

| Year 4                                                                                    | Summer Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |        |        |        |        |
|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|
|                                                                                           | Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| <b>English</b><br><br><b>Mission 5</b><br><br><b>Doctor X</b><br><br><b>Good or Evil?</b> | <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• apply growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words children encounter</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>• develop positive attitudes to reading, and an understanding of what they read</li> <li>• understand what they read in books they can read independently</li> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li>• learn to justify their views about what they have read (increasingly independently by the end of Year 4)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• write:               <ul style="list-style-type: none"> <li>• a persuasive letter, using inference to develop understanding (of characters) using evidence to strengthen an argument using formal language appropriately for purpose and audience using superlatives and other emotive language to persuade</li> <li>• a balanced argument in the form of a magazine article, using formal language appropriately for purpose and audience using evidence to strengthen an argument, using superlatives and other emotive language to persuade understanding structure (title, opening statement, both sides of the argument, closing statement), using inference to develop understanding (of characters)</li> <li>• a poem, using literary language, including similes to create vivid descriptions</li> </ul> </li> <li>• plan, draft, evaluate and edit writing</li> <li>• extend the range of time adverbs/adverbials (firstly, secondly, finally)</li> <li>• use fronted adverbials to structure evidence</li> <li>• extend the range of adverbs of cause (hence, thus, consequently, therefore, moreover)</li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>• have a sufficient knowledge of spelling, in order to use dictionaries efficiently</li> </ul> <p><b>Revisit:</b></p> <ul style="list-style-type: none"> <li>• matching form and organization to purpose and audience</li> <li>• understanding the correct terminology for expressing familiar connectives: co-ordinating and subordinating conjunctions</li> <li>• understanding the correct terminology for expressing familiar causal connectives: conjunctions, adverbs</li> <li>• understanding the correct terminology for expressing familiar time connectives: adverbs</li> <li>• using generalizing language (some, most, often)</li> <li>• using simple literary language in poetry: alliteration and onomatopoeia</li> </ul> |        |        |        |        |        |