

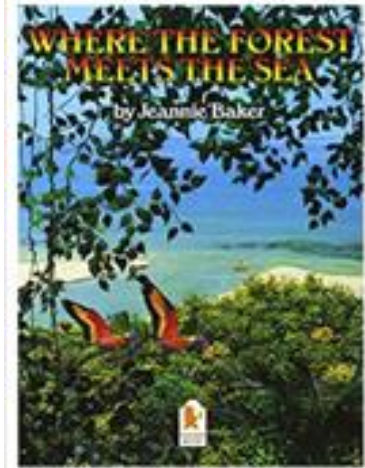


## Helsby Hillside Primary School – English Y4 Summer 1 - Key Learning Overview

### Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green

#### Vocabulary development:

wilderness	equator
extreme	temperate
lush	tropics
conditions	mangrove
flourish	deforestation
sweltering	biodiversity
swathed	conservation
extensive	ecosystem



	Children will be able to:
Speaking and listening	<p>Listen and respond</p> <p>Ask relevant questions</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Maintain attention and participate actively in collaborative conversations</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints</p> <p>Select and use appropriate registers for effective communication</p>
Reading	<p>Read for a range of purposes</p> <p>Use dictionaries to check the meaning of words</p> <p>Explain meaning of words in context</p> <p>Predict from details stated and implied</p> <p>Identify main ideas drawn from more than one paragraph and summarise</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p>
Writing	<p>Build a varied and rich vocabulary</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Use paragraphs to organise information and ideas around a theme</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Know the grammatical difference between plural and possessive 's'</p>
Spelling	<p>As well as revising and consolidating previous grapheme-phoneme correspondences (GPCs) taught in KS1 and spellings taught in Y3, Pupils in Y4 will/Will be able to:</p>

	<p>Be able to spell words ending in suffix –ous, ious and –eous (eg jealous, serious and hideous)</p> <p>Be able to spell words with the endings –tion, -sion, -ssion, -cian (eg. injection, expression, expansion and musician and common exceptions eg. attention)</p> <p>Be able to spell words with letters ‘ch’ for ‘k’ (eg. chemist, scheme)</p> <p>Be able to spell words with French origin with ‘ch’ for ‘sh’ (eg. chef and machine)</p> <p>Be able to spell words with -gue and –que ending (eg. league and antique)</p> <p>Be able to spell words with ‘sc’ (eg. science, discipline and crescent)</p> <p>Be able to choose/ spell words with letters ‘ei’, ‘eigh’ and ‘ey’ (eg. vein, eight, weigh and obey)</p> <p>Be able to spell and use words with the possessive apostrophe for plural words (eg. girls’, boys’, children’s)</p> <p>Be able to use and spell correct homophones/ near homophones (eg accept/except and affect/effect)</p>
Handwriting	<p>By the end of the year pupils will/Will be able to:</p> <p>Use diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting ensuring that downstrokes are parallel and equidistant and that ascenders and descenders do not touch</p>
Writing Outcome	<p>Information board for a rainforest exhibit</p> <p>Greater Depth - Include an interactive element</p>