

Long Term Overview: Year 4 2025-26

Term	Long Term Overview: Year 4 2025-26						
	Autumn Term			Spring Term		Summer Term	
	First half		Second half	First half	Second Half	First half	Second half
<p>Objectives:</p> <p>Application from previous year group</p> <p>Teach new learning</p> <p>Application of new learning</p>	<p><b>Y2</b> – Use of CL, FS, ?, ! to demarcate sentences; commas to separate items on a list; apostrophes for contraction and to mark singular possession in nouns</p> <p><b>Y2:</b> Past and present tense; use of the progressive form of verbs <b>Y3:</b> use of present perfect instead of simple past</p> <p><b>Y3</b> –use inverted commas to punctuate speech</p> <p><b>Y4</b> – Use of inverted commas and other punctuation to indicate direct speech (e.g. commas after reporting clauses);</p> <p><b>Y3: noun phrases</b> provide detail with preposition phrases</p> <p><b>Y4:</b> noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases ‘the dark grey bank of cloud rolling in from the Atlantic’</p> <p><b>Y3</b> – expressing time, place and cause using conjunctions, adverbs and prepositions</p> <p><b>Y3 and 4:</b> build a varied and rich vocabulary</p> <p><b>Y4</b> – use of fronted adverbials As the sun rises, warm water laps at your feet.</p>	<p><b>Application from Year 2 and Year 3 – Tense and Punctuation</b></p> <p><b>Y3 and 4:</b> build a varied and rich vocabulary</p> <p><b>Y4:</b> noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p><b>Application from Year 2 and Year 3 – Tense and Punctuation</b></p> <p><b>Y4</b> – Use of inverted commas and other punctuation to indicate direct speech (e.g. commas after reporting clauses);</p> <p><b>Y4:</b> noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases ‘the dark grey bank of cloud rolling in from the Atlantic’</p> <p><b>Y3</b> – expressing time, place and cause using conjunctions, adverbs and prepositions</p> <p><b>Y3 and 4:</b> build a varied and rich vocabulary</p>	<p><b>Application from Year 2 and Year 3 – Tense and Punctuation</b></p> <p><b>Y3 and 4:</b> build a varied and rich vocabulary</p> <p><b>Y3 and 4:</b> build a varied and rich vocabulary</p> <p><b>Y4:</b> noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases ‘the dark grey bank of cloud rolling in from the Atlantic’</p> <p><b>Y4:</b> paragraphs are used to organise ideas (detail provided by noun phrases) around a theme; cohesion within paragraphs is created through the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition</p> <p><b>Y4:</b> extend the range of multi-clause sentences; organise paragraphs around a theme; use commas after fronted adverbials ‘for many moments,’ ‘in a confusion of wonder and fear,’ use nouns or pronouns for cohesion and avoid repetition sea, tide, Atlantic, ocean, surf, wave, great surge of green water</p>	<p><b>Application from Year 2 and Year 3 – Tense and Punctuation</b></p> <p><b>Y3 and 4:</b> build a varied and rich vocabulary</p> <p><b>Y4:</b> noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases ‘the dark grey bank of cloud rolling in from the Atlantic’</p> <p><b>Y4:</b> paragraphs are used to organise ideas (detail provided by noun phrases) around a theme; cohesion within paragraphs is created through the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition</p> <p><b>Y4:</b> extend the range of multi-clause sentences; 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Suggested texts	<b>Here We Are</b> <b>Oliver Jeffers</b>	<b>The Lost Happy Endings</b> <b>Carol Ann Duffy and Jane Ray</b>	<b>Classic Poetry – The Owl and the Pussycat</b> <b>Edward Lear</b>	<b>Because of Winn Dixie</b> <b>Kate DiCamillo</b>	<b>The Iron Man</b> <b>Ted Hughes</b>	<b>Atlas of Adventures – Persuasive text</b>	<b>Explanation Text – Manfred the Baddie</b> <b>John Fardell</b>	<b>Journey to Jo-burg</b> <b>Beverley Naidoo</b>
Text type Final Outcome	<b>Postcard:</b> Y2 – Use of CL, FS, ?, ! to demarcate sentences; Y2: Past and present tense; use of the progressive form of verbs Y3 – expressing time, place and cause using conjunctions, adverbs and prepositions	<b>Fiction:</b> Write a dialogue leading on from the setting description Y3 – use inverted commas to punctuate speech Y4 – Use of inverted commas and other punctuation to indicate direct speech (e.g. commas after reporting clauses);  Write a descriptive setting Y3: noun phrases provide detail with preposition phrases Y4: noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Y3 – expressing time, place and cause using conjunctions, adverbs and prepositions Y3 and 4: build a varied and rich vocabulary Y4 – use of fronted adverbials As the sun rises, warm water laps at your feet.  Write a diary Y4: paragraphs are used to organise ideas (detail provided by noun phrases) around a theme; cohesion within paragraphs is created through	<b>Poetry</b> Read the poems Discuss authors use of language What makes it a classic?  Write a description Y4: noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  <b>Poem</b> Perform the poem	<b>Non-fiction:</b> Informal letter to persuade the parent in the story to keep the pet Y4: paragraphs are used to organise ideas (detail provided by noun phrases) around a theme; cohesion within paragraphs is created through the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition  <b>Fiction:</b> Write a description through the backyard Y3 and 4: build a varied and rich vocabulary  Y4: noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Write a telephone conversation Y4 – Use of inverted commas and other punctuation to indicate direct speech (e.g. commas after reporting clauses); Informal information letter to mum to tell her what happened Y4: extend the range of multi-clause sentences; organise paragraphs around a theme; use commas after fronted adverbials; use nouns or pronouns for cohesion and avoid repetition Diary to build tension	<b>Fiction:</b> Character description  3-course menu: descriptions of each dish Y3 and 4: build a varied and rich vocabulary  Y4: noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  <b>Non-fiction:</b> Letter of advice Y4: paragraphs are used to organise ideas (detail provided by noun phrases) around a theme; cohesion within paragraphs is created through the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition  Diary  Write in role - Astronomers Log  Short news report	<b>Fiction:</b> <b>Non-fiction:</b> Formal persuasive letter to the King  Y3 and 4: build a varied and rich vocabulary  Y4: noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Y4: standard English form of verbs (was/were)  Write a setting description Y3 and 4: build a varied and rich vocabulary  Y4: noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Y4: paragraphs are used to organise ideas (detail provided by noun phrases) around a theme;	<b>Non-fiction:</b> Write an explanation on how to use a machine Y3 – expressing time, place and cause using conjunctions, adverbs and prepositions  Y4 – use of fronted adverbials Y3 and 4: build a varied and rich vocabulary  <b>Non-fiction:</b> Recount about the day as the character Y4: extend the range of multi-clause sentences; organise paragraphs around a theme; use commas after fronted adverbials; use nouns or pronouns for cohesion and avoid repetition  Write a dialogue Y4 – Use of inverted commas and other punctuation to indicate direct speech (e.g. commas after reporting clauses);	<b>Fiction:</b> Setting description Y3 and 4: build a varied and rich vocabulary  Y4: noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Narrative – prediction and retelling  Dialogue Y4 – Use of inverted commas and other punctuation to indicate direct speech (e.g. commas after reporting clauses);  Poetry - Freedom  <b>Non-fiction:</b> Letter to a friend in the story  Y4: extend the range of multi-clause sentences; organise paragraphs around a theme; use commas after fronted adverbials; use nouns or pronouns for cohesion and avoid repetition

	<p>the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition</p> <p><b>Y4</b> – use of fronted adverbials  <i>As the sun rises, warm water laps at your feet.</i></p> <p>Write an alternative ending  <b>Y4:</b> paragraphs are used to organise ideas (detail provided by noun phrases) around a theme; cohesion within paragraphs is created through the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition</p> <p><b>Y4</b> – use of fronted adverbials  <i>As the sun rises, warm water laps at your feet.</i>  <b>Y3</b> – expressing time, place and cause using conjunctions, adverbs and prepositions</p> <p><b>Non-fiction:</b></p> <p><u>Instructions</u> on how to steal/deliver happy endings  <b>Y3</b> – expressing time, place and cause using</p>		<p>Write a summary  Write a book review  <b>Y4:</b> paragraphs are used to organise ideas (detail provided by noun phrases) around a theme; cohesion within paragraphs is created through the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition</p>	<p><b>Y4:</b> extend the range of multi-clause sentences; organise paragraphs around a theme; use commas after fronted adverbials; use nouns or pronouns for cohesion and avoid repetition</p>	<p>cohesion within paragraphs is created through the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition</p> <p>Write a recount  <b>Y4</b> – Use of inverted commas and other punctuation to indicate direct speech (e.g. commas after reporting clauses); apostrophes for plural possession, use of commas after fronted adverbials</p> <p>Persuasive text about a place</p> <p><b>Y4:</b> paragraphs are used to organise ideas (detail provided by noun phrases) around a theme; cohesion within paragraphs is created through the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition</p>	<p>Setting description  <b>Y3 and 4:</b> build a varied and rich vocabulary</p> <p><b>Y4:</b> noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	
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		<p>conjunctions, adverbs and prepositions</p> <p>Y4: noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>						
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Term	Duration of unit (weeks)	Context / text	Form	Outcome(s) (purpose and audience)	Key grammar and vocabulary teaching
Autumn 1 (2 days)	2 days	Here We Are	Persuasive/descriptive - Postcard	Outcome: creating a postcard Purpose: ideas for our playground/eco Audience: Mrs Cartwright	Punctuation: use CLs and FS accurately Conjunctions to express time, place and cause Writing in the correct tense
Autumn term 1	6	The Lost Happy Endings	Narrative – Setting description To describe  alternative ending To entertain  Non-fiction - Instructions  To evaluate Book Review	Dialogue leading from the setting description  Descriptive setting to build tension  Diary To retell  Alternative ending  Instructions  Book review	Dialogue – accuracy of punctuation Commas after reporting clauses  Vocabulary Expanded noun phrases  Conjunctions to express time, place and cause Commas after fronted adverbials  Paragraphing
	2	The Owl and the Pussycat	Description To describe  Write a poem To entertain	Read the poems Discuss authors use of language What makes it a classic?  Write a description  Poem Re-write the poem based on the original version	Rhyme Y3 and 4: build a varied and rich vocabulary  Y4: noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
Autumn 2	5	Because of Winn Dixie	Setting description Informal letter to persuade To persuade	<b>Non-fiction:</b> Informal letter to persuade the parent in the story to keep the pet	Build a varied and rich vocabulary  Expanded noun phrases  Use of speech punctuation and commas after reported clause

			<p>Telephone conversation To inform</p> <p>Informal Information letter To inform</p> <p>Recount – Diary to build tension To retell</p> <p>Recount – Book Review To recount</p>	<p>Write a description through the backyard</p> <p>Write a telephone conversation</p> <p>Informal information letter to mum to tell her what happened</p> <p>Diary to build tension</p> <p>Write a summary</p> <p>Write a book review</p>	<p>extend the range of multi-clause sentences; organise paragraphs around a theme;</p> <p>use commas after fronted adverbials;</p> <p>use nouns or pronouns for cohesion and avoid repetition</p> <p>paragraphs are used to organise ideas (detail provided by noun phrases)</p>
<i>Spring 1</i>	4	The Iron Man	<p>Write a character description – To describe</p> <p>Write instructions To instruct</p> <p>Write dialogue To inform</p>	<p>Character description</p> <p>Instructions</p> <p>Dialogue</p>	

Spring term 2	6	Atlas of Adventures	<p><b>Non- fiction:</b> Formal persuasive letter</p> <p>Persuasive text - To persuade</p>	<p>Setting description</p> <p>Recount</p> <p>Persuasive text about a place</p> <p>Formal persuasive letter to the King</p>	<p>build a varied and rich vocabulary</p> <p>Using subordinating clauses</p> <p>noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>standard English form of verbs (was/were)</p> <p>paragraphs are used to organise ideas around a theme; cohesion within paragraphs is created through the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition</p>
Summer term 1	4	Manfred the Baddie – J. Fardell	<p>Non-fiction: explanation</p> <p>To explain</p>	<p>Retell</p> <p>Character description – appearance and personality</p> <p>P- An explanation on how to use a machine</p> <p>A- Year 3</p>	<p>Vocabulary</p> <p>Noun phrases</p> <p>Time conjunctions</p> <p>prepositional phrases</p> <p>Fronted adverbials</p> <p>Commas after fronted adverbials</p> <p>Paragraphing</p> <p>Subheadings</p>
Summer 2	6	Journey to Jo'burg	<p>Descriptions To describe</p> <p>Narrative – To entertain</p> <p>Letter – informal To inform</p> <p>Poem -To entertain</p>	<p>Character description</p> <p>Setting description</p> <p>Suspense narrative – story ending</p> <p>Letter to a friend</p> <p>Poem</p>	<p>build a varied and rich vocabulary</p> <p>Expanded noun phrases</p> <p>prepositional phrases</p> <p>Fronted adverbials</p> <p>Commas after fronted adverbials</p> <p>Paragraphing</p> <p>Use of speech punctuation and commas after reported clause extend the range of multi-clause sentences;</p> <p>use nouns or pronouns for cohesion and avoid repetition</p> <p>paragraphs are used to organise ideas (detail provided by noun phrases)</p>

