

# English Curriculum Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes and Curricular Focus	<b>From Rio to the Rainforest</b> Why are rainforests important to us?	<b>Tomb Raiders</b> Ancient Egypt	<b>From the Atlantic to the Arctic Ocean</b> Why are oceans important?	<b>Saxons and Scots</b> Anglo-Saxons and Scots	<b>Invaders and Traders</b> Were the Vikings traders, raiders or settlers?	<b>From the Nile to the Amazon</b> What are rivers and how are they used?
Science	Group and Classify Living Things Data Collection	States of Matter	Sound Data Collection	Electricity Sustainability: Energy	Data Collection Habitats Sustainability: Deforestation	The Digestive System Food Chains
Jigsaw PHSE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fiction Poetry and Rhyme Information/topic-linked texts  <b>Reading Curriculum Year 3 and 4</b> Children develop positive attitudes to reading by: Listening to and discussing a wide range of texts (fiction, poetry, plays, non-fiction, reference books). Reading varied text structures for different purposes. Using dictionaries to check word meanings. Becoming familiar with books including fairy tales, myths, and legends, and retelling them orally. Identifying themes and conventions in texts. Preparing and performing poems and play scripts with expression. Discussing engaging words and phrases. Recognising different forms of poetry (e.g., free verse, narrative). Understand independently read texts by: Checking comprehension and discussing word meanings in context. Asking questions to improve understanding. Making and justifying inferences about characters and events. Predicting outcomes from stated and implied details. Summarising main ideas across paragraphs. Identifying how language, structure, and presentation add meaning. Retrieve and record information from non-fiction. Participate in discussions, listening to others, and taking turns.	<b>Core Texts</b>    Varjak Paw by S.F. Said	<b>Core Texts</b>    Secrets of a Sun King by Emma Carroll	<b>Core Texts</b>    Kensuke's Kingdom by Michael Morpurgo  Flotsam by David Wiesner	<b>Core Texts</b>    Beowulf by Michael Morpurgo  Norse Myths by Kevin Crossley-Holland	<b>Core Texts</b>    How to Train Your Dragon by Cressida Cowell  The Lost Thing by Shaun Tann	<b>Core Texts</b>    The Explorer by Katherine Rundell
	<b>Supporting Texts and Reading Across the Curriculum</b>    The Shaman's Apprentice by Lynne Cherry and Mark Plotkin  The Vanishing Rainforest by Richard Platt and Rupert Van Wyk  Wild Maps: A Nature Atlas for Curious Minds by Mike Higgins	<b>Supporting Texts and Reading Across the Curriculum</b>    The 500 Year-Old Puzzle by Claudia Logan  Meet the Ancient Egyptians by James Davies  Egyptian Myths: Meet the Gods, Goddesses, and Pharaohs of Ancient Egypt by Jean Menzies	<b>Supporting Texts and Reading Across the Curriculum</b>    Someone Swallowed Stanley by Sarah Roberts  Manfish, The Story of Jacques Cousteau by Jennifer Berne  Smart About Sharks by Owen Davey  Ocean: Secrets of the Deep by Sabrina Weiss	<b>Supporting Texts and Reading Across the Curriculum</b>    Men, Women and Children in Anglo-Saxon Times by Jane Bingham  Beowulf  Usborne Illustrated Guide to Norse Myths & Legends by Cheryl Adams  Usborne Young Reading Beowulf retold by Rob Lloyd Jones	<b>Supporting Texts and Reading Across the Curriculum</b>    Viking Voyagers by Jack Tite  So You Think You've Got It Bad? A Kid's Life as a Viking by Chae Strathie  River Story by Meredith Hooper	<b>Supporting Texts and Reading Across the Curriculum</b>    Wild Maps In the Wild: A Nature Atlas for Curious Minds by Mike Higgins

Autumn Term

Spring Term

Summer Term

<p>Poetry</p> <p>Nonsense poetry</p> <p>Tanka</p> <p>Calligram</p> <p>Haiku</p> <p>Cinquain</p> <p>Simile/metaphor</p> <p>Free verse</p> <p>Performance poetry</p>	<p>Wild World by Angela McAllister</p>  <p><b>Calligrams</b></p> <p><b>Classic poetry/simile and metaphor</b></p> <p>The Road Not Taken by Robert Frost</p>	<p>Utterly Brilliant Poetry edited by Brian Patten</p>  <p><b>Haikus</b></p> <p>Seaview Haiku by John Foster</p> <p>Haiku Riddle by Gelia Warre Kenn Nesbitt Poetry 4Kids.com</p> <p>Out in the Desert by Charles Causley</p>	<p><b>Performance poetry</b></p> <p>The Sound Collector by Roger McGough</p> <p><b>Tanka</b></p> <p>Silver Aeroplane by John Foster</p> <p>A Spray of Water by Tada Chimako</p>	<p><b>Cinquain</b></p> <p>Release by Adelaide Crapsey</p> <p>Snow by Adelaide Crapsey</p> <p><b>Classic poetry</b></p> <p>Colonel Fazackerley</p> <p>Butterworth-Toast by Charles Causley</p>	 <p><b>Nonsense poetry</b></p> <p>Jabberwocky by Lewis Carroll (from Once Upon a Poem)</p> <p>On the Ning Nang Nong by Spike Milligan</p>	<p><b>Free verse</b></p> <p>The Magic Box by Kit wright (from Cat Among the Pigeons – Poems by Kit Wright)</p>  <p><b>Classic poetry</b></p> <p>The Crocodile by Lewis Carroll</p>
Possible Writing Outcomes	<p>Missing poster</p> <p>Narrative</p> <p>Non-chronological report</p> <p>Poetry</p>	<p>Narrative</p> <p>Formal and informal letters</p> <p>Poetry</p>	<p>Narrative</p> <p>Poetry</p> <p>Short story</p>	<p>Biography</p> <p>Newspaper report</p> <p>Narrative</p> <p>Recount</p> <p>Kenning</p> <p>CV</p>	<p>First person narrative</p> <p>Non-chronological report</p> <p>Play script</p> <p>Poster</p> <p>Persuasion</p> <p>Menu</p>	<p>Narrative</p> <p>Dialogue</p> <p>Biography</p> <p>Non-chronological report</p> <p>Poetry</p>
Spelling Curriculum taught through Literacy (Spelling) Shed	<p>Prefixes – in, -il, -im, -ir, -sub, -inter</p> <p>Year 3 / 4 spelling words</p>	<p>Words ending in –ation, -ly, -lly</p> <p>'sh' sound spelt ch</p> <p>Year 3 / 4 spelling words</p>	<p>Words ending in –sion, -ous, -ious, -eous</p> <p>Adding a suffix to words ending in -y</p> <p>Year 3 / 4 spelling words</p>	<p>'or' sound spelt au</p> <p>Words ending in –tion, -sion, -cian</p> <p>Adverbs of manner</p> <p>Year 3 / 4 spelling words</p>	<p>Homophones</p> <p>'c' spelling before i and e</p> <p>Words containing 'sol', 'real', 'phon' and 'sign'</p> <p>Prefixes super-, anti-, auto- and bi-</p> <p>Year 3 / 4 spelling words</p>	<p>Plurals with possessive apostrophes</p> <p>Year 3 / 4 spelling words</p> <p>Revision words</p>

**Year 3 and 4 Statutory Spelling Word List – taught through Literacy Shed / Spelling With the Jungle Club**

Colour coding: taught in school in Year 3/Year 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

**Year 3 and 4 Writing Curriculum**

<p><b>Transcription - Spelling</b></p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1 and taught through Spelling With the Jungle Club)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Transcription - Handwriting</b></p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p><b>Composition</b></p> <p>Planning Writing:</p> <p>Discuss similar writing to understand structure, vocabulary, and grammar.</p> <p>Discuss and record ideas.</p> <p>Drafting and Writing:</p> <p>Compose and rehearse sentences orally, including dialogue.</p> <p>Build a rich vocabulary and use varied sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives: develop settings, characters, and plot.</p> <p>In non-narratives: use simple organisational devices (e.g., headings, sub-headings).</p> <p>Evaluating and Editing:</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Suggest improvements.</p> <p>Make grammar and vocabulary changes for consistency (e.g., correct use of pronouns).</p> <p>Proofreading: Check for spelling and punctuation errors.</p> <p>Reading Aloud: Read their writing aloud with appropriate intonation, tone, and volume to convey meaning clearly.</p>
---	---	---

**Year 4 Writing Progression – Vocabulary, Grammar and Punctuation** taught discretely through Literacy Shed / Spelling With the Jungle Club and applied within writing genres as appropriate

Word	Punctuation	Sentence	Text	Statutory Terminology For pupils
The grammatical difference between plural and possessive –s	Use of inverted commas and other punctuation to indicate (e.g. a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!")	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Use of paragraphs to organise ideas around a theme	Determiner
Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)	Apostrophes to mark plural possession (e.g. the girl's name, the girls' name)	Fronted adverbials (e.g. Later that day, I heard the bad news.)	Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	Pronoun, possessive pronoun
	The use of commas after fronted adverbials			Adverbial