




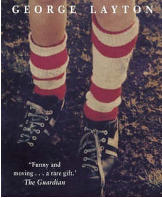

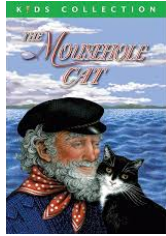
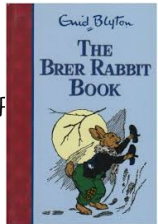
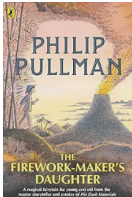







## Year 4 English Curriculum Map (2024–2025)

	Autumn 1 <sup>st</sup> half	Autumn 2 <sup>nd</sup> half	Spring 1 <sup>st</sup> half	Spring 2 <sup>nd</sup> half	Summer 1 <sup>st</sup> half	Summer 2 <sup>nd</sup> half
<b>Timescale</b>	7 weeks	8 weeks	6 Weeks	6 weeks	5 weeks	7 weeks
<b>Outcomes</b>	Fantasy settings (3) Explanations (2) Film and playscripts (2)	Fairy tales with integrated poetry (5) Recount: Newspapers (2)	Persuasion (2) Stories with issues and dilemmas (3)	Novel as a theme (4) Non-chronological reports (2)	Poems with a structure (1) Stories with a theme (4)	Folk tales (3) Debate (3)
<b>Core Texts</b>	Tell Me a Dragon by Kackie Morris  The Shirt Machine  Marshmallows (Literacy Shed) 	Fairy tales – Rumaysa by Radiya Hafiza  Recount: Newspapers 	Stories with Issues & Dilemmas –The Balaclava Boys by George Layton 	Novel as a Theme – Gulliver's Travels by Johnathon Swift 	The Mousehole Cat by Antonia Barber 	Brer Rabbit Collection by Enid Blyton 
<b>Class Novel</b>	The Firework-Maker's Daughter by Phillip Pullman 	The Lion the Witch and the Wardrobe by C.S. Lewis 	The Boy Who Grew Dragons by Andy Shepherd 	Gulliver's Travels by Johnathon Swift 	Blackberry Blue by Jamila Gavin 	Tiger Heart by Penny Chrimmes 
<b>Each Friday is Non Fiction Friday</b>						

Key Events	W/C 23/9/24 150th Anniversary		30th Jan Multicultural Book Day linked to Asian History	6th March World Book Day		June TBC Refugee Week
<b>Grammar Focus</b>	<ul style="list-style-type: none"> <li>- create sentences using subordinating conjunctions to show time</li> <li>- e.g. when, later, after, after that, before, meanwhile, first of all, following this, eventually, next.</li> <li>-use commas to demarcate clauses.</li> <li>- create sentences using subordinating conjunctions to show cause and effect - e.g. because, if, therefore, as a result, this causes, which causes, consequently</li> <li>-identify and use fronted adverbials for when.</li> <li>- focus on specific nouns and noun phrases.</li> <li>-identify,, select and use determiners including: - demonstratives: this/that; these/those - possessives: my/your</li> <li>-revise prior learning of writing speech with inverted commas in previous unit and from Y3</li> <li>- link to writing speech with playscript conventions.</li> </ul>	<ul style="list-style-type: none"> <li>-use fronted adverbials for 'where'. -Use commas after fronted adverbials.</li> <li>- use inverted commas and other punctuation for speech.</li> <li>- explore, identify, collect and use noun phrases</li> <li>- identify, , select and effectively use pronouns</li> <li>- explore, identify, collect and use noun phrases for application in a newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>- create complex sentences with adverb starters e.g. cautiously approaching the unsuspecting baker, the villain raised the rolling pin ready to strike.</li> <li>Frantically, I tried to put the balaclava back before anybody noticed.</li> <li>-use inverted commas for dialogue, including the use of standard and non-standard English to represent different characters.</li> <li>-use pronouns for first and third person. Focus on noun phrases and expanded noun phrases.</li> <li>- use noun phrases and expanded noun phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- select nouns and noun phrases for precision</li> <li>- accurate use of standard English e.g. pronouns and was/were agreement.</li> <li>- accurate use of determiners e.g. a, the, this, that, these, those, some, many, every.</li> <li>accurate use of standard English e.g. is/are.</li> </ul>	<ul style="list-style-type: none"> <li>- identify, generate and use noun phrases for description.</li> <li>- create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</li> <li>- focus on suffixes -ssion and -cian</li> <li>- identify, select and use determiners - quantifiers such as some, any, no, many, much, every - demonstratives such as this/that; these/those</li> <li>-use commas to mark clauses in complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- use complex sentences with adverb starters e.g. silently trudging through the snow, Sam made his way up the mountain</li> <li>-use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</li> <li>-create complex sentences with commas to mark clauses.</li> <li>- explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was; I was instead of I were; I did instead of I done; She saw it instead of she seen it.</li> </ul>

<p><b>Unit 1 Scaffolded Outcomes</b></p>	<p><b>Purpose</b> – Innovated narrative based on model <b>Audience</b> – Published stories for the school library.</p>	<p><b>Purpose</b> – Innovation of a fairy tale <b>Audience</b> – Read story to a younger audience.</p>	<p><b>Purpose</b> – Persuasive leaflet. <b>Audience</b> –Display work for others to see.</p>	<p><b>Purpose</b> – Story based from the point of view of a new character. <b>Audience</b> – Share with parents.</p>	<p><b>Purpose</b> – Create poems with a structure linked to the theme. <b>Audience:</b> Poems displayed for other classes to enjoy.</p>	<p><b>Purpose</b> – Narrative based on a folk tale. <b>Audience</b> – share with another class</p>
<p><b>Unit 2 Scaffolded Outcomes</b></p>	<p><b>Purpose</b> – Explain a process/how something works or is made. <b>Audience</b> – Present explanations to peers, using a combination of reading aloud and acting out.</p>	<p><b>Purpose:</b> Newspaper report. <b>Audience</b> –Record and present news for class worship</p>	<p><b>Purpose</b> – Story based on a plot structure from text read. <b>Audience</b> –Published in a book of short stories for the reading area.</p>	<p><b>Purpose</b> –Information poster with flip–flap facts. <b>Audience</b> –Present to partner class.</p>	<p><b>Purpose</b> – A narrative based on text read <b>Audience:</b> Writing to be read to an audience</p>	<p><b>Purpose</b> –Discuss and evaluate a key issue. <b>Audience</b> –Published for partner class to evaluate and provide feedback.</p>
<p><b>Unit 3 Scaffolded Outcomes</b></p>	<p><b>Purpose</b> – Play script based on a film narrative <b>Audience</b> – Perform play script to peers.</p>					