>  <b>Lesson 1:</b> <b>LO:</b> To understand how Edmund’s character affects	<b>Mind map of the Key Events of Chapters 7 and 8 – to summarise and recount.</b>  <b>Monologue from Edmund’s perspective – to reflect and recount.</b>  <b>Lesson 1:</b> <b>LO:</b> To evaluate the events of Chapters 7 and 8.	<b>Monologue from Edmund’s perspective – to reflect and recount.</b>  <b>Persuasive paragraph.</b>  <b>Lesson 1:</b> <b>LO:</b> To write a monologue from the point of view of Edmund explaining the situation he finds himself in.	<b>Haiku – to recount.</b>  <b>Travel guide to Narnia – to inform.</b>  <b>Lesson 1:</b> <b>LO:</b> To add well-chosen detail to make sentences more effective and to interest the reader. <b>LKS2: EN RC2e, LKS2: EN W C2a, LKS2: EN W C4a.</b>



## Year Four English Overview for the Year

	<p>main characters in the story would be feeling. EN SL 2, EN SL 7, EN SL 1 EN SL 3.</p> <p><b>Lesson 2:</b> <b>LO:</b> To understand the context of the story and emphasise with how the main characters in the story would be feeling. EN SL 2, EN SL 7, EN SL 1 EN SL 3.</p> <p><b>Lesson 3:</b> <b>LO:</b> To understand that each of the children have distinct personalities which affect the story significantly. LKS2: EN RC1e, LKS2: EN RC2c, LKS2: EN RC4.</p> <p><b>Lesson 4:</b> <b>LO:</b> To empathise with a character. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2d LKS2: EN RC1a.</p> <p><b>Lesson 5:</b></p>	<p><b>Lesson 2:</b> <b>LO:</b> To write a diary entry in character as Lucy. LKS2: EN W C2a, LKS2: EN W VGP1a, LKS2: EN RC1g, LKS2: EN W VGP1e, LKS2: EN W VGP2a.</p> <p><b>Lesson 3:</b> <b>LO:</b> To explore the themes of friendship, loyalty and compassion. EN SL 4, LKS2: EN RC1e, LKS2: EN RC2d, LKS2: EN RC2c.</p> <p><b>Lesson 4:</b> <b>LO:</b> To explore the writer's intentions in portraying character. LKS2: EN RW1, EN SL 9, EN SL 10.</p> <p><b>Lesson 5:</b> <b>LO:</b> To explore the writer's intentions in portraying character. LKS2: EN RC1g, LKS2: EN RC2f, EN SL 7 EN SL 6, LKS2: EN RC2b, LKS2: EN RC2c.</p>	<p>what will happen next in the story. EN SL 11, LKS2: EN RC2b, EN SL 4, LKS2: EN RC1e.</p> <p><b>Lesson 2:</b> <b>LO:</b> Secure development of characterisation and choose vocabulary to engage and impact the reader. LKS2: EN RC2c, LKS2: EN RC2f, EN SL 4, LKS2: EN RC2d, LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN W VGP1c.</p> <p><b>Lesson 3:</b> <b>LO:</b> Secure development of characterisation and choose vocabulary to engage and impact the reader. LKS2: EN RC2c, LKS2: EN RC2f, EN SL 4, LKS2: EN RC2d, LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN W VGP1c.</p> <p><b>Lesson 4:</b></p>	<p>LKS2: EN RC2d, EN SL 9, LKS2: EN RC2b, LKS2: EN RC1e, LKS2: EN RC2c, LKS2: EN RC2e LKS2: EN RC2f.</p> <p><b>Lesson 2:</b> <b>LO:</b> To explore the theme of betrayal. EN SL 7, EN SL 8, EN SL 9, EN SL 11.</p> <p><b>Lesson 3:</b> <b>LO:</b> To compare and contrast characters to deepen understanding of the themes within the text. EN SL 2, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e.</p> <p><b>Lesson 4:</b> <b>LO:</b> To plan a monologue. LKS2: EN RC1g, LKS2: EN RC2f EN SL 7 EN SL 6 LKS2: EN RC2c.</p> <p><b>Lesson 5:</b> <b>LO:</b> To draft a monologue from the point of view of Edmund explaining the</p>	<p>LKS2: EN RC2b, LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a.</p> <p><b>Lesson 2:</b> <b>LO:</b> To explore the writer's intentions in portraying character and how this develops through a narrative. LKS2: EN RC1e, LKS2: EN RC2c LKS2: EN RC2b.</p> <p><b>Lesson 3:</b> <b>LO:</b> To explore the themes of good versus evil. EN SL 7, EN SL 8, EN SL 9, EN SL 10 EN SL 11.</p> <p><b>Lesson 4:</b> <b>LO:</b> To understand the importance of the events of Chapter 13. LKS2: EN RC1e, LKS2: EN W C2a LKS2: EN W C4a.</p>	<p><b>Lesson 2:</b> <b>LO:</b> To evaluate the text as a whole. LKS2: EN RC2d, LKS2: EN RC4, LKS2: EN RC2b, LKS2: EN RC1e, LKS2: EN RC2c, LKS2: EN RC2e.</p> <p><b>Lesson 3:</b> <b>LO:</b> To identify and use the features of a travel guide. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a.</p> <p><b>Lesson 4:</b> <b>LO:</b> To identify and use the features of a travel guide. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a.</p>
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## Year Four English Overview for the Year

	<p><b>LO:</b> To understand how the writer's choices impact on our understanding of character and setting. LKS2: EN RC1g, LKS2: EN RC2c, LKS2: EN RW1.</p>		<p><b>LO:</b> To write dialogue in the style of the story. LKS2: EN W C2a, EN SL 6, LKS2: EN W VGP2c, LKS2: EN W TS2 LKS2: EN W VGP1d, LKS2: EN W VGP1c.</p> <p><b>Lesson 5:</b> <b>LO:</b> To write dialogue in the style of the story. LKS2: EN W C2a, EN SL 6, LKS2: EN W VGP2c, LKS2: EN W TS2 LKS2: EN W VGP1d, LKS2: EN W VGP1c.</p>	<p>situation he finds himself in. LKS2: EN RC2b, LKS2: EN W C2a LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP2a.</p>	<p><b>Lesson 5:</b> <b>LO:</b> To understand the importance of the events of Chapter 14. LKS2: EN RC1e, LKS2: EN RC1f, LKS2: EN W C2a.</p>	<p><b>Lesson 5:</b> <b>LO:</b> To produce the final draft of a travel guide. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a.</p>
<b>SPAG</b>	<p><b>Noun Phrases</b></p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. <b>Y4:G3.2</b></p>	<p><b>Noun Phrases</b></p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. <b>Y4:G3.2</b></p>	<p><b>Noun Phrases</b></p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. <b>Y4:G3.2</b></p>	<p><b>Suffixes</b></p> <p>Spell using the suffix -ation. <b>Y4:G6.4</b></p>	<p><b>Suffixes</b></p> <p>Spell words with endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian. <b>Y4:G6.4</b></p>	<p><b>Assessment and Revision</b></p>
<b>Term 5</b> <b>The Day I was Erased</b>	<p><b>A diary entry character study – to recount.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To explore understanding of character. LKS2: EN RC1e, EN SL 7.</p>	<p><b>A missing chapter in the style of the author – to entertain.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To understand the function of dialogue.</p>	<p><b>A comparative description – to explain.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To summarise characters and plot, and to review Chapter 14.</p>	<p><b>A report in the form of an interview – to entertain and inform.</b></p> <p><b>A speech to other Year 4 children – to explain and inform.</b></p>	<p><b>A letter to Charlie – to persuade and explain.</b></p> <p><b>'Maxwell's top five' – to explain and describe.</b></p> <p><b>Lesson 1:</b></p>	<p><b>A written analysis – to describe and explain.</b></p> <p><b>A character discussion – to inform and persuade.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To predict the ending.</p>



## Year Four English Overview for the Year

	<p><b>Lesson 2:</b> <b>LO:</b> To explore understanding of character. LKS2: EN RC3, LKS2: EN RC2c, EN SL 7.</p> <p><b>Lesson 3:</b> <b>LO:</b> To understand cause and consequence within a plot. LKS2: EN RC2e.</p> <p><b>Lesson 4:</b> <b>LO:</b> To summarise what has been read. LKS2: EN RC2e, EN SL 4, LKS2: EN RC2c.</p> <p><b>Lesson 5:</b> <b>LO:</b> To recount what has been read so far in the form of a diary entry. LKS2: EN W VGP1c, LKS2: EN W VGP2, LKS2: EN W VGP3.</p>	<p>EN SL 4, LKS2: EN RC2c, EN SL 7, EN SL 8.</p> <p><b>Lesson 2:</b> <b>LO:</b> To explore the effect of sentence structures. LKS2: EN RC2e, EN SL 2, EN SL 3, EN SL 4.</p> <p><b>Lesson 3:</b> <b>LO:</b> To develop comprehension skills and record answers succinctly. LKS2: EN RC1e.</p> <p><b>Lesson 4:</b> <b>LO:</b> To create predictions based on what has been read. LKS2: EN W VGP1, LKS2: EN W C3, LKS2: EN W C2a.</p> <p><b>Lesson 5:</b> <b>LO:</b> To create predictions based on what has been read. LKS2: EN W VGP1, LKS2: EN W C3, LKS2: EN W C2a.</p>	<p>LKS2: EN W C3a, LKS2: EN RC2d.</p> <p><b>Lesson 2:</b> <b>LO:</b> To investigate language and its effect. LKS2: EN RC1e.</p> <p><b>Lesson 3:</b> <b>LO:</b> To investigate language and its effect. LKS2: EN RC2e, EN SL 2, EN SL 3.</p> <p><b>Lesson 4:</b> <b>LO:</b> To compare life for Maxwell and to use contrasting language. LKS2: EN RC1e.</p> <p><b>Lesson 5:</b> <b>LO:</b> To compare life for Maxwell and to use contrasting language. LKS2: EN RC1e.</p>	<p><b>Lesson 1:</b> <b>LO:</b> To infer how a character feels and acts. LKS2: EN RC2c, LKS2: EN RC2d.</p> <p><b>Lesson 2:</b> <b>LO:</b> To explore historical links. LKS2: EN RC1e, LKS2: EN RC2.</p> <p><b>Lesson 3:</b> <b>LO:</b> To explore historical links. LKS2: EN W C3b, LKS2: EN W VGP1.</p> <p><b>Lesson 4:</b> <b>LO:</b> To research through notetaking and to carry out an interview. LKS2: EN W VGP1, LKS2: EN W VGP1f, LKS2: EN W VGP3.</p> <p><b>Lesson 5:</b> <b>LO:</b> To explain why a historical person/thing should never be forgotten.</p>	<p><b>LO:</b> To explore the relationship between Maxwell and Charlie. EN SL 7, LKS2: EN RC1e LKS2: EN RC2e, EN SL 4, LKS2: EN RC2c.</p> <p><b>Lesson 2:</b> <b>LO:</b> To explore the relationship between Maxwell and Charlie. EN SL 2, EN SL 3, EN SL 7, EN SL 8, LKS2: EN RC2e.</p> <p><b>Lesson 3:</b> <b>LO:</b> To demonstrate Maxwell's feelings in the form of a persuasive letter. LKS2: EN W C5, LKS2: EN W C4a, LKS2: EN W C3, LKS2: EN W VGP1, LKS2: EN W VGP3.</p> <p><b>Lesson 4:</b> <b>LO:</b> To analyse the relationship between Maxwell and Reg.</p>	<p>EN SL 4, LKS2: EN RC2d.</p> <p><b>Lesson 2:</b> <b>LO:</b> To critically analyse a section of text. EN SL 4.</p> <p><b>Lesson 3:</b> <b>LO:</b> To explain why Lisa Thompson chose to include the character of Reg. LKS2: EN W C1, LKS2: EN W C2a LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C3, LKS2: EN W VGP1, LKS2: EN W VGP3.</p> <p><b>Lesson 4:</b> <b>LO:</b> To explain why Lisa Thompson chose to include the character of Reg. LKS2: EN W C1, LKS2: EN W C2a LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C3, LKS2: EN W VGP1, LKS2: EN W VGP3.</p>
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## Year Four English Overview for the Year

				LKS2: EN W VGP1, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W C3.	EN SL 7, EN SL 8 LKS2: EN RC1e, EN SL 4.  <b>Lesson 5:</b> <b>LO:</b> To reflect on the plot so far. EN SL 3, EN SL 7, EN SL 8.	<b>Lesson 5:</b> <b>LO:</b> To explain why Lisa Thompson chose to include the character of Reg. LKS2: EN W C1, LKS2: EN W C2a LKS2: EN W C3, LKS2: EN W C4, LKS2: EN W C3, LKS2: EN W VGP1, LKS2: EN W VGP3.
<b>SPAG</b>	<b>Standard English</b>  Standard English forms for verb inflections instead of local spoken form (e.g. for we were, instead of we was or I did instead of I done). <b>Y4:G7.1</b>  <b>Terminology:</b> Determiner, pronoun, possessive pronoun and adverbial.	<b>Standard English</b>  Standard English forms for verb inflections instead of local spoken form (e.g. for we were, instead of we was or I did instead of I done). <b>Y4:G7.1</b>  <b>Terminology:</b> Determiner, pronoun, possessive pronoun and adverbial.	<b>Paragraphs</b>  Use of paragraphs to organise ideas around a theme.	<b>Paragraphs</b>  Use of paragraphs to organise ideas around a theme.	<b>Paragraphs</b>  Use of paragraphs to organise ideas around a theme.	<b>Assessment and Revision</b>
<b>Term 6</b>  <b>The Miraculous</b>	<b>Biographical writing - 'Something precious to me' - reflect and recount.</b>	<b>Non-fiction fact sheet or poster on the RMS Queen - to inform.</b>  <b>Lesson 1:</b>	<b>Free write Edward's reflections.</b>  <b>Internal monologue on Edward's time at the</b>	<b>Free write Edward's reflections.</b>  <b>Poem 'A Travelling Life' - to inform and entertain.</b>	<b>Narrative - Writing in role to inform from another character's POV.</b>	<b>Final piece: a new chapter.</b>  <b>Lesson 1:</b>



## Year Four English Overview for the Year

<b>s Journey of Edward Tulane</b>	<p><b>Diary entry of household – to write in character as Edward.</b></p> <p><b>Lesson 1:</b>  <b>LO:</b> To build an understanding of the main character and the context of the story.            EN SL 8, LKS2: EN RC2b, LKS2: EN RC1g.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To develop an understanding of the main character, Edward, and how precious he is to Abilene.            EN SL 4, LKS2: EN RC2c, LKS2: EN W C1b, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W VGP1a LKS2: EN W VGP1c, LKS2: EN W VGP1d.</p> <p><b>Lesson 3:</b>  <b>LO:</b> To summarise incidents that happen to</p>	<p><b>LO:</b> To develop an understanding of Pellegrina’s messages.            EN SL 8, EN SL 11, LKS2: EN RC2c LKS2: EN RC2d.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To compose a fact sheet to build understanding of travelling by sea in the 1930s, and to inform others.            LKS2: EN W C1b, LKS2: EN W C3, LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN W C2a, LKS2: EN W VGP1d.</p> <p><b>Lesson 3:</b>  <b>LO:</b> To make comparisons between clothing and personal items popular today with those from the 1930s.            LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C4a.</p> <p><b>Lesson 4:</b>  <b>LO:</b> To develop an understanding of the plot</p>	<p><b>dump – to explain and reflect.</b></p> <p><b>Lesson 1:</b>  <b>LO:</b> To develop an understanding of how Edward feels about, and is treated by, his new owners.            LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN RC2e LKS2: EN RC2c, EN SL 2, EN SL 11, LKS2: EN RC2b.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To explore the question ‘What does it mean to be kind’?            LKS2: EN RC2e, LKS2: EN RC2b LKS2: EN RC1g, EN SL 2, EN SL 8, EN SL 4, LKS2: EN W C1b, LKS2: EN RW1, LKS2: EN W TS1.</p> <p><b>Lesson 3:</b>  <b>LO:</b> To write in role as Edward, reflecting on to his life and his friendships.            LKS2: EN RC2e, LKS2: EN RC2a, LKS2: EN W C6, LKS2:</p>	<p><b>Lesson 1:</b>  <b>LO:</b> To explore the setting and context – a travelling hobo lifestyle on the road.            LKS2: EN W C1b, LKS2: EN W C3, LKS2: EN RC1g, EN SL 2, LKS2: EN W C2a.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To develop an understanding of Edward’s time on the road with Bull and Lucy.            LKS2: EN W C2 LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN RC2f, LKS2: EN RC1g, LKS2: EN W C6, LKS2: EN RC2d, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1f.</p> <p><b>Lesson 3:</b>  <b>LO:</b> To develop an understanding of Edward’s time on the road with Bull and Lucy.            LKS2: EN W C2 LKS2: EN W C2a, LKS2: EN W C4a, LKS2:</p>	<p><b>Lesson 1:</b>  <b>LO:</b> To develop an understanding of the plot and characters – Bryce and his sister.            LKS2: EN RC3, LKS2: EN RC2e EN SL 11, LKS2: EN RC2d, EN SL 4.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To understand the plot (how Edward becomes broken) and to write about Edward from another perspective.            LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN W C1b, LKS2: EN W C3, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p><b>Lesson 3:</b>  <b>LO:</b> To understand the plot (how Edward becomes broken) and to write about Edward from another perspective.            LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN W C1b,</p>	<p><b>LO:</b> To draft, edit and publish a new chapter in the style of Kate DiCamillo – Edward’s adventure continues.            LKS2: EN W C2, LKS2: EN W C3a, LKS2: EN W C2a, LKS2: EN W C3, EN SL 5, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d LKS2: EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W VGP1c, LKS2: EN W VGP2c.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To draft, edit and publish a new chapter in the style of Kate DiCamillo – Edward’s adventure continues.            LKS2: EN W C2, LKS2: EN W C3a, LKS2: EN W C2a, LKS2: EN W C3, EN SL 5, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN</p>
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## Year Four English Overview for the Year

	<p>Edward in the Tulane house. LKS2: EN RC2b, LKS2: EN RC2c, EN SL 7, EN SL 11.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write a diary entry in character as Edward. LKS2: EN W C2a, EN SL 5, EN SL 10, LKS2: EN W C6, LKS2: EN RC2d LKS2: EN W VGP1a, LKS2: EN W VGP1d LKS2: EN W VGP1b.</p> <p><b>Lesson 5:</b> <b>LO:</b> To write a diary entry in character as Edward. LKS2: EN W C2a, EN SL 5, EN SL 10, LKS2: EN W C6, LKS2: EN RC2d LKS2: EN W VGP1a, LKS2: EN W VGP1d LKS2: EN W VGP1b.</p>	<p>and characters – onboard the RMS <i>Queen Mary</i>. LKS2: EN RC3, LKS2: EN RC2d, EN SL 4, EN SL 11, LKS2: EN RC2b.</p> <p><b>Lesson 5:</b> <b>LO:</b> To develop an understanding of loss. LKS2: EN RC2e, LKS2: EN W C1b, LKS2: EN W C4a, EN SL 5, EN SL 4, LKS2: EN W VGP1d, LKS2: EN W VGP1a.</p>	<p>EN W VGP1, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W TS4, LKS2: EN W TS1, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write in role as Edward, reflecting on to his life and his friendships. KS2: EN RC2e, LKS2: EN RC2a, LKS2: EN W C6, LKS2: EN W VGP1, LKS2: EN W VGP1a, LKS2: EN W TS4, LKS2: EN W TS1, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5.</p> <p><b>Lesson 5:</b> <b>LO:</b> To understand how Edward changes during his time at the rubbish dump. LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN RC2e, LKS2:</p>	<p>EN RC2f, LKS2: EN RC1g, LKS2: EN W C6, LKS2: EN RC2d, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1f.</p> <p><b>Lesson 4:</b> <b>LO:</b> To develop understanding of a character – Edward is alone again. EN SL 4, LKS2: EN W C3b, LKS2: EN W C4a, LKS2: EN W VGP1d.</p> <p><b>Lesson 5:</b> <b>LO:</b> To explore how the writer uses language – Edward as a scarecrow. LKS2: EN RC2f, LKS2: EN RC1g, LKS2: EN W C2, LKS2: EN W C2a.</p>	<p>LKS2: EN W C3, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p><b>Lesson 4:</b> <b>LO:</b> To understand Bryce’s decision to give up Edward. LKS2: EN RC2b, EN SL 9, EN SL 8, EN SL 10, EN SL 11, LKS2: EN RC2d.</p> <p><b>Lesson 5:</b> <b>LO:</b> To evaluate Edward’s journey up to where he is waiting for a happy ending. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C3a, EN SL 7, LKS2: EN RC1e, LKS2: EN RC2d.</p>	<p>W VGP1a, LKS2: EN W VGP1d LKS2: EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W VGP1c, LKS2: EN W VGP2c.</p> <p><b>Lesson 3:</b> <b>LO:</b> To draft, edit and publish a new chapter in the style of Kate DiCamillo – Edward’s adventure continues. LKS2: EN W C2, LKS2: EN W C3a, LKS2: EN W C2a, LKS2: EN W C3, EN SL 5, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d LKS2: EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W VGP1c, LKS2: EN W VGP2c.</p> <p><b>Lesson 4:</b> <b>LO:</b> To draft, edit and publish a new chapter in the style of Kate DiCamillo</p>
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