

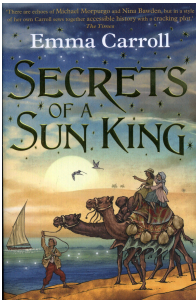
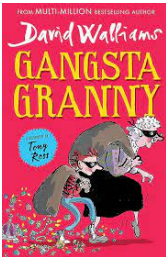


As God's family, together we achieve

Year 4

English Curriculum

Overview

Yr4	Connector	Autumn Term		Spring Term		Summer Term	
		Native Narratives	Factual Footprints/ Elf Enterprise	Amazing Asia	Treasured Tales	Historical Heroes	Hoddlesden Globe
Weeks		7 Weeks	8 Weeks	6 Weeks	6 Weeks	5 Weeks	7 Weeks
Cross-curricular theme		Rivers and the Water Cycle (G)	Anglo Saxons (H)	Earthquakes and Volcanoes (G)	The Romans (H)	Ancient Egyptians (H)	The Americas (G)
R E A D I N G							
Class Novel – Teacher reads to children 15 mins per day							
Whole class Guided Reading		Mary Anning; The Girl who cracked open the world (non fiction) Death of the Dinosaurs (non fiction)	The Song of Sky and Sand (fiction)	Daring Deeds (a collection of short fiction and non fiction texts)	Daring Deeds (a collection of short fiction and non fiction texts)	Myths of the Sea (fiction)	A Tale of Two Poggles (Fiction)

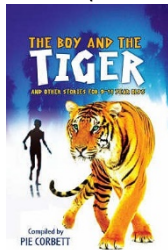
KS2 classes use texts from Pearson Bug Club for Guided Reading. All classes have 1x 20 minute Guided Reading session a day, 5 days a week. Each group will have one session on Bedrock to develop vocabulary.

ENGLISH

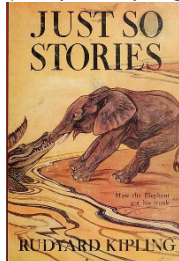
NOVEL - TEXT

FOCUS TEXTS

- *The Boy and the Tiger and Other Stories* (various)



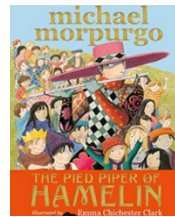
- *Just So Stories* (Rudyard Kipling)



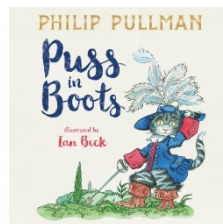
- *The Tyger* poem (William Blake)

FOCUS TEXTS

- *The Pied Piper of Hamelin* (Michael Morpurgo)



- *Puss in Boots* (Phillip Pullman)



FOCUS TEXTS CYCLE A

- *The Jungle Book* (Oxford Reading Tree adaptation)



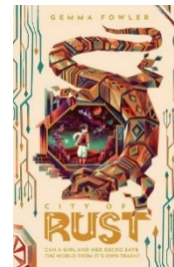
- *The Jungle Book* film (Disney - 2016 PG or 1967 cartoon U)



Range of non-fiction texts

FOCUS TEXTS

- *City of Rust* (Gemma Fowler)



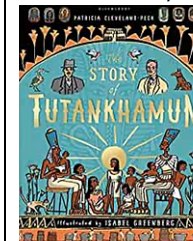
Range of non-fiction texts about the Romans

FOCUS TEXTS

- *Secrets of a Sun King* (Emma Carroll)



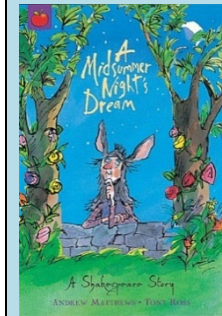
- *The Story of Tutankhamun* (Patricia Cleveland-Peck)



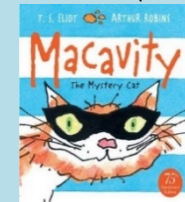
FOCUS TEXTS

CYCLE A

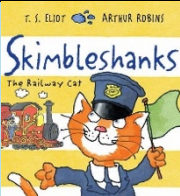
- *A Midsummer Night's Dream*:



- *Macavity the Mystery Cat* (T.S. Eliot)



- *Skimbleshanks*

	Online media content				Selection of poems with an Ancient Egyptian theme, e.g. http://www.history-for-kids.com/ancient-egypt-for-kids.html	
			FOCUS TEXTS CYCLE B Mulan			FOCUS TEXTS CYCLE B Romeo and Juliet

Grammar focus skills	To be able to identify clauses in sentences. To be able to explore and identify main and subordinate clauses in complex sentences To be able to create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. To be able to create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. To be able to use commas after fronted adverbials.	To be able to use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones</i>. <i>To be able to use paragraphs to organise writing</i> To be able to explore, identify and use Standard English verb inflections for writing eg I was and we were To be able to identify, create and use expanded noun phrases	Cycle A – The Jungle Book To be able to create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. To be able to create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. To be able to use commas after fronted adverbials. To be able to use nouns for precision, e.g. burglar rather than man, bungalow rather than house To be able to link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home... - look at in the context of a letter Cycle B - Mulan To be able to create sentences with fronted		To be able to explore, identify, collect and use noun phrases <i>To be able to identify select and effectively use pronouns – look at what pronouns are and how we use them.</i> Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones Identify, select and use determiners including: - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every	Identify, select and use determiners including: - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every Use nouns for precision, e.g. burglar rather than man, bungalow rather than house Revisit objectives pupils are not confident with
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			adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> To be able to create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> To be able to link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later..., Back at home...</i> To be able to use commas after fronted adverbials. To be able to create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> To be able to use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> To be able to identify, select and use			
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			determiners including: articles: <i>a/an, the</i>			
Short writing opportunities	How the characters are feeling Prediction – what will happen next? Setting description of the forest/hole Write what each of the plants and animal would say in the innovated story To be able to use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, “Be back here at four o’ clock.”</i>	Write a section of a biography about Alfred the Great Write paragraphs about school How the townspeople of Hamelin were feeling when the rats came Formal letter to the Mayor of Hamelin, persuading him to get the children back Formal letter to the Pied Piper persuading him to give the children back	<u>Cycle A – The Jungle Book</u> Description of the jungle as shown in the image Arguments for Mowgli being allowed to join the wolf pack in role as Mother Wolf <i>Arguments against Mowgli being allowed to join the wolf pack in role as Akela</i> Predictions of what happens next Advice to Mowgli <i>Advice to Shere Khan</i> Mowgli telling Bagheera how he feels about living in the village Writing jungle limericks Think say feel for Mowgli when he is 17 Should Mowgli stay with the animals or go and live in the village – give arguments for each one		Prediction - what is in the parcel? The letter to Grandad from Professor Hanawati that is in the parcel A letter to Grandad from Lil asking him about the jar Write a telegram to Grandad from Egypt telling him the plan Write a telegram to Mum from Egypt Journal extract as Howard Carter Journal Extract as Lord Carnarvon Questions to ask the characters as a journalist and their responses	Detective journal Email to the chief inspector telling him what you have found out about Macavity Script for tv show about Macavity <u>Cycle A – A Midsummer Night’s Dream</u> Job advert for a playwright Job advert for actors Letter of application for the job Letter to a problem page from Puck Letter to a problem page from Helena – <u>Cycle B – Romeo and Juliet</u> Fact-file on William Shakespeare Thought bubbles of characters from the balcony scene Diary entry in role as Juliet Diary entry in role as Romeo Retelling a key event in role as different characters (one independent) Persuasive advert for a sleeping potion Persuasive advert

			Should the animals have taken Mowgli back to the village sooner/as soon as they found him? Comparison of the themes in the Jungle Book and the Boy and the Tiger <u>Cycle B - Mulan</u> Mulan's feelings when her father gets the letter Retell of an event from a different character's point of view Setting description of the mountains Comparison of Mulan and Adelita (from The Dragon Slayer) Arguments to use in their persuasive letter about whether women should be allowed to fight			Narrative – retell of the story
Scaffold Outcome Fiction	Rewrite the story innovating the characters.	Debate about whether the Pied Piper should have taken the children or not.	An alternative ending to the story of the Jungle Book	Puppet show to orally retell the events of Writ what each anim the race	1 st person narrative ending the story	Write and perform a scene from Shakespeare text
Independent Outcome Fiction	Story rewrite using innovated characters		Different scenario in the story – the wolf council don't let Mowgli	Write the legend of Railey	1 st person narrative	

			be part of the pack and he heads out into the jungle alone.			
Scaffold Outcome Non Fiction	Information poster about tigers	Magazine page all about the Anglo Saxons	A persuasive letter about tiger hunting in India	Hybrid information booklet about the Romans including non-chronological reports and instructions	1 st person journal as Howard Carter discovering the tomb. Newspaper Report about children putting the jar back.	A job advert for a royal playwright (Shakespearean times)
Independent Outcome Non Fiction	Information poster about rivers/water cycle	Magazine page about elf enterprise project	A letter to the parents of children in school to use less plastic	Hybrid information booklet about electricity (linked to Science)	Newspaper report on Howard carter discovering the tomb	A job advert for actors to be in Shakespeare's plays
Scaffold outcome Poetry	Performance of The Tyger by William Blake		Write a poem about the impact of plastic on the environment.		Write a Kenning poem about the Egyptians	Performance of a section of Macavity the Mystery Cat
Independent outcome Poetry	Write poem in the style of The Tyger about another African animal.		Write a poem about the impact of tiger hunting.		Write a Kenning poem	
Cross Curricular Outcome		Science – classification of living things History - magazine page about The Anglo Saxons (who they were, where they came from, why they came, what life was like)	A letter to a local community persuading them to use less water	Hybrid information booklet about the Romans including Non Chronological report (why the Romans invaded Britain, The Roman Army, Boudicca, Vindolanda tablets) Instructions (How to build a Roman Road, How to put on a toga) Hybrid information booklet about	Newspaper report on Howard carter discovering the tomb	

				electricity linked to science learning.		
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