

Y4 Medium Term Plan

Autumn 1	<p>Wind in the Willows</p> <p>"The Wind in the Willows" follows the adventures of Mole, who leaves his underground home and discovers a world of riverbanks and woods. He befriends Water Rat, wise Badger, and eccentric Toad, and together they navigate the joys and challenges of their pastoral life. Filled with whimsical escapades and deep friendships, the novel celebrates the beauty of nature and the bonds of camaraderie.</p>	<p>The key themes are friendship and journey. The children will learn to:</p> <ul style="list-style-type: none"> evaluate a range of viewpoints about different characters considering how this affects the reader's feelings and emotions (building on 'Charlotte's Web' Y3) identify language used to describe characters and how the choice of language influences the reader's perceptions (building on character transformation in 'Iron Man' Y3) understand that authors present characters through description, what they do and say and how they are viewed by other characters (building on character motives in 'Sheep Pig' Y3) identify language used to describe settings which captures the reader's imagination (building on semantic field focus in 'Twas the night before Christmas Y3) 	<p>Within the context of dialogue between two characters.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> create detailed settings using vocabulary from the text (building on setting description from 'Where the Whales Came From' Y3) correctly punctuate and use direct speech (building on dialogue in 'The Rock from Above' Y3) compose sentence using dialogue building up a rich selection of verbs of speech (building on reported clauses in 'The Treasures' Y3) check their work carefully especially following the rules for direct speech (building on dialogue in 'The Rock From Above' Y3) 	<p>The children will learn to identify and use:</p> <p>adverbial phrases (building on adverb focus in 'Iron Man' Y3)</p> <ul style="list-style-type: none"> convert spoken language into direct speech (building on dialogue in 'The Rock From Above' Y3) follow the correct conventions for direct speech new speaker, new line (building on dialogue in 'The Rock From Above' Y3) Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<p>Debating differing viewpoints taking on a persona other than their own</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> carefully select the words they use to persuade (<i>building on 'Sheep Pig' debate Y3</i>) use persuasive techniques such as rhetorical questions, emotive language, repetition, anecdotes etc. (<i>building on 'Sheep Pig' debate Y3</i>) uses pauses for effect (<i>building on dramatic reading in 'Why the Whales Came' Y3</i>) carefully consider their phrasing to match their purpose and audience 	<p>Year 3/4 Spelling Objectives: Consolidation of all Year 3 and 4 spelling rules and word list.</p> <ul style="list-style-type: none"> Introducing diagonal join from p and b to ascender: ph, pl, bl Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe Introducing diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba Revising parallel ascenders and descenders: bb,pp, Break letters: x, z Spacing in common exception words Consistent size of letters Relative size of capitals Speed and fluency
	<p>A River</p> <p>"A River" by Marc Martin is a beautifully illustrated picture book that follows the journey of a young boy exploring a river that runs through his city. As he embarks on this imaginative adventure, he encounters bustling cityscapes, serene landscapes, and a variety of wildlife. Through stunning visuals and minimal text, Martin captures the essence of curiosity, exploration, and the wonders of nature along a flowing river.</p>	<p>The key themes are settlement and journey.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> read easily and fluently with good understanding (building on work across KS1 and Y3) utilise a wide range of vocabulary from the text (building on writing from 'Why the Whales came' Y3) follow grammatical conventions when reading (building on work across KS1 and Y3) 	<p>Within the context of describing a journey:</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Write a narrative using learnt ideas from the text and cross curricular geography links (building on OW Rivers Y3) Use strategies to link paragraphs and aid cohesion (building on paragraph focus in 'Sheep Pig' Y3) Utilise adverbial phrases to enhance meaning (building on adverb focus in 'Iron Man' Y3) Use simple and complex sentences to develop imagery (building on sentence focus in 'Why the Whales Came' Y3) 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> Expanded noun phrases (modifying adjectives) (<i>building on expanded noun phrases with prepositional phrases in Y3</i>) Adverbial phrases (how, how often, where and when) (<i>building on adverb focus in Y3</i>) Connecting adverbs and adverbial phrases in their paragraphs Use fronted adverbials (<i>building on adverb focus in Y3</i>) Utilise prepositional phrases to emphasise description 	<p>Whole class discussion on the topic of 'Do human settlements have a negative impact on nature?'</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Speak clearly and confidently with appropriate volume and pace (<i>building on 'Wind in the Willows' Y4</i>) Carefully consider words used to express ideas and how this supports the purpose of talk (<i>building on 'Wind in the Willows' Y4</i>) Be aware of audience and purpose Give supporting evidence Build on others' ideas in discussions (<i>building on whole class discussion in 'Charlotte's Web' Y3</i>) 	
Autumn 2	<p>Matilda</p> <p>"Matilda" by Roald Dahl follows the story of a young girl with extraordinary intelligence and telekinetic abilities who is mistreated by her ignorant and neglectful parents. She finds solace in books and her compassionate teacher, Miss Honey, who helps her navigate challenges at home and at school. Together, they stand up to the oppressive headmistress, Miss Trunchbull, ultimately revealing Matilda's special talents and finding a way to ensure her happiness and future success.</p>	<p>The key themes are power of education and overcoming of adversity</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> draw inferences from the main characters thoughts and feelings using the text to justify their views (building on 'Charlotte's Web' Y3) explore how language and point of view, especially how the third person limited narration contributes to our understanding of the protagonist (building on analysis of perspective in 'Sheep Pig' Y3) 	<p>Within the context of writing contrasting setting descriptions</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> detailed settings based on descriptions in the text developing the use of contrast between positive and negative (building on setting description in 'Why the Whales Came' Y3) Consistently organise writing into paragraphs to emphasise differences to aid the reader (building on paragraph focus in 'The River' Y4) Correct errors in grammar and punctuation ensuring the meaning is clear for the reader (building on Y3 punctuation and grammar) 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> develop use of expanded noun phrases to add detail (<i>building on 'River' Y4</i>) Use adverbial phrases to direct the reader (<i>building on 'River' Y4</i>) Use subordination to draw attention to details (fronting when describing settings) (<i>building on complex sentence study in Y3</i>) 	<p>Hot seating of characters from the text</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Ask probing questions of a character in role (<i>building on hot seating in 'The Railway Children' Y3</i>) Use more natural prompts when turn taking within a group (<i>building on whole class discussion in 'The River' Y4</i>) Deliberately select movements and gestures to portray character 	<p>Year 3 /4 Spelling Objectives:</p> <ul style="list-style-type: none"> Revise prefixes taught in Year 3. <p>Add the following prefixes to change the meaning of the word: <i>un- unable, unclear dis- disappoint, disobey, mis- misbehave, mislead in-inactive, incorrect</i></p>

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	<p>A Christmas Wish</p> <p>"A Christmas Wish" by Katherine Rundell is a heartwarming tale set in a snowy English village, where young Theo embarks on a quest to find his missing father during Christmas time. With the help of his loyal friends and a mysterious woman named Elsie, Theo discovers the magic of hope, friendship, and the power of believing in miracles. This enchanting novel captures the spirit of Christmas through its poignant themes of family bonds and the joy of unexpected reunions.</p>	<p>The key themes are hope, loneliness and Christmas.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Identify the main ideas drawn from more than one paragraph (building on analysis of paragraphs in 'Iron Man' Y3) Discuss the vocabulary used to capture the readers' interest and the essence of Christmas (building on semantic field focus in 'Twas the night before Christmas Y3) 	<p>Write a formal letter outlining a Christmas wish (building on letter writing in 'Dragon Post' Y2)</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> understand the conventions of letter writing identify the difference between formal and informal register use non-fiction with appropriate form and structure for a letter 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> standard English form of verb inflections instead of local spoken forms plural possessive apostrophe (<i>building on singular possessive apostrophe in 'Charlotte's Web' Y3</i>) supporting detail on topic sentence in non-fiction letter writing 	<p>Children will orally perform their Christmas Wish letters</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> carefully consider the words and adjectives they are using to express their ideas actively listen to others reading aloud through eye contact and small facial gestures (<i>building on listening skills used in 'Why the Whales Came' Y3</i>) 		
Spring 1	<p>Firework Makers Daughter</p> <p>"The Firework-Maker's Daughter" by Philip Pullman is a charming tale following Lila, a young girl determined to become a skilled firework maker like her father, despite societal expectations. Facing challenges and adventures, she embarks on a journey to find the elusive Fire-Fiend to prove her worthiness. Along the way, Lila learns about courage, friendship, and the true meaning of determination in achieving her dreams.</p>	<p>The themes are perseverance, identity and friendship.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> discuss the vocabulary chosen to add dramatic effect to a climax in a story (building on analysis of tension in 'The Borrowers' Y3) draw inferences from characters feelings that justify their motives (building on character analysis in 'Wind in the Willows' Y4) 	<p>Write an advert for Lila's new firework</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> use specific lay out devices to support the persuasive non-fiction piece use persuasive language to affect the reader assess the effectiveness of the persuasive techniques used by themselves and their peers 	<p>The children will learn to:</p> <ul style="list-style-type: none"> manipulate active and passive voice to maintain journalistic style (<i>builds on subject and object knowledge from KS1</i>) chose appropriate indefinite pronouns to reinforce point of view: e.g. everyone, would, agree (building on knowledge of pronouns) 	<p>Children will create a radio advert for a new firework</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> deliberately pause for effect to capture the listeners attention (<i>building on 'Wind in the Willows' Y4</i>) carefully consider the words and phrasing used to persuade an audience (<i>building on 'Wind in the Willows' Y4</i>) 	<p>Year 3/4 Spelling Objectives:</p> <ul style="list-style-type: none"> Before a root word starting with l, in- becomes il – as in illegal, illegible Words with endings sounding like /-ure/ or /-ture, e.g., sure, measure, creature, adventure, picture Endings which sound like /-sion/, e.g., television, collision. Revising parallel ascenders Revising parallel ascenders and break letters Relative sizes of letters Proportion of letters Spacing between letters Spacing between words Writing at speed Improving speed and fluency 	
	<p>Lady Winters Rap</p> <p>"Lady Winter's Rap" is a poetic narrative capturing the essence of winter's persona through a rhythmic and lyrical exploration. The poem portrays winter as a powerful and mystical figure, weaving a tale of cold winds, icy landscapes, and the quiet beauty of snow-covered scenes. Through vivid imagery and metaphorical language, it evokes the chill and majesty of the season, inviting readers to experience its transformative and awe-inspiring qualities.</p>	<p>The themes are winter and nature.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> recognise and discuss the key features of rap poetry (building on poetic styles covered in Y3) analyse how language and structure contribute to meaning (building on 'Why the Whales Came' Y4) 	<p>Write using the rap structure and emphasising the personification of a season.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Compose and rehearse sentences (building on poetry written in 'On the Ning Nang Nong' Y3) use rich vocabulary to develop their use of personification (building on 'From a Railway Carriage' Y3) 	<p>The children will learn to:</p> <ul style="list-style-type: none"> judiciously selecting non-standard English to maintain rhythm and rhyme of the poem (<i>building on the nonsensical words in 'On the Ning, Nang, Nong'</i>) 	<p>Perform 'Lady Winter Rap' poem to an audience.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> select the correct tone and pace when reading the poem (<i>building on engagement in 'On the Ning, Nang, Nong' Y3</i>) select exaggerated gestures to convey meaning (<i>building on gestures in 'Matilda' Y4</i>) maintain the correct stress and intonation to mirror the rap style of performance 		
Spring 2	<p>The Lion, the Witch and the Wardrobe</p> <p>"The Lion, the Witch and the Wardrobe" by C.S. Lewis follows four siblings, Peter, Susan, Edmund, and Lucy, who discover a magical world called Narnia hidden behind a wardrobe in a professor's house. They learn that Narnia is under the rule of the White Witch, who has cast a spell of eternal winter. With the help of Aslan, the noble lion and true king of Narnia, the children embark on a journey to defeat the White Witch and restore peace to the land.</p>	<p>The themes are bravery, sacrifice and the triumph of good over evil.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Predict what might happen in text and justify predictions from details stated and implied (building on character motives in 'The Firework Makers Daughter' Y4) Discuss and share vocabulary used to capture the readers imagination in the detailed descriptions of Narnia (building on semantic field focus in Y3) 	<p>Write a non-fiction response to the question 'Why does Edmund betray his brothers and sisters?'</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Consistently organise their writing into structured paragraphs (building on 'Matilda' Y3) Develop cohesion between ideas and paragraphs (building on 'Matilda' Y3) Assess the effectiveness of their writing and that of a peer suggesting improvements Proofread their writing by reading it aloud with a focus on clear punctuation 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Utilise expanded noun phrases to strengthen an argument (<i>building from expanded noun phrases in 'Matilda' Y4</i>) Write complex sentence that opens with a main clause followed by a subordinate (<i>building on complex sentences in 'Matilda' Y4</i>) Use subordinating conjunctions to develop their argument (<i>building from argument in 'Charlotte's Web' Y3</i>) 	<p>Discussion on 'Should Edmund be forgiven?'</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Speak increasing confidence in front of peers Make brief notes on others thoughts and record any questions (<i>building on active listening in 'One Christmas Wish' Y4</i>) Consider the impact of their words on others when giving feedback Deliberately select movement and gesture Use pauses for effect (<i>building on 'Matilda' Y4</i>) 	<p>Year 3/4 Spelling Objectives:</p> <ul style="list-style-type: none"> Add the suffix -ous to form new words, e.g., poisonous, various, vigorous, serious Add suffix -ation to verbs to form nouns, e.g., information, sensation, preparation Add suffix -ly to an adjective to form an adverb, e.g., sadly, gently <p>Explore exceptions, e.g., basically and happily</p>	
	<p>Life Doesn't Frighten Me at All</p> <p>"Life Doesn't Frighten Me at All" by Maya Angelou is a defiant poem celebrating resilience and courage in the face of fear. Through vivid imagery and rhythmic language, the poem empowers the reader to confront and overcome their</p>	<p>The themes are peril and personal bravery.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Identify structural features chosen by the poet (building on 'Lady Winter's Rap' Y4) 	<p>Write poetry based on Angelou's poem mirroring the structural features. (building on 'The Treasures' Y3)</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Use a consistent and appropriate structure 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> Expanded noun phrases 	<p>Building on the performance skills from Lady Winter's Rap, children will perform their own compositions.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Direct their peers to perform as a group, deliberately varying tone of 		

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<p>fears, whether real or imagined. Angelou's words convey a sense of strength and determination, urging us to embrace life with bravery and optimism.</p>	<ul style="list-style-type: none"> Discuss the overarching pattern of the poem and why the poet has chosen this (building on the subverted pattern in 'Treasures' Y3) Understand why a poet might break the conventions of a rhyme scheme within a poem (building on choices of the poet in 'Treasures' Y3) 	<ul style="list-style-type: none"> Make deliberate choices when breaking a rhyme scheme or poetic conventions Utilise repetition in poetry for effect Choose a range of stanza lengths 		<p>voice to convey meaning and emotion <i>(building on the pair work in 'The Treasures' Y3)</i></p>		

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Summer 1	<p>Varjak Paw</p> <p>"Varjak Paw" is a children's novel by SF Said about a Mesopotamian Blue cat named Varjak Paw who embarks on a journey to save his family from a dangerous enemy. Through courage and determination, Varjak learns ancient martial arts techniques from a mystical ancestor, which he uses to confront and defeat the nefarious Gentleman and his sinister gang of black cats. Along the way, Varjak discovers his own strength and identity, proving that even the smallest of cats can achieve greatness.</p>	<p>The themes are courage, self-discovery, and friendship.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Evaluate how the authors choice of third-person limited narrator affects the reader (building on 'Matilda' Y4) Identify how the author utilises the feline characteristics of the narrator (building on the anthropomorphic features of 'Wind in the Willows' Y4) Analyse how language and point of view contribute to the narrative (building on 'Matilda' Y4) is this the same as first bullet point? 	<p>Write in the third-person limited perspective with an animal protagonist.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Incorporate anthropomorphic features into writing (building on the anthropomorphic features of 'Wind in the Willows' Y4) Create pace within a narrative through punctuation and sentence choices Use dialogue correctly to convey the character and advance the action (building on focus across Y3 on dialogue) 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Convert spoken word into direct speech starting with the reporting clause maintaining the key characteristics of the animal (<i>building on dialogue in 'Wind in the Willows' Y4</i>) 	<p>Perform a section of the novel to an audience</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Use appropriate volume, pace and tone to emphasise the drama of the prose (<i>building on 'Matilda' Y4</i>) Consider position and posture when addressing the audience Utilise pauses for dramatic effect (<i>building on 'The Lion, The Witch and The Wardrobe' Y4</i>) Use eye contact effectively and look at audience whilst retaining fluency 	<p>Year 3/4 Spelling Objectives:</p> <ul style="list-style-type: none"> Endings which sound like /shun/spelt -tion -sion, -ssion, -cian, e.g., invention, expression, expansion Explore exceptions: attend – attention, intend – intension Explore words with the /k/ sound spelt ch, e.g., scheme, chorus, chemist Explore words with the /sh/ sound spelt ch, e.g., chef, chalet 	<ul style="list-style-type: none"> Consistency of size Proportion Spacing between letters and words Size, proportion and spacing Fluency: writing longer words Speed and fluency Revising break letters Print alphabet: presentation Capital letters: presentation
	<p>Cinnamon</p> <p>"Cinnamon" by Neil Gaiman is a charming and whimsical tale about a princess born from a tree who cannot speak. Her parents promise half of their kingdom to anyone who can make her talk, leading to a series of amusing attempts by suitors. Eventually, a mysterious tiger-witch arrives with a proposal that changes everything.</p>	<p><i>The themes are courage, communication and self-discovery</i></p> <p><i>The children will learn to:</i></p> <ul style="list-style-type: none"> Compare and discuss thematic similarities with Maya Angelou's 'Life Doesn't Frighten Me' poem Discuss vocabulary choices of the author focusing on figurative language (building on figurative language in 'Treasures' Y3) 	<p><i>Write a diary entry as Cinnamon expressing innermost thoughts and feelings.</i></p> <p><i>The children will learn to:</i></p> <ul style="list-style-type: none"> Produce emotive writing from a characters' perspective (building on character study in 'Charlotte's Web' Y3) Carefully select vocabulary to convey feelings and emotions Structure their diary entry appropriately (building on diary writing in 'The Railway Children' Y3) 	<p><i>The children will learn to:</i></p> <ul style="list-style-type: none"> Subordinating conjunctions to convey a sense of time (building on subordination for detail in 'Matilda' Y4) Use differing sentence length for effect on the reader (building on sentence focus across LKS2) 	<p><i>Whole discussion 'Which sense is the most vital to have?'</i></p> <p><i>The children will learn to:</i></p> <ul style="list-style-type: none"> Carefully consider words and phrases to express viewpoint (building on 'The Lion, The Witch and The Wardrobe' Y4) Give supporting evidence to their viewpoint 		
Summer 2	<p>The Abominables</p> <p>"The Abominables" by Eva Ibbotson is a heartwarming adventure tale about a young girl named Lady Agatha Farlingham who discovers a family of yetis on a remote Himalayan peak. Determined to protect them from those who seek to exploit them, Agatha embarks on a daring journey with her friends to reunite the yetis with their home in the mountains. Along the way, they encounter breathtaking landscapes, unexpected allies, and learn valuable lessons about friendship and acceptance.</p>	<p>The themes are tolerance, resilience and kindness</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Discuss how the choice of point of view affects the reader's understanding of the characters (building on 'Varjak Paw' Y4) Justify their predictions about the novel from character traits (building on character focus in 'The Firework Maker's Daughter' Y4) Discuss the novel with a wide range of classic children's fiction focusing on the five-part story structure (<i>building on all of the novels studied in LKS2</i>) 	<p>Write a report on Himalayan Yeti based on knowledge from the text (<i>building on the anthropomorphic features of 'Wind in the Willows' Y4</i>)</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Write in a report style using appropriate structure Consistently organise writing into paragraphs based around a feature Utilise technical vocabulary consistent with a report 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Use expanded noun phrases to add specific details for the reader (<i>building on The Lion, The Witch and The Wardrobe Y4</i>) manipulate subordinate clauses to add variety to sentence structure (<i>building on 'Cinamon' Y4</i>) 	<p>Formal debate on tourism in the Himalayas</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> give supporting evidence based on a previous example (<i>building on debate skills in 'The River' Y4</i>) use natural and subtle prompts for turn-taking be respectful of disagreements (<i>building on whole class discussion in 'Wind in the Willows' Y4</i>) respond to opposing arguments presented 	<p>Year 3/4 Spelling Objectives:</p> <ul style="list-style-type: none"> Explore words with the /k/ sound spelt ch, e.g., scheme, chorus, chemist Explore words with the /sh/ sound spelt ch, e.g., chef, chalet Words ending in /g/ sound spelt -gue and the /k/ sound spelt -que, e.g., league, antique 	
	<p>If by Rudyard Kipling</p> <p>"If" by Rudyard Kipling is a poem that advises on maintaining fortitude and resilience in the face of adversity. It emphasizes the importance of self-discipline, perseverance, and maintaining a positive attitude even when facing challenges. The poem encourages readers to stay determined and level-headed in pursuit of their goals, embodying stoicism and moral integrity throughout life's trials.</p>	<p>The themes are growth, leadership and self-confidence</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> identify the placement of the conditional clauses if and then analyse the meter of the poem (building on 'Lady Winter's Rap' Y4) discuss the rhyme scheme used by the poet (building on poetry studied across LKS2) 	<p>Write a poem giving advice to a younger child</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Compose and rehearse stanzas orally (building on 'Life Doesn't Frighten Me at All' Y4) Assess the effectiveness of their own and peers' poetic rhythm and pace (building on 'Lady Winter's Rap' Y4) 	<p>Children will learn to identify and use:</p> <ul style="list-style-type: none"> Adverbs of place to qualify nouns (<i>building on 'Iron Man' Y3</i>) Conditional clauses in line with poem 	<p>Performing own poem to a younger audience</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> use appropriate volume, tone and pace to give advice (building on the tone of 'The Treasures' Y3) select movement and gestures to support delivery of poem (<i>building on performance in 'Lady Winter's Rap' Y4</i>) 		