Year 4

Long Term Curriculum Coverage- Learning aims and objectives for each unit are found in the progression and planning document.

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| Some key learning that children should be secure with from Year 3- must be checked and revisited in English lessons, basic skills sessions or though interventions to allow children to progress without gaps. | | | | |
| Non-Fiction | | | Narrative | |
| * Expresses time place and cause by correctly using the following conjunctions:   *when, before, after, while, so, because*   * Is beginning to use paragraphs to organise ideas. * Uses rhetorical questions to draw the reader in. * Can write in the third person. * All non-fiction units to include the teaching of subject specific, technical vocabulary. | | | * Is beginning to write direct speech accurately, punctuated by inverted commas. * Expresses time place and cause by correctly using the following conjunctions:   *when, before, after, while, so, because*   * Uses expanded noun phrases to give precise detail. * Can write a short narrative that includes an opening, dilemma and resolution (conflict), ending. | |
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|  | **Non-Fiction Teaching Focus** | **Final Written Outcome for assessment (purple book.)** | **Narrative teaching Focus** | **Final Story Outcome for assessment (purple book.)** |
| Autumn 1 | **Recount** | A recount of either a trip or a workshop.  An account of the experience written for the school newsletter or website.  Audience: families of the school.  Possible additional task/GD transform later in the term:  An account of an event in the story from the viewpoint of one of the characters in the new book in the form of a letter or diary. | The Lion, The Witch and The Wardrobe | Plan and write a version of a familiar story (this is covered in Year 2) with a focus on varied and rich vocabulary and a range of sentences.  To include extracts from: the discovery of Narnia, the discovery of a whimsical character, a conversation between two characters, a version of the battle scene.  Each part of the story can be introduced with text from the original story. |
| Autumn 2 | **Instructions** | A set of instructions linked to Art and DT week.  Audience: other children their age.  Possible additional task linked to History later in the term.  How to farm in Egypt / How to mummify a Pharoah. | Farther | Children write the next part of a story. Continue the story from the point where the character flies off from the house on the hill- where does he go? Include details of setting and use figurative language to evoke mood and atmosphere. |
| Spring 1 | **Discussion** | Discussion around fox hunting- Should fox hunting be banned?  Information to be provided to the children in the form of letters from people on both sides of the argument to provide them with information they might need.  Audience: adults.  Possible additional task/GD transform later in the term:  A discussion based around any issue that is relevant or important to the children or child at that time. | Midnight Fox | Write in role as a character from a story. Include character descriptions designed to provoke sympathy or dislike in the reader.  Write a chapter of the story as Tom, in the same narrative style. Tell the children that Tom’s uncle traps the fox and Tom has to try and rescue it. They **plan** their own version of ‘The Stormy Rescue’ without having yet read it in the book. The book can then continue to be read and the real chapter used as a waggoll, but children must include their own version of events in their writing. |
| Spring 2 | **Explanation** | How to choose the best reading book for you. Children to visit a library and choose books at the start of this unit. The purpose for writing is to help Year 3 children to choose the book that will study in Summer term of Year 4.  Audience: Year 3 children.  Possible additional task linked to Geography:  Explanation of how an earthquake or Volcanic eruption occurs. | Lambton Worm | Plan a complete story based on a legend, identifying stages in the telling: introduction, build up, climax, resolution. Organise paragraphs around a theme and include descriptive detail to evoke the setting and make it vivid. |
| Summer 1 | Non-Chronological report | A non-comparative report in the form of an informative web page about The Lambton Worm with information taken from their own research and from their knowledge of the story read last term.  Audience: people interested in Legends, children or adults.  (It is important to emphasise that not all of the information has to be accurate, the focus is on how the information is delivered.)  Possible additional task/GD transform:  A comparative report about other ‘mythical’ creatures or a figure from a legend that they have made up. | Miraculous Journey of Edward Tulane | Plan a complete story focusing on the organisation devices; times of day, repeated words and phrases, adverbial phrases and use of pronouns. Use different ways to introduce characters and connect paragraphs. The toy character is retelling the times he/she first met three of his previous owners. |
| Summer 2 | **Persuasion** | A persuasive leaflet advertising our End of Project Summer Festival, some to be chosen to be distributed to the local community. (This unit may have to be after the narrative unit if the festival date is late.)  Audience: the local community.  Possible additional task/GD transform:  A persuasive letter inviting someone special to attend the festival. | New book to be introduced (decided by the current Y3 cohort so they will have chosen this book).  Short or Picture book as this is usually a short and busy half term. | This is the final story used for assessment so should demonstrate the end of year non-negotiables.  *A simple story mirroring the setting of the new book or a story where the main character faces a similar dilemma. Third person, must include dialogue. English lead to consult on story before planning.* |
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| Year 4 Non-Negotiables:  Learning aims that must be secure by the end of Year 4 in order to be fully prepared for the Year 5 curriculum  These will need to be taught repeatedly throughout the units over a series of more specific learning objectives.  (End of year teacher assessment must adhere to the assessment framework provided and take into account the relevant spelling appendices and handwriting, it must also be moderated within and across the year groups.) | | | | |
| Non-Fiction | | | Narrative | |
| * Uses fronted adverbials including correct use of commas * Securely uses of paragraphs to organise ideas and information * Extends sentences including more than one clause by using when, if, because, although * Uses a range of organisational devices such as subheadings, bullet points, text layout. * Chooses nouns and pronouns appropriately for clarity and cohesion to avoid repetition. * All non-fiction units to include the teaching of subject specific, technical vocabulary. | | | * Uses fronted adverbials including correct use of commas. * Securely uses of direct speech punctuation * Is consistent with use of 1st and 3rd person. * Is developing use of relative clauses. * Can describe characters and settings effectively thought he use of appropriate vocabulary and some figurative language. * Uses paragraphs to organise ideas. | |