

Knowledge Organiser

Year: 4 Subject: English Unit: Explanation text (Varmints)

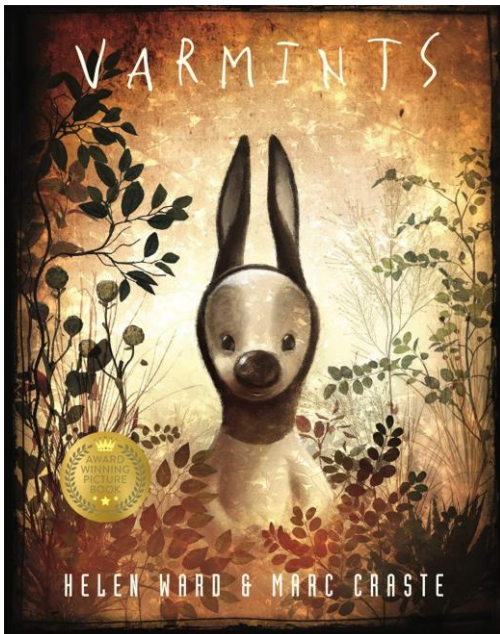
Overview:

During this sequence of learning, children explore the settings and themes writing a retelling of the story from the main character's point of view and sharing their thoughts and opinions about the story. The same text is then used to draw out the process and lifecycle of growing plants. Children use this as a starting point to create a lifecycle flow diagram, charting the changes that take place as a plant grows and what is needed to nurture it in order to give guidance to the next generation of 'varmint' on how to look after plants.

What will I learn in this unit?

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- Adverbs [for example, then, next, soon, therefore]
- Prepositions [for example, before, after, during, in, because of]
- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of paragraphs to organise ideas around a theme
- Use of commas to clarify meaning or avoid ambiguity
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using fronted adverbials

Book focus



Varmints by Helen Ward and Marc Craste

Vocabulary:

Varmint – An irritating or obnoxious person or animal

Wiry - resembling wire in form and texture

Murmuring - a low or indistinct continuous sound

Nurtured - care for and protect (someone or something) while they are growing.

Wilderness - a neglected or abandoned area.

Drifted - be carried slowly by a current of air or water.

Fragment - a small part broken off or separated from something.