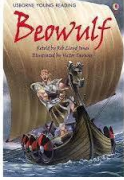
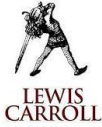
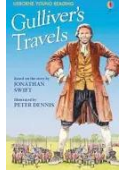
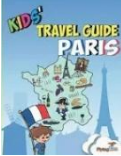
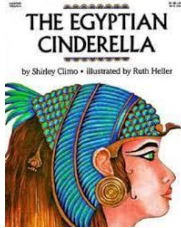
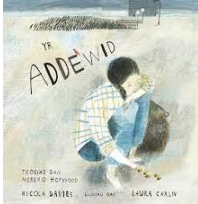
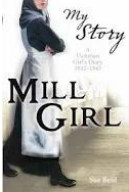
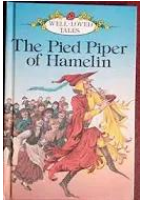




Aughton Christ Church English Curriculum Map

Year Group: 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Theme	Anglo-Saxons	The Paris Basin	Ancient Egyptians	Rubbish and Recycling	Cotton County	Rivers
Class Novel Reading for Pleasure	Beowulf Michael Morpego	The Creakers Tom Fletcher	Gods and Warriors 4: The Crocodile Tomb Michelle Paver	The Danger Gang Tom Fletcher	My Story: Mill Girl Sue Reid	Where the River Takes Us Lesley Parr
Core English Text	Beowulf by Rob Lloyd Jones  Jabberwocky by Lewis Carroll 	Gulliver's Travels by Jonathan Swift  Kids' Travel Guide – France 	Egyptian Cinderella by Shirley Climo 	The Promise by Nicola Davies 	My Story: Mill Girl by Sue Reid 	The Pied Piper by Robert Browning 
Unit 1 Text type Audience and Purpose	Narrative – Stories with an historical setting Purpose: Create and develop characters and settings for historical narrative Audience: Share with Year 3.	Narrative – Novel as a theme Purpose: To write an opening chapter that combines setting and character description. Audience: To read to Year 2.	Narrative – Fairy tales with a twist Purpose: To write a fairy story with a series of events Audience: To read to family	Narrative - Stories with issues and dilemmas. Purpose: Write own story with a dilemma. Audience: To publish a story for our class library.	Non-Fiction – Diary entry Purpose – To write a diary entry about life in a cotton mill. Audience – Share with Y5	Poetry – Narrative poem Purpose: To analyse, understand and perform a narrative poem. Audience: Mrs Chapple – performing arts



Aughton Christ Church English Curriculum Map

Year Group: 4

<p>Key Skills Writing Unit 1</p>	<p>Identify, select and effectively use pronouns. Create and use sentences with an adverb starter. Create sentences with fronted adverbials for 'when'. Develop characterisation using action, dialogue and description. Use nouns for precision. Group materials into related paragraphs.</p>	<p>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> Use inverted commas and other punctuation to indicate direct speech. Discuss and record ideas for planning e.g. <i>story board, boxing-up text types to create a plan.</i> Organise paragraphs in narrative. Link ideas within paragraphs e.g. <i>fronted adverbials for when</i> e.g. <i>In the distance, a lone wolf howled.</i></p>	<p>Create complex sentences with adverb starters. Explore and use the possessive apostrophe. Use commas after fronted adverbials. Develop characterisation and settings using vocabulary to create emphasis, humour, atmosphere, suspense. Explore, identify, collect and use noun phrases. Discuss and propose changes with partners and in small groups. Improve writing in light of evaluation. Perform own compositions for different audiences. Identify the purpose and audience for writing.</p>	<p>Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> Create sentences with fronted adverbials for 'where'. Use comma after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech. Group related material into paragraphs. Develop settings using vocabulary to create emphasis, humour, atmosphere or suspense. Link ideas across paragraphs using fronted adverbials for 'where'. Identify and discuss the purpose, audience, language and structures of narrative. Discuss and record ideas for planning e.g. <i>story mountain.</i> Improve writing in light of evaluation.</p>	<p>Create and use complex sentences with adverb starters. Create sentences with fronted adverbials for 'when' and 'where'. Explore, identify, collect and use noun phrases. Plan and write an opening setting which combines setting and character. Demonstrate an understanding of Standard English (for narrative sections) and non-Standard English (for some speech). Edit and improve own writing by using different sentence structures. Link ideas across paragraphs using fronted adverbials for when and where.</p>	<p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Identify and discuss purpose and audience for writing. Improvise and compose dialogue, demonstrating an understanding of Standard English (for narrative) and non-Standard English (for some speech). Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in own writing.</p>
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Aughton Christ Church English Curriculum Map

Year Group: 4

Unit 2 Text type Audience and Purpose	Classic Poetry Purpose: To perform a poem using intonation, tone, volume and action and provide feedback for their own or others' performances. Audience: Children to present poems to peers	Non-chronological report Purpose – To write an information booklet about Paris. Audience – An information booklet for our school library.	Non-Fiction – Explanation Text Purpose –To write an explanation text Audience: To create an explanation text for the class teacher to conduct a process (Mummification).	Poetry – Poems on a theme Purpose – To write additional verses in the style of a published poem. Audience – Peers	Narrative – Film and play and scripts Purpose – To write a play script to perform a short play Audience – record and put on Class Dojo for families.	Non-Fiction – Newspaper report Purpose – To write a newspaper report. Audience – Class library
Key Skills Writing Unit 2	Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation. Use appropriate intonation, tone and volume to present their writing to a range of audiences.	Discuss and record ideas for planning e.g. <i>text map, non-fiction bridge, boxing-up text types to create a plan.</i> Use organisational devices in non-fiction writing. Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for 'when'. Read and analyse a non-fiction text. Explore, identify and use Standard English. Improve writing in light of evaluation.	Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, so, because, when.</i> Discuss and record ideas for planning e.g. <i>text map, non-fiction bridge, boxing-up text types to create a plan.</i> Organise paragraphs in explanations. Link ideas within paragraphs. Generate and select from vocabulary banks e.g. <i>causal connectives (as a result, so, because, If, therefore, consequently), technical language</i> appropriate to explanations.	Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Use appropriate intonation, tone and volume to present their writing to a range of audiences. Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i> Identify, select and use determiners. Discuss and propose changes to own and others' writing with partners/small groups. Use nouns for precision.	Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Identify and discuss purpose and audience for writing. Improvise and compose dialogue, demonstrating an understanding of Standard English (for narrative) and non-Standard English (for some speech). Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in their own writing	Create and use complex sentences with adverb starters. Create sentences for fronted adverbials for when and where. Use inverted commas and other punctuation to indicate direct speech. Plan and write an opening paragraph which combines setting and character/s. Improvise and compose dialogue, demonstrating an understanding of Standard English and non-Standard English. With a focus on audience and purpose, discuss and propose changes with partners. Improve writing in light of evaluation.



Aughton Christ Church English Curriculum Map
Year Group: 4

<u>Unit 3</u> <u>Text type</u> <u>Audience and Purpose</u>						
<u>Key Skills</u> <u>Writing Unit 3</u>						
Cross Curricular Writing (Text types revisited)	History – Epic stories Science: Electricity – Explanation text	Geography: The Paris Basin – Information text. Science: Materials – Explanation text.	History: Egyptians - Myths	Geography: Rubbish and Recycling - Letter	History: Cotton County - Recount	Geography: Rivers - Poetry