



## Year 4 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ranelagh Curriculum	Deep in the Desert	Anglo Saxons and the Scots (settlement of Britain)	Buildings and Bridges	Vicious Vikings and Edward the Confessor	The Streets of London	Ancient Greece
Text and outcome	<p><b>The Papaya that Spoke</b> (2 weeks)</p> <p>Learn the story off by heart and then innovate own version</p> <p><b>When Jessie Came Across the Sea</b> (2 weeks)</p> <p>Information text about migration and refugees using the T4W approach</p> <p><b>The Butterfly Lion</b> (2 weeks)</p> <p>Write a new chapter for the book</p>	<p><b>The Twelve Months</b> (3 weeks)</p> <p>Write own version of a story from another culture</p> <p>Poetry - Kennings</p> <p><b>Charlie and the Chocolate Factory</b> (4 weeks)</p> <p>Create own imaginary world and write a story set in it</p> <p>Recount - newspaper report</p>	<p><b>Iron Man</b> (3 weeks)</p> <p>Explore dilemmas in stories</p> <p>Write own story based on characters who have a particular dilemma</p> <p><b>Until I Met Dudley</b> (2 weeks)</p> <p>Explanation text about how something works, using T4W approach</p>	<p><b>Mufaro's Beautiful Daughters</b> (3 weeks)</p> <p>Write own story set in another culture</p> <p>Information text about Zimbabwe</p> <p><b>Poetry</b> (2 weeks)</p> <p>Reading and writing poems</p> <p>Spine poems -</p> <p>Poetry - creating images</p>	<p><b>Great Expectations</b> (3 weeks)</p> <p>Narrative - write own short story, with a historical setting, based on one of the key events in the book.</p> <p>Persuasive writing - letter</p> <p><b>Gangsta Granny</b> (2 weeks)</p> <p>Recount - Newspaper article about a significant event.</p>	<p><b>Greek Myths</b> (3 weeks)</p> <p>Write own myth, containing settings and elements from those studied</p> <p>Playscripts</p> <p><b>Spy Dog</b> (3 weeks)</p> <p>Persuasive writing - posters and letters</p> <p>Instructions - How to become a spy dog.</p>
Reading skills	<p>Reading with expression</p> <p>Summarising</p> <p>Finding (literal)</p>	<p>Comparing</p> <p>Reading with fluency and expression</p> <p>Visualising</p>	<p>Finding (literal)</p> <p>Inferring</p> <p>Using features of a text - explanation texts</p>	<p>Finding (literal)</p> <p>Using features of a text - information texts</p>	<p>Finding (deducing)</p> <p>Using features of a text - persuasive texts</p> <p>Empathising</p>	<p>Using features of a text - persuasive texts - myths</p>

	Using features of a text - information texts	Using features of a text - newspaper reports				Using features of a text - persuasive texts
Grammar	Word classes Punctuating speech and reporting clauses Paragraphs around a theme Three adjectives for description	Direct and indirect speech Time conjunctions Expanded noun phrases Prepositions and prepositional phrases Coordinating conjunctions	Long and short sentences Sentence of three for action Causal conjunctions modal verbs similes noun phrases	Superlatives and comparatives Show not tell phrases for emotion - ing clause as part of a reporting clause, eg.... <i>he asked, peeping out of the carriage</i>	Repetition to persuade -ed clauses as starters, e.g. <i>Tired, the dragon...</i> punctuating direct speech relative pronouns past tense verbs	fronted adverbials sentence of three for description start with a simile exaggeration group of three repetition
Spelling rules	<ol style="list-style-type: none"> <li>1. doubling consonants before adding <b>ed</b> - verbs</li> <li>2. doubling consonants before adding <b>ing</b> - verbs</li> <li>3. apostrophes for contraction - I'm, he's</li> <li>4. Adding the prefixes <b>mis-</b></li> <li>5. Adding the prefixes <b>un-, in-</b> and <b>dis-</b></li> </ol>	<ol style="list-style-type: none"> <li>1. The zhuh sound using <b>-sure</b></li> <li>2. words with <b>-ure</b></li> <li>3. Spell the u sound using <b>ou</b></li> <li>4. Adding the prefix <b>auto-</b></li> <li>5. Adding the suffix <b>-ly</b> to words ending in y, after changing the y to i</li> </ol>	<ol style="list-style-type: none"> <li>1. Adding the suffixes – <b>lly</b> or <b>-ally</b></li> <li>2. Adding the prefix <b>inter-</b></li> <li>3. Homophones including groan and grown</li> <li>4. words with the ay sound spelled using <b>ey</b></li> </ol>	<ol style="list-style-type: none"> <li>1. words with the ay sound spelled using <b>ei</b> or <b>eigh</b></li> <li>2. words ending in – <b>ous</b></li> <li>3. words with the s sound spelled using <b>sc</b></li> <li>4. Adding possessive apostrophes to plural words</li> </ol>	<ol style="list-style-type: none"> <li>1. words ending with the zhuh sound spelled using <b>-sion</b></li> <li>2. Adding the prefix <b>il-</b> and <b>un-</b></li> <li>3. Adding the prefix <b>im-</b> and <b>dis-</b></li> <li>4. the c sound spelled using <b>-que</b></li> </ol>	<ol style="list-style-type: none"> <li>1. the c sound spelled using <b>-gue</b></li> <li>2. Homophones including heel and heal</li> <li>3. Adding <b>ir-</b>to words beginning with r</li> <li>4. adding the suffix – <b>ion</b> to verbs</li> </ol>