



Year 4/5 – Programme of Study

<u>Narrative</u>	Traditional Tales – British legends (3 weeks)	Writing and Performing a Play (2 weeks)	Contemporary Fiction (3 weeks)	Classic Fiction (3 weeks)	Picture book (2 units, each lasting 2 weeks)
<p><u>Suggested texts</u> (these are just examples, please look on the Power of Reading for further texts, or one linked to your topic for the term)</p>	<p>Arthur, High King of Britain – Michael Morpurgo Beowulf – Michael Morpurgo Arthur: The Seeing Stone – Kevin Crossley-Holland The Illustrated Tales of King Arthur – Sarah Courtauld (Usborne) Robin Hood – Rob Lloyd Jones (Usborne)</p>	<p>Peter Pan – J.M. Barrie Play Time – Julia Donaldson (contains a selection of plays) Collected Plays for Children – Ted Hughes Shakespeare for Kids</p>	<p>Jinks and O’Hare Funfair Repair – Philip Reeve Fright Forest – Marcus Sedgwick Sky Hawk – Gill Lewis Fortunately the Milk – Neil Gaiman Goblins – Philip Reeve The Firework Maker’s Daughter – Philip Pullman The Falcon’s Malteser – Anthony Horowitz The Boy Who Climbed into the Moon – David Almond Noah Barleywater Runs Away – John Boyne The Legend of Podkin One-Ear – KM Larwood Max and the Millions – Ross Montgomery Brightstorm – Vashti Hardy Anisha, Accidental Detective – Serena Patel The Girl Who Stole An Elephant – Nizrana Farook The High-Rise Mystery – Sharna Jackson Knights and Bikes – Gabrielle Kent</p>	<p>The Children of Green Knowe – Lucy M Boston The Lion, The Witch and The Wardrobe – C.S. Lewis Alice’s Adventures in Wonderland – Lewis Carroll The Little House on the Prairie – Laura Ingalls Wilder Letter from the Lighthouse – Emma Carroll</p>	<p>Pet Dragon – Sally Symes Circle – Jeannie Baker FARThER – Grahame Baker Smith Fox – Margaret Wild The Lost Happy Endings – Carol Ann Duffy Arthur and the Golden Rope – Joe Todd Stanton Wolves – Emily Gravett Mrs Noah’s Pockets – Jackie Morris and James Mayhew Sophia the Dreamer and her Magical Afro – Jessica Wilson Because – Mo Willems</p>
<p><u>Suggested final written outcome</u></p>	<p>Write own adventure story based on character from a legend.</p>	<p>Write and perform a play based on a familiar story or a piece of film.</p>	<p>Write own story/part of a story based on characters and themes from the text</p>	<p>Write own story based on characters and themes from the text.</p>	<p>Write own story based on characters and themes from the text</p>
<p><u>SPaG to be taught in unit</u> Year 4 Year 5</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] Brackets, dashes or commas to indicate parenthesis including relative clauses, dropped in ‘_ed’ clauses e.g Poor Tim, exhausted by so much effort, ran home. The more..., the more... e.g. <u>The more upset she was, the more her tears</u></p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> Paired conjunction sentences both/and neither/nor not so/as e.g. It was <u>both cold and unpleasant for him to work there. Neither money nor gifts could make him visit the haunted mansion.</u></p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] Adjective starters e.g. <i><u>Terrified</u>, she froze on the spot.</i> Adjective + adjective e.g. <i><u>Happy and excited</u>, she packed for the holiday.</i> 3 adjectives e.g. <i><u>Tired, exhausted, worried</u>, the boy finally went home.</i> Expanded adverbials as starters e.g. <u>Beyond the dark gloom of the cave</u>, Zak saw the wizard move.</p>	<p>Expanded ‘-ing’ clause e.g. <i><u>Grinning menacingly</u>, he slipped the treasure into his bag. <u>The tornado, sweeping across the city</u>, destroyed the houses.</i> Similes to start sentences e.g. <i>Like a wailing cat, the ambulance screamed down the road. As pale as the moon, his face began to crumple.</i> Brackets, dashes or commas to indicate parenthesis including relative clauses, dropped in ‘_ed’ clauses e.g Poor Tim, exhausted by so much effort, ran home. Outside, inside sentences (The first sentences tells the outward action while the second sentence shows the character’s true inner feelings) e.g. <i>He smiled and shook the man’s hand.</i></p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Adj+adj, adj+adj, e.g. <i><u>Tired and weary, worn out and exhausted</u>, the Roman army were defeated.</i> ▪ Adjective but adjective e.g. <i><u>Tired but happy</u>, she walked home from the party.</i> Expanded adjective clauses as starters e.g. <u>Terrified by the dragon</u>, George fell to his knees. <u>Encouraged by the bright weather</u>, Jane set out for a long walk.</p>

	<i>flowed. The further he ran, the closer he came to the exit. The more isolated he was, the less likely he was to smile.</i>	<i>It was not so much the fame as the fortune that she craved.</i>		<i>Inside, he was angrier than he had ever been.</i>	
Non-Fiction	Newspapers (2 weeks)	Persuasion (2 weeks)	Explanation (2 weeks)	Discussion (2 weeks)	
Suggested texts (these are just examples)	The First News or Aquila articles could be used for journalistic writing examples. Jemmy Button – Jennifer Uman	The Wilderness War - Julia Green (to inspire persuasive writing, rather than a persuasive text) Jemmy Button – Jennifer Uman	Until I met Dudley – Roger McGough Wallace and Gromit’s Cracking Contraptions	The Boy in the Girls’ Bathroom – Louis Sachar Street Child – Berlie Doherty Esio Trot – Roald Dahl	
Suggested final written outcome	Write a newspaper article in a journalistic style.	Presenting a point of view by sequencing points and beginning to use rhetorical language	Create their own Cracking Contraption and write an explanation for it	Balanced arguments – present two sides of a debate. Could be inspired by fiction.	
SPaG to be taught in unit Year 4 Year 5	The grammatical difference between plural and possessive –s Apostrophes to mark plural possession [for example, <i>the girl’s name, the girls’ names</i>] Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Rhetorical questions e.g. <i>How would you feel? Is it really fair that playtime is cancelled?</i>	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>] Also more sophisticated eg <i>Throughout that night, At the end of the following day,</i> Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]	Revisit coordinating and subordinating conjunctions taught in Years 2 and 3 – teach further of each Fronted adverbials (including commas to mark them) Subordinate clauses (including commas to demarcate them) Apostrophes to mark plural possession [for example, <i>the girl’s name, the girls’ names</i>] Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Correctly punctuated according to whether they are embedded or the final clause in a sentence.	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>] Also more sophisticated eg <i>Throughout that night, At the end of the following day,</i> Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]	
Poetry	Learn by heart and perform a significant poem or poems. (1 week)	Significant Children’s Poets – e.g. Judith Nicholls, Edward Lear, Quentin Blake (1 week) Write a poem in the style of the chosen poet		Write poems that use figurative language. (1 week)	
SPaG to be taught in unit Year 4 Year 5	See speaking and listening objectives below.			Personification of weather e.g. <i>The rain wept down the window. Screaming through the branches, the wind grew increasingly violent.</i>	

Speaking and listening objectives – Year 4/5

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.