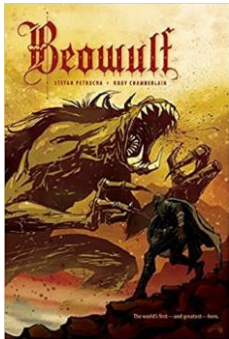
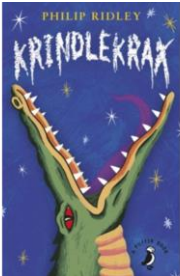

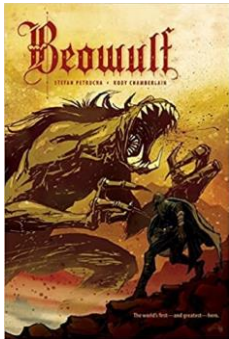

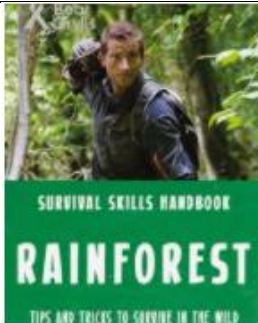


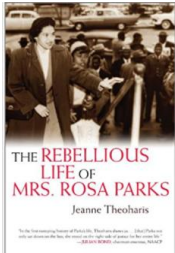
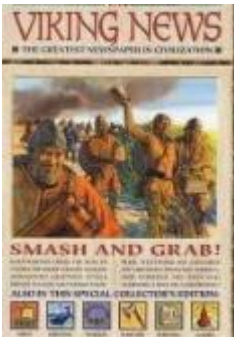




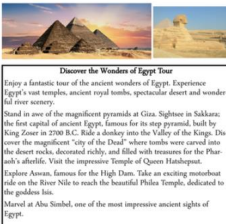









St. Patrick's Catholic Primary School
Text Overview
Year Group: 4


Week	Autumn 1 (8 weeks) Topic:	Autumn 2 (7 weeks) Topic:	Spring 1 (6 weeks) Topic:	Spring 2 (6 weeks) Topic:	Summer 1 (6 weeks) Topic:	Summer 2 (6 weeks) Topic:
	Recommended Reading: James and the Giant Peach	Recommended Reading: The Miraculous Journey of Edward Tulane (Class 8)	Recommended Reading: Krindlekrax	Recommended Reading: The Butterfly Lion	Recommended Reading: Podkin One Ear	Recommended Reading: The Train to Impossible Places
		 Friend or Foe (Class 9) 				
1	<u>Fiction</u> <u>Setting Description</u> Text: Treasure Island	<u>To inform</u> <u>Non-fiction</u> <u>Non-chronological</u> <u>reports</u>	<u>To entertain</u> <u>Narrative</u> <u>Description of a</u> <u>character</u>	<u>To entertain</u> <u>Narrative</u> <u>Description</u> <u>Rainforests</u> Text: Deforestation in the Amazon rainforest.	<u>To entertain</u> <u>Narrative</u> <u>Setting Description</u>	<u>To entertain</u> <u>Poetry</u> <u>Kenning Poems</u> Text: Text: The Highwayman by Alfred Noyes

		 <p>Text: The Great Kapoc Tree.</p>	<p>Text: Rainforest Calling</p> 	<p>Deforestation in the Amazon rainforest Deforestation: The destruction of trees or forests on a massive scale.</p>  <p>swooping gracefully the macaw let a shriek of happiness and drifted into the shayde of the canopy. It to peck at its bright feathery plumage in the branches of the kapok tree far below, a jaguar let out great yawn its sharp blood-stained teeth glimmered in the morning sun.</p> <p>An army of tres stud perfectly still, their leaves still moist from the sudden downpour a hower or so earlier. howler monkees hollered with delight as they munched on delicious freshly picked bananas</p>	<p>Text: The Legend of Tutankhamun</p> 	
2	<p><u>Fiction</u> <u>Description</u> <u>Story Writing</u></p> <p>Text: The Dragon's Hoard</p> 	<p><u>To inform</u> <u>Non-fiction</u> <u>Non-chronological reports</u></p> <p>Text: The Great Kapoc Tree</p> 	<p><u>To entertain</u> <u>Narrative</u> <u>Description of a character.</u></p> <p>Text: Rainforest Calling</p> 	<p><u>To entertain</u> <u>Narrative</u> <u>Description</u></p> <p>Text: George Stephenson and the Stockton to Darlington Railway.</p>	<p><u>To entertain</u> <u>Narrative</u> <u>Story Writing</u> <u>Description</u></p> <p>Text: The Legend of Tutankhamun</p> 	<p><u>To entertain</u> <u>Poetry</u> <u>Kenning Poems</u></p> <p>Text: The Highwayman by Alfred Noyes</p> 
3	<p><u>To entertain</u></p>	<p><u>To inform</u></p>	<p><u>To entertain</u></p>	<p><u>To entertain</u></p>	<p><u>To inform</u></p>	<p><u>To entertain</u></p>

	<p>Poetry Kenning Poems</p> 	<p><u>Non-fiction</u> <u>Non-chronological reports</u> Text: Lindisfarne - Brochure</p> <p>Text: Holy Island Today</p> 	<p><u>Narrative</u> <u>Description of a character</u> Text: Krindlekrax</p>  <p>Teach it -Grammar and Punctuation:</p>	<p>Poetry Kenning Poems Text: ‘My Mother Saw a Dancing Bear’ by Charles Causley</p> <p>My mother saw a dancing bear By the schoolyard, a day in June. The keeper stood with chain and bar And whistle-pipe, and played a tune. ♣</p> <p>And bruin lifted up its head And lifted up its dusty feet, And all the children laughed to see It caper in the summer heat. ♣</p> <p>They watched as for the Queen it died. They watched it march. They watched it halt. They heard the keeper as he cried, 'Now, roly-poly ! ' 'Somersault ! ' ♣</p> <p>And then, my mother said, there came The keeper with a begging-cup, The bear with burning coat of fur, Shaming the laughter to a stop. ♣</p> <p>They paid a penny for the dance, But what they saw was not the show; Only, in bruin's aching eyes, Far-distant forests, and the snow. ♣</p>	<p><u>Narrative</u> <u>Newspaper Article</u> Text: Local Habitats</p>  <p>UK BAP Priority Habitats Broadleaved Mixed Woodland Found in places on the steep-sided banks of the River Tees, and on the steep banks of almost all of the section of the River Laver within the Tees Valley boundary. Trees cover has been influenced by planting, usually conifers or spruces, either sown through the wood or as plantation, ash is the main natural tree.</p> <p>Lowland Meadow Small scattered fragments of lowland meadow are found within the River Tees Corridor, with a concentration of sites in the Laver Valley. These meadows are present on steeply-sloping sites and managed as permanent pasture.</p> <p>Priority Ponds Priority ponds are in intermittent clusters along the river, with a major concentration at Rowfield and The Haines, between Eaglescliffe and Thoresby. The majority of the ponds meet the priority pond criteria due to the presence of common toad, with others also fulfilling the criteria for great crested newt, waterbirds or water voles.</p> <p>Fen There are three main areas of fen within the River Tees Corridor: one associated with the River Stearn north of Darlington (a spring-fed fen meadow), one in the Laver Valley in the south of the borough of Stockton (a rush dominated wet fluck), and one in the area around Port Clarence.</p> <p>Traditional Orchard Remnants of old traditional orchards, associated historically with small commercial enterprises and farms, are present in the western rural section of the River Tees Corridor Landscape Area, with a concentration around Farm and Eaglescliffe. Orchards vary in their size and condition and are now mainly for domestic use.</p> <p>Hedgerow Hedgerows are present across the open farmland through which the River Tees passes, from west of Darlington to the urban fringe of Stockton.</p>	<p><u>Narrative</u> <u>Descriptive Writing</u> Text: The Train to Impossible Places</p> 
4	<p><u>To entertain</u> Poetry Kenning Poems</p> 	<p><u>To entertain</u> <u>Narrative</u> <u>Newspaper Article</u> Text: The Anglo-Saxon Angle</p> 	<p><u>To inform</u> <u>Non-fiction</u> <u>Instructions</u> Text: Amazon Jungle Survival Guide</p>	<p><u>To inform</u> <u>Non-fiction</u> <u>Non-chronological Report</u> Text: How have rainforests changed over time?</p>	<p><u>To inform</u> <u>Narrative</u> <u>Newspaper Article</u> Text: Local Habitats</p>	<p><u>To entertain</u> <u>Narrative</u> <u>Descriptive Writing</u> Text: The Train to Impossible Places</p> 

					 <p>River Tees Corridor Landscape Area Habitats & Species</p> <p>UK RAMP Priority Habitats</p> <p>Broadleaved Mixed Woodland Found in places on the steep-sided banks of the River Tees, and on the steep banks of almost all of the section of the River Tees within the Tees Valley boundary. Tree cover has been influenced by planting, usually conifers or sycamores, either scattered through the wood or as plantations, with the main natural tree.</p> <p>Lowland Meadow Small scattered fragments of lowland meadow are found within the River Tees Corridor, with a concentration of sites in the Lowland Valley. These meadows are present on steeply sloping sites and managed as permanent pasture.</p> <p>Priority Ponds Priority ponds are in intermittent clusters along the river, with a major concentration at Bowfield and The Holmes, between Eaglescliffe and Threlkley. The majority of the ponds meet the priority pond criteria due to the presence of common reed, with others also fulfilling the criteria for great crested newts, invertebrates or water voles.</p> <p>Fen There are three main areas of fen within the River Tees Corridor, one associated with the River Skerne north of Darlington (a spring-fed fen meadow), one in the Lowland Valley in the south of the borough of Stockton (a rich-dominated wet-flats), and one in the area around Port Clarence.</p> <p>Traditional Orchard Remnants of old traditional orchards, associated historically with small commercial enterprises and farms, are present in the western rural section of the River Tees Corridor. Landscape Area, with a concentration around Farm and Eaglescliffe. Orchards vary in their size and condition and are now mainly for domestic use.</p> <p>Hedgerow Hedgerows are present across the open farmland through which the River Tees passes, from west of Darlington to the urban fringe of Stockton.</p>	
5	<p><u>To persuade Non-fiction</u></p> <p><u>Black History Month</u></p> <p><u>Persuasive Writing - Posters</u></p> <p>Text: The Montgomery Bus Boycott - non-fiction recount</p>  <p>Biography.</p>	<p><u>To entertain Narrative</u></p> <p><u>Newspaper Article</u></p> <p>Text: Anglo Saxon Chronicles / Headlines</p>  <p>The attack on Lindisfarne.</p>	<p><u>To entertain Narrative - Story Writing</u></p> <p>Text: Tribes and Rainforest Children</p>     <p>Dear Future President,</p> <p>Hi, My name is Nicole Taylor and I am writing to you about something that is very important to me, the forest. Every day, thousands of species and acres of forest are destroyed because of deforestation. We could have destroyed species that could have had the answer to many medical mysteries. The forest plays a huge part in our world and we are destroying it. Deforestation is a parasite and we need to stop it before it gets hard for us to handle. Nearly a billion trees worldwide are cut down each year. The depletion of the forest does not just affect the US, it affects the world.</p> <p>The forest plays a big role in life on this planet. Deforestation is one of the leading causes of global warming, since there is less trees, they can't keep up with the emissions of carbon in the air which then keeps heat trapped in the earth. This problem will get worse if deforestation continues. Deforestation also affects farming, if deforestation gets worse, farmers will be worse for the world. Erosion caused by deforestation can lead to flooding because more because soil cannot take in the water. This flooding caused by deforestation will lead to more floods that will harm the farmers and cause a shortage in food. If we don't stop deforestation then there will be a food shortage around the world and that will lead to conflict around the world. There are just some of the many ways deforestation affects us, without forests some of our biggest problems will only get worse if we don't stop it.</p> <p>There are many ways forests are taken out. One way is cattle, it may sound surprising but to have cattle you need a big field and they just cut down the trees for more room and never plant any back. When the cattle eat all the food in the area they just move to another area leaving the area bare and they don't plant any trees back. Another reason is</p>	<p><u>To persuade Letter Writing</u></p> <p>Text: Deforestation of the Rainforests.</p> <p><u>https://letters2president.org/letters/2157</u></p> <p><u>https://letters2president.org/letters/13090</u></p>	<p><u>To inform Non-fiction</u></p> <p><u>Recount - Diary Entry</u></p> <p>Where would you rather live?</p> <p><u>http://news.bbc.co.uk/cbbcnews/hi/newsid_515000/newsid_5153200/5153216.stm#dayone</u></p> <p><u>https://www.farmafrica.org/downloads/2016-ghbt/english---diary-entries.pdf</u></p> <p><u>https://sites.google.com/site/povertyinafrica1425/diary-entry</u></p> <p>I know I am lucky to even be getting an education. It may not be the best because I am taught by untrained, unqualified teachers in overcrowded, unhygienic poorly equipped classrooms, but most others don't even have the opportunity to go to school. I don't want to go to be like the farmer, poor with no money and no skills. I believe education is the first step to changing our future. We will be able to become better off as a society if we are educated. Then we will be able to get out of this terrible time. That's the only way we can change. This cycle of poverty will never end unless we are educated.</p>	<p><u>To persuade Non-fiction</u></p> <p><u>Adverts</u></p> <p>Visit Cairo, Egypt.</p> <p><u>https://youtu.be/JNrrQHXS8wE</u></p> <p><u>https://www.worldtravelguide.net/guides/africa/egypt/cairo/</u></p>  

				<p>Dear future president,</p> <p>I am writing this letter to make sure that it is known that deforestation is an issue here in the United States. More and more animal species are going on the endangered species list because forest are getting torn out to be made dining room tables and paper. While others say that logging creates jobs and lowers the risk of an uncontrollable wildfire, what about those tree frogs, woodpeckers, and owls? Where will they go when there are no more trees to turn into homes, shelter, and food? I propose that the United States of America find healthy and green ways to reduce the amount of logging that is needed, such as reducing the amount of trees that are used for logging. Another idea on how to reduce the amount of trees that are taken out of the environment is having regulations on logging companies. Such as when a tree is logged, have that same company plant a new tree. Although planting a new tree takes on average 25 years for a chopped down tree or forest to just regrow and be on track in order to become this what it once was. When humans cut down a tree they are also taking carbon that is stored in the wood for the leaves and wood that gets harvested. Plants that share the same environment as the trees do would use that carbon and use that to grow. Humans are living underneath tons of carbon that goes into the atmosphere each year. An overabundance of carbon in the atmosphere leads to warmer temperatures.</p> <p>In 1983, deforestation wiped out 50% of the forest up by the Upano River in Washington State. When the forest was wiped out, the land was used for pastures which was able to feed towns around the Upano River. While the forest was being taken down the Shuar people lost their hunting land and their homeland in the process. In some cases even people lose their homes to logging.</p>	http://www.keystage2literacy.co.uk/holiday-videos--pompeii.html	
6	<p><u>To inform</u> <u>Narrative</u> <u>Recount - Diary</u> <u>Entry</u></p> <p>Text: Transcript of Martin Luther King 'I Have a Dream' speech.</p> 	<p><u>To entertain</u> <u>Narrative</u> <u>Story Writing-Advent</u></p> <p>Text: Bible story, the first Christmas.</p> 	<p><u>To entertain</u> <u>Narrative</u> <u>Story Writing</u> <u>Visual Literacy</u></p> 	<p>Holy Week</p> 	<p><u>To inform</u> <u>Non-fiction</u> <u>Recount - Diary</u> <u>Entry</u></p> <p>Where would you rather live?</p> <p>http://news.bbc.co.uk/1/hi/newsid_5150000/newsid_5153200/5153216.stm#dayone</p> <p>https://www.farmafrica.org/downloads/2016-ghtb/english---diary-entries.pdf</p> <p>https://sites.google.com/site/povertyinafrica1425/diary-entry</p> <p>I know I am lucky to even be getting an education. It may not be the best because I am taught by untrained, underpaid teachers in overcrowded, unhealthy poorly equipped classrooms, but most others don't even have the opportunity to go to school. I don't want to be like the poorest poor with malaria and AIDS. Everywhere I believe education is the first step to changing our future. We will be able to become better off as a society if we are educated. Then we will be able to get out of this terrible time. That's the only way we can change. This cycle of poverty will never end unless we are educated.</p>	<p><u>To persuade</u> <u>Non-fiction</u> <u>Adverts</u></p> <p>Visit Cairo, Egypt</p> <p>https://www.worldtravelguide.net/guides/africa/egypt/cairo/</p>  <p>Discover the Wonders of Egypt Tour</p> <p>Enjoy a fantastic tour of the ancient wonders of Egypt. Experience Egypt's vast temples, ancient royal tombs, spectacular desert and wonderful river scenery.</p> <p>Stand in awe of the magnificent pyramids at Giza. Sightsee in Sakkarah, the first capital of ancient Egypt, famous for its step pyramid, built by King Zoser in 2700 B.C. Ride a donkey into the Valley of the Kings. Discover the magnificent "city of the Dead" where tombs were carved into the desert rocks, decorated richly, and filled with treasures for the Pharaoh's afterlife. Visit the impressive Temple of Queen Hatshepsut.</p> <p>Explore Aswan, famous for the High Dam. Take an exciting motorboat ride on the River Nile to reach the beautiful Philae Temple, dedicated to the goddess Isis.</p> <p>Marvel at Abu Simbel, one of the most impressive ancient sights of Egypt.</p>  <p>http://www.keystage2literacy.co.uk/holiday-videos--pompeii.html</p>

7	<p><u>To inform</u> Narrative Recount - Diary Entry</p> <p>Text: I Have a Dream - speech, Diary extract</p> 	ADVENT/CHRISTMAS				