Terms	Term 1	Term 2	Term 3	Term 4	Term 5		Term 6
Enquiry	Where does the darkness come from? (6)	How can we find out about people in the past? (7)	What is underneath our feet? (6)	What is the difference between surviving and being healthy (6)	How do plants die? (5)	How can you feel the force? (4)	Why did people travel in the past? (5)
Key Texts	Key Recommended texts:         Hortense and the Shadow         Wolves in the Walls         Suggested Enquiry Texts:         The Owl who was Afraid of the Dark         The Dark Lemony Snicket         Smoot, a Rebellious Shadow         I'm not (very) afraid of the Dark	Suggested Enquiry Texts: The Incredible Cabinet of Wonders Timeline – Visual History The Story of People Barr & The Closest thing to Flying	Suggested Enquiry Texts: The Pebble in my Pocket The Street Beneath my Feet Escape from Pompeii	Suggested Enquiry Texts: You are what you eat (DK) Happy The Kew Gardens Children's Cookbook Super Foods Cookbook	Key Recommended texts: The Tin Forest The Green ShipOther suggested enquiry texts: The Boy who grew Dragons Under the Canopy The Great Kapok Tree Under the Canopy	Key Recommended texts: Leon and the Place Between Other suggested enquiry texts: Harley Hitch and the Iron Forest	Suggested Enquiry Texts: The Time Travelling Cat Explorers My Friend Walter Race to the Frozen North Matthew Henson Story Incredible Journeys Famous Explorers The Explorer – Katherine Rundell Amelia Earhart (Little People)
SPaG Skills	<ul> <li>Capital letters, full stops, question marks, exclamation marks to demarcate sentences.</li> <li>Recap word classes – noun/verb/adjective/pronoun/ adverb</li> <li>Expanded Noun Phrases Week 4: Prepositions with Expanded Noun Phrases</li> <li>Co-ordinating conjunctions (FANBOYS) – simple and compound sentences</li> </ul>	<ul> <li>Expanded noun phrases with modifiers (it was really dark)</li> <li>Speech Punctuation</li> <li>** Y4 - correct use of other punctuation to indicate direct speech**</li> <li>Subordinating Conjunctions - Complex sentences - using conjunctions and commas to separate clauses.</li> <li>Time related: <i>before</i>, <i>while</i>, <i>whilst</i>, <i>until</i></li> <li>** Y4 - Commas to mark subordinate clauses**</li> <li>Subordinating Conjunctions - Complex sentences - although/if/since/because/as.</li> <li>Apostrophe for contractions and singular possession (recap)/Apostrophe for plural possession</li> <li>Using 'a' and 'an' accurately.</li> </ul>	<ul> <li>Adverbs – time / manner / place /</li> <li>Fronted Adverbials - **Y4 – use of commas afterwards**</li> <li>Tense – Present Perfect tenses (progressive and continuous)</li> <li>Simile / Metaphor</li> <li>Hyperbole</li> <li>Power of 3</li> <li>Non Standard English</li> <li>Pronoun chains</li> <li>Paragraphs – linking / golden thread</li> </ul>	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 a range of organisational features for fiction / non-fiction         Year 4         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 settings in narrative         Create and expand plots 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 features (speech, figurative devices, fronted adverbials, power of 3, standard and non-standard English)         Consistently use language of nor-fiction (precise nouns, simple/compound/complex sentences)         Use a range of organisational features for fiction / non			
End of Unit Writing	Writing to entertain:         Letter (of apology) – Hortense and         the Shadow         Innovated Story – Wolves in the         Walls         Writing to inform:         Report on Owls	Writing to entertain: Diary Entry Writing to inform: Newspaper Report Writing to inform: Recount	Writing to entertain: Story – Volcano / Earthquake based. Writing to explain Non Chronological Report – Volcanoes / Earthquakes	Writing to argue: Persuasive leaflet / advert for healthy eating Writing to explain: Instructions - recipe	<ul> <li>Writing to entertain:</li> <li>Story – Based on Green Ship</li> <li>Poetry – Plants / Flowers</li> <li>Writing to inform:</li> <li>Explanation Text – plants (lifecycle of a bean plant / how to look after etc)</li> </ul>	Writing to entertain: Alternative section of a story (Leon and the Place Between) Setting Description	Writing to entertain Diary Entry Poetry Writing to inform: Biography
Ongoing skills applied within writing	Plan through discussing similar writing         Compose and rehearse sentences orally         Read writing aloud to a group with appropriate intonation         Proofread, redraft and edit writing         Write for a range of purposes and audiences including across the curriculum         Write poetry, including free verse poetry						