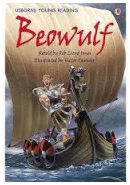
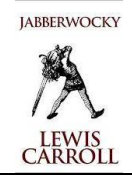
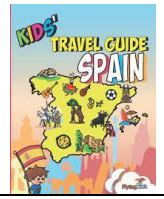
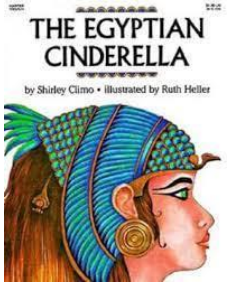
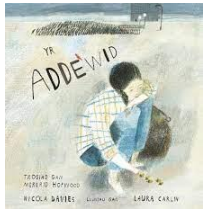
Aughton Christ Church English Curriculum Map 2023 - 2024
Year Group: 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Theme	Anglo-Saxons	Explorando Cataluna	Ancient Egyptians	Rubbish and Recycling	Cotton County	Rivers
Class Novel Reading for Pleasure	The Danger Gang by Tom Fletcher		The Creakers by Tom Fletcher		My Story: Mill Girl by Sue Reid	
Core English Text	Beowulf by Rob Lloyd Jones  Jabberwocky by Lewis Carroll 	The Dream Giver Short Film Kids' Travel Guide – Spain by Wendy Crawford 	Egyptian Cinderella by Shirley Climo 	The Promise by Nicola Davies 	The Lion, Witch and the Wardrobe by Lewis Carroll Short animation – A Cloudy Lesson	The Rhythm of the Rain by Grahame Baker-Smith
Unit 1 Text type Audience and Purpose	**Narrative** – Stories with an historical setting **Purpose**: create and develop characters and settings for historical narrative **Audience**: New historical fiction for	**Narrative** – Fantasy **Purpose**: To write an opening paragraph that combines a 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 share with a class from KS2	**Poetry** – Poems on a theme **Purpose** – to prepare a group poem for performance **Audience –** Class assembly on the Paris Olympics	**Narrative** **Purpose**: To write in role as a water droplet about your journey through the water cycle **Audience**: Mr Swift, Science Subject Lead

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	Anglo Saxon Village experience.					
Key Skills Writing Unit 1	Identify, select and effectively use pronouns. Explore, identify and create complex sentences using a range of conjunctions e.g. *if, so, because, when.* Discuss and record ideas for planning. Develop characterisation using action, dialogue and description. Group materials into related paragraphs. Use different sentence structures. Discuss and propose changes with partners and improve writing in light of evaluation	Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action.* Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.* Use inverted commas and other punctuation to indicate direct speech. Read and analyse narrative. Discuss and record ideas for planning e.g. *story board, boxing-up text types to create a plan.* Organise paragraphs in narrative. Link ideas within paragraphs e.g. *fronted adverbials for when* e.g. *In the distance, a lone wolf howled.*	Identify, collect and use adverbs. Explore and use the possessive apostrophe Develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Discuss and propose changes with partners and in small groups. Improve writing in light of evaluation. Perform own compositions for different audiences.	Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.* Group related material into paragraphs. Read and analyse narrative in order to plan and write their own versions Identify and discuss the purpose, audience, language and structures of narrative. Discuss and record ideas for planning e.g. *story mountain.* Develop characterisation using action, dialogue and description. Plan and write an opening paragraph which combines the introduction of a setting and character/s. Use different sentence structures. Discuss and propose changes with	Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Generate and select from vocabulary banks. Use different sentence structures. Use appropriate intonation, tone and volume to present their writing to a range of audiences. …	Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Use commas after fronted adverbials Explore, identify and use Standard English verb inflections for writing. Explore, identify, collect and use noun phrases. Use different sentence structures

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		Generate and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases,* appropriate to text type		partners and in small groups. Improve writing in light of evaluation.		
Unit 2 **Text type** **Audience and Purpose**	**Classic Poetry** **Purpose:** To perform a poem using intonation, tone, volume and action and provide carefully constructed feedback for their own or others' performances. **Audience:** Children to present poems to peers	**Recount** – newspaper report **Purpose** – To write a newspaper report on a mysterious sighting that occurred over Aughton. **Audience** – KS2	**Non-Fiction – Explanation Text** **Purpose** –To write an explanation text **Audience: To create an explanation text for the class teacher to conduct a process**	**Poetry** – Free Verse Poems **Purpose –** To perform a poem to the class **Audience** - Peers	**Narrative** – Film play and scripts Purpose – To write a play script to perform a short play **Audience** – Class show	
Key Skills Writing Unit 2	Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.* 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.	Discuss and record ideas for planning e.g. *text map, non-fiction bridge, boxing-up text types to create a plan.* Organise paragraphs in explanations. Link ideas within paragraphs. Generate and select from vocabulary banks	Explore, identify and create complex sentences using a range of conjunctions e.g. *if, so, because, when.* Discuss and record ideas for planning e.g. *text map, non-fiction bridge, boxing-up text types to create a plan.* Organise paragraphs in explanations. Link ideas within paragraphs. Generate and select from vocabulary banks e.g. *causal connectives (as a result, so, because, If, therefore, consequently),*	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. the crumbly cookie with tasty marshmallow pieces. . Identify, select and use determiners. Discuss and propose changes to own	Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Plan and write an opening paragraph which combines setting and character/s. Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes to own and others' writing with partners/small	

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	Use appropriate intonation, tone and volume to present their writing to a range of audiences.		*technical language* appropriate to explanations.	and others' writing with partners/small groups. Use nouns for precision	groups. Improve writing in light of evaluation.	
Unit 3 Text type Audience and Purpose		**Non Fiction** – Information booklet **Purpose–.**To write an information booklet about the Pyrenees **Audience-** To display on geography display for class visitors to read.				
Key Skills Writing Unit 3		Read and analyse a non-fiction text. 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. Discuss and record ideas for planning. Use organisational devices in non-fiction writing. Improve writing in light of evaluation.				
Cross Curricular Writing (Text types revisited)	History – Epic stories Science - Electricity	Geography -				

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