

Year 4 Narrative immersion in books

Term	Book	Themes	Key skills	Text Types	Curriculum areas covered
Autumn 1	The Tin Forest	Dreams/aspirations Recycling/Conservation Growth/resilience	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>• Be curious</li> <li>• Question</li> <li>• Communicate</li> <li>• Listen</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• Make links</li> <li>• Plan</li> </ul> <p><b>Manage feelings</b></p> <ul style="list-style-type: none"> <li>• Tackle new things without worrying</li> <li>• not be frustrated/upset by difficulty</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Imagination</li> <li>• Enthusiasm</li> <li>• Become lateral thinkers</li> </ul> <p><b>Be self-aware</b></p> <ul style="list-style-type: none"> <li>• Can evaluate own learning and learn from the conclusions</li> </ul>	<p><b>Descriptive Writing</b> (with figurative language as a focus)</p> <p><b>Report Writing</b></p> <p><b>Descriptive Writing</b> (as a narrative)</p>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Locate world’s countries, focussing on Europe &amp; Americas focus on key physical &amp; human features (Amazon Rainforest)</li> <li>• Use 8 points of compass, symbols &amp; keys</li> </ul> <p><b>Science:</b> Forces and magnets</p> <ul style="list-style-type: none"> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• describe magnets as having two poles</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Computing:</b> Use internet safely and appropriately</p> <p><b>R.E: Places of Worship</b></p> <p><b>Enrichment - Trip to a place of worship (preferably a Gurdwara or Mosque)</b></p>

<p><b>Autumn 2</b></p>	<p>Into the Forest</p>	<ul style="list-style-type: none"> <li>• Choices</li> <li>• Charity</li> <li>• Traditional Tales</li> </ul>	<p><b>Enquire</b></p> <ul style="list-style-type: none"> <li>• Be curious</li> <li>• Question</li> </ul> <p><b>Problem Solve</b></p> <ul style="list-style-type: none"> <li>• Plan</li> <li>• Reason</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Use imagination</li> <li>• Lateral-Thinking</li> </ul> <p><b>Emotional skills</b></p> <ul style="list-style-type: none"> <li>• Understand others feelings</li> <li>• Be self-aware</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• Persevere</li> <li>• Set Goals</li> </ul>	<p><b>Newspaper reports</b></p> <p><b>Persuasion</b></p> <p><b>Traditional Tales</b></p>	<p><b>Science:</b> All living things (Y4)</p> <ul style="list-style-type: none"> <li>• identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Geography:</b> Use fieldwork to observe, measure &amp; record <b>R.E:</b> Who inspires me?</p> <p><b>Computing:</b> Use internet safely and appropriately</p> <p><b>Enrichment - Trip to Coxley Woods. Searching for lost items along the way.</b></p>
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<p><b>Spring 1</b></p>	<p>The Willow Pattern Story</p>	<ul style="list-style-type: none"> <li>• Traditions</li> <li>• Love</li> <li>• Punishment and Crime</li> </ul>	<p><b>Problem Solve</b></p> <ul style="list-style-type: none"> <li>• Make Choices</li> <li>• Reason</li> </ul> <p><b>Enquire</b></p> <ul style="list-style-type: none"> <li>• Be curious</li> <li>• Question</li> </ul> <p><b>Apply Knowledge</b></p> <ul style="list-style-type: none"> <li>• Draw conclusion</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Use imagination</li> <li>• Lateral thinking</li> </ul> <p><b>Emotional Skills</b></p> <ul style="list-style-type: none"> <li>• Understand others feelings</li> </ul>	<p><b>Letter (formal)</b></p> <p><b>Report Writing</b></p> <p><b>Diary Writing</b></p>	<p><b>Science:</b> States of matter</p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>R.E:</b> Why is Easter important to Christians?</p> <p><b>Computing:</b> Design &amp; write programs to achieve specific goals, including solving problems</p> <p><b>Enrichment? (Science focus?)</b></p>
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<p><b>Spring 2</b></p>	<p>You're a Bad Man Mr Gum</p>	<ul style="list-style-type: none"> <li>• Treating others as you want to be treated</li> <li>• Friendship/ Relationships</li> <li>• Right Vs Wrong</li> </ul>	<p><b>Emotional Skills</b></p> <ul style="list-style-type: none"> <li>• Managing feelings</li> </ul> <p><b>Social skills</b></p> <ul style="list-style-type: none"> <li>• Listen</li> <li>• Communicate</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Meta-learning</li> <li>• Lateral thinking</li> </ul>	<p><b>Nonsense poems</b></p> <p><b>Play Script</b></p> <p><b>Persuasive Writing</b></p>	<p><b>Science: Sound</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> </ul> <p><b>History: British History</b> (taught chronologically)</p> <ul style="list-style-type: none"> <li>• Roman Empire &amp; impact on Britain: - Julius Caesar's attempted invasion - Roman Empire &amp; successful invasion - British resistance, e.g. Boudicca - Romanisation of Britain</li> </ul> <p><b>R.E:</b> What are the deeper meanings of celebrations</p> <p><b>Design and technology:</b> <b>Huge focus.</b> Create own Fairy Early Warning System.</p> <p><b>Enrichment - Trip to a Museum (Badsworth?) With a Romans workshop.</b></p>
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<p><b>Summer 1</b></p>	<p>Escape from Pompeii</p>	<ul style="list-style-type: none"> <li>• Disaster</li> <li>• Rebirth</li> <li>• Family</li> </ul>	<p><b>Enquire</b></p> <ul style="list-style-type: none"> <li>• Be Curious</li> <li>• Question</li> </ul> <p><b>Problem Solve</b></p> <ul style="list-style-type: none"> <li>• Apply Knowledge</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• Set Goals</li> </ul> <p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• Collaborate and support</li> <li>• Ask relevant questions</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Use imagination</li> </ul>	<p><b>News Reports</b></p> <p><b>Non-Chronological Report</b></p> <p><b>Letter</b> (informal)</p>	<p><b>Science: Rocks</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Geography:</b> Describe &amp; understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements, trade links, etc</p> <p><b>R.E:</b> How is new life welcomed into the world?</p> <p><b>Computing:</b> Understand computer networks</p> <p><b>Enrichment - Artemis actor, coming in as a survivor of Pompeii</b></p>
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<p><b>Summer 2</b></p>	<p>Escape from Pompeii</p>	<ul style="list-style-type: none"> <li>• Disaster</li> <li>• Rebirth</li> <li>• Family</li> </ul>	<p><b>Enquire</b></p> <ul style="list-style-type: none"> <li>• Be Curious</li> <li>• Question</li> </ul> <p><b>Problem Solve</b></p> <ul style="list-style-type: none"> <li>• Apply Knowledge</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• Set Goals</li> </ul> <p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• Collaborate and support</li> <li>• Ask relevant questions</li> </ul> <p><b>Creativity</b></p> <p>Use imagination</p>	<p><b>Diary</b></p> <p><b>Instructions</b></p> <p><b>Descriptive Writing</b> (Narrative)</p>	<p><b>Science: Rocks</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>History: Broader History Study</b></p> <ul style="list-style-type: none"> <li>• Earliest ancient civilisations, i.e. - Ancient Sumer; - Indus Valley; - Ancient Egypt; or - Shang Dynasty of Ancient China</li> </ul> <p><b>R.E:</b> How does a Christian follow Jesus?</p> <p><b>Computing:</b> Collect and present data appropriately</p> <p><b>Enrichment - Residential to the coast</b></p>
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