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| **Year 4** |  | |  | | |  | |  | |  | |  | |
|  | **Term 1** | | **Term 2** | | | **Term 3** | | **Term 4** | | **Term 5** | | **Term 6** | |
| **Progression of Core Texts** | page3image816752  Gregory Cool |  | page6image870224  The Julian Stories b | |  | page3image810720  Oliver and the Seawigs |  | page3image29945008  An Anthology of Intriguing Animals |  | page8image714496  Arthur and the Golden Rope |  | page5image572032  Myth Atlas |  |
| **Read aloud book** | Teacher to decide | | | | | Teacher to decide | | | | Teacher to decide | | | |
| **Links to Wider Curriculum** | Explorer (Levison Wood) | | | | | (Kira Salak) | | | | (Leif Erikson) | | | |
| **Enrichment** | Walk over Dartmoor to gain inspiration | | | Theme day to dress up as famous explorers | | Trip to the local lake | | Trip to the local beach | | Visit Exeter museum | | Theme day dressed as Vikings | |
| **Independent purposeful writing outcomes** | To write a story based on the blueprint of the book | | | To write a class book of new Julian stories in chapters with each child writing a chapter on the theme of brothers and sisters | | To write a story from a different view point. | | To write an information text about 3 different animals organised in a specific way | | To write a non-chronological report such as a newspaper report | | To write a myth based on one of the characters from one of the cultures in the book | |
| **Grammar and punctuation** | * Use the forms a or an according to whether the next word begins with a consonant or a vowel * Extend the range of sentences with more than one clause, using a wider range of conjunctions. * Introduction to inverted commas to punctuate direct speech * Use of the present perfect form of verbs instead of the simple past | | | * Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition * Using fronted adverbials * Using commas after fronted adverbials | | * Revise using the present perfect form of verbs instead of the simple past tense * Indicating possession by using the possessive apostrophe with plural nouns * The grammatical difference between plural and possessive –s * Apostrophes to mark plural possession * Using and punctuating direct speech | | * Use of inverted commas and other punctuation to indicate direct speech * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases * Appropriate use of pronoun or noun within and across sentences to aid cohesion * Revisit suffixes | | * Using fronted adverbials * Using commas after fronted adverbials * Indicating possession by using the possessive apostrophe with plural nouns * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] * Use of paragraphs to organise ideas around a theme | | * Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although * Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition * Spell using the suffix –ation * Spell using the suffix –ly * Spell using the suffix –ous | |
| **Spelling** | No Nonsense Spelling Programme | | | | | | | | | | | | |