Terms	Term 1 Why do we live here? (6)	Term 2 What is the difference between noise and sound? (6)	Term 3 How can we switch off? (6)	Term 4 Are more people becoming vegetarian? (6)	Term 5		Term 6
Enquiry					Where does our water come from? (4)	What should you flush down the loo? (4)	What did the Romans for Britain? (5)
Key Texts	Suggested Enquiry Texts: Marcie and the Riddle of the Sphinx	Suggested Enquiry Texts: The Sound of Silence Krindlekraz The Sound Collector (poem) Moonbird Llama out Loud	Key Recommended texts: The Iron Man Other suggested enquiry texts: Electrical Wizard Energy Island Drynnibd The Boy Who Harnessed the Wind Bryan Mealer See Inside – Energy, Usborne	Suggested Enquiry Texts: Aubrey and the Terrible Ladybirds My First Vegetarian Cookbook – DK	Key Recommended texts: Rhythm of the Rain Other suggested enquiry texts: A drop around the world River Story Once upon a raindrop Non-fiction – explanation text Water Cycle	Key Recommended texts: Song of the Dolphin Boy Other suggested enquiry texts: One world We are Water Flush Flotsom	Suggested Enquiry Texts: Fiction: Beowulf – Michael Morpurgo Non-fiction: A Street Through Time / A City Through Time
SPaG Skills	 Capital letters, full stops, question marks, exclamation marks to demarcate sentences. Recap word classes – noun/verb/adjective/pronoun/ adverb Expanded Noun Phrases Week 4: Prepositions with Expanded Noun Phrases Co-ordinating conjunctions (FANBOYS)– simple and compound sentences 	 Expanded noun phrases with modifiers (it was really dark) Speech Punctuation Y4 – correct use of other punctuation to indicate direct speech** Subordinating Conjunctions - Complex sentences – using conjunctions and commas to separate clauses. Time related: <i>before</i>, <i>while</i>, <i>whilst</i>, <i>until</i> Y4 – Commas to mark subordinate clauses** Subordinating Conjunctions - Complex sentences – although/if/since/because/as. Apostrophe for contractions and singular possession (recap)/Apostrophe for plural possession Using 'a' and 'an' accurately. 	 Adverbs – time / manner / place / Fronted Adverbials - **Y4 – use of commas afterwards** Tense – Present Perfect tenses (progressive and continuous) Simile / Metaphor Hyperbole Power of 3 Non Standard English Pronoun chains Paragraphs – linking / golden thread 	Revisit and Embed Previously Taught Skills: Year 3 Use literary devices such as similes and alliteration Create and describe characters in narrative Create and describe plots in narrative Create and describe plots in narrative Create interest using apt and appropriate word choices and descriptive phrases Consistently use language of narrative features (inverted commas for speech, figurative devices, non-standard/standard English, adverbs, text specific skills) Consistently use language of non-fiction (precise nouns, simple/compound/complex sentences) Use literary devices such as similes and hyperbole Use nouns and pronouns to aid cohesion between sentences Create and expand characters in narrative Create and expand characters in narrative Create and expand characters in narrative Create and expand settings in narrative Create and expand plots in narrative Create and expand plots in narrative Create interest using apt and appropriate word choices and descriptive phrases Consistently use language of narrative (speech, figurative devices, fronted adverbials, power of 3, standard and non-standard English) Onsistently use language of non-fiction (precise nouns, simple/compound/complex sentences) Use a range of organisational features for fiction / non-fiction			
End of Unit Writing	Writing to entertain: Diary Entry Innovated Story Writing to inform: Non-Chronological Report	Writing to entertain: Innovated Story Writing to explain: Explanation text	Writing to entertain: Alternative ending / chapter (Iron Man) Writing to explain: Instructions – making electrical circuit / Scribblebot Writing to inform: Recount of trip to We the	Writing to entertain: Story (not innovated) Writing to argue: Persuasive leaflet / advert Or Writing to explain: Instructions - recipe	 Writing to entertain: Diary Entry – as jar of water Poetry Writng to explain Explanation Text – Water Cycle 	Writing to entertain: Letter in role Writing to argue: Persuasive letter	Writing to entertainStoryPoetryWriting to inform:Non-chronological reportOr News Report (Pompeii)
Ongoing skills applied within writing	Plan through discussing similar writing Compose and rehearse sentences oral Read writing aloud to a group with app Proofread, redraft and edit writing Write for a range of purposes and aud Write poetry, including free verse poet	ly propriate intonation iences including across the curriculum	Curious				