

Cycle B

Year 3/4 Curriculum Overview : Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rushing Rivers	Romans Rule!	Disappearing rainforests	Settling Saxons	What makes Scandinavia Special	Viking Invasions
Key text driver	The Minpins	Romulus + Remus <b>Escape from Pompeii</b>	<b>The Explorer</b>	<b>The Wild Robot</b>	<b>Boy</b>	<b>How to train your dragon</b>
Other texts	The Hen that wouldn't give up.	Romans on the rampage??? Avoid being a Roman soldier ???	The Great Kapok Tree What the Maccaw saw There's a Rang-Tan in my bedroom	Beowulf		
Writing	Fiction <b>Setting description</b>  Persuade Visit...???	Fiction <b>Narrative – Action</b> (Escape from Pompeii)  <b>Poetry- Free verse</b> (She-wolf, Romulus & Remus)  Inform Instructions- (How to become a Roman Centurian???)	Fiction Openings  Inform Explanation (How do plants grow???)	Fiction Narrative: Dialogue  Inform Recount	Fiction <b>Characterisation</b> (Mrs Pratchett)  <b>Discussion</b> (Should we be allowed a school trip to Scandinavia?)	Fiction- Resolutions and Endings  <b>Inform- Non chron report.</b> (The Manchester Ridgeback/ The Thunder Dragon)  Poetry
Grammar and punctuation.	Revision of Year 3 skills including;  Basic punctuation (including commas in lists and between two or more adjectives) Past and present tenses (including progressive forms) used mostly accurately  Irregular past tense verbs are nearly always correct.  Most adjectives, including those used in expanded noun phrases are well chosen.	Verbs and adverbs are moving from basic spoken form ( <i>got/went/took/moved</i> ) to more effective synonyms in context ( <i>e.g. he anxiously crept forwards, he roughly snatched the precious necklace from his neck</i> )  Varied use of nouns/ pronouns to aid cohesion and avoid repetition.  Uses different sentence structures (range of simple, compound and complex) to achieve different effects inc. using short sentences e.g. to build tension and suspense.	Beginning to use a wider range of subordinating conjunctions (although, even though, so as to, despite..) to weave in detail.  Beginning to independently use a wider range of fronted adverbials of time/ sequence, reason, manner and place.  Simple topic sentences are used in non-fiction to arrange texts into paragraphs and sections with clear topics/ themes.  Beginning to use modal verbs to show degrees of certainty.	Use of inverted commas and other punctuation to indicate indirect speech mostly correctly  Commas used mostly correctly after adverbials.  Pupils' planning leads to paragraphs with necessary detail and events. Some appropriate changes to paragraphs when there is a change in time, place, theme or person (TiPToP)  Use the present perfect form of verbs in contrast to the past tense ( <i>I have been friends with Jack since we</i>	Expanded noun phrases featuring similes e.g. a voice like thunder, the beautiful lady with delicate skin like a porcelain doll, frightening red eyes like burning coals.  With support, some use of figurative language.  Beginning to use –ing and –d participle clauses as fronted adverbials ( <i>Reaching into the sweet jar...</i> )  Use relative clauses to end sentences ( <i>He arrived at the house which looked deserted</i> )	The large majority of taught punctuation is accurate including commas, inverted commas and capitalisation when punctuating direct speech.  Use of precise and effective noun phrases, subordination and adverbial phrases to expand sentences (including a wider range of multi-clause sentences)  Demonstrates conscious control of paragraphing to help shape the overall piece (e.g. change of time/ place/ event)

**Cycle B**

**Year ¾ Curriculum Overview : Year 4**

	<p>Use of noun phrases is increasingly precise/ descriptive and or/extended, including through the use of prepositions (e.g. the old mill down the road from us; Sami was a girl with a fiery personality)</p> <p>Some basic use of adverbs to modify verbs for effect</p>			<p><i>were kids; We have visited Thorper every year since I was four)</i></p>		<p>Some use of figurative language. Relative clauses used in middle of sentences to add important detail (<i>mainly in non-fiction</i>)</p>
<p><b>Composition</b></p>	<p>Pupils can work with greater independence to produce coherent and engaging pieces of writing for a range of purposes and audiences. A wider range of vocabulary is becoming evident, and well chosen vocabulary is “magpied” from reading. Selection and adaptation of phrases and vocabulary from many sources of reading e.g. technical terminology, vivid language; word choice for emphasis. Pupils beginning to use an increasing range of synonyms for precision and avoiding repetition A clear order and/ or structure is used when writing, which is suited to the purpose and audience. Most features of the writing purpose are evident, in a form appropriate to the intended audience, and maintained throughout most of the text. In narratives, characters, settings and <b>atmosphere</b> are described. In non-narratives simple devices are used to structure writing ( e.g. headings, sub-headings, bullet points) After class discussion and/or after self/peer assessment, pupils begin to make significant changes during redrafting to improve their work particularly focusing on the audience. Pupils are using dictionaries to check more ambitious, less familiar vocabulary.</p>					
<p><b>Spelling- ELS</b></p>	<p>Week 1: Introduction: sent, heal Week 2: scribe Week 3: act Week 4: note Week 5: favour Week 6: exper</p>	<p>Week 1: know Week 2: cent Week 3: centre Week 4: cid Week 5: nat Week 6: lieve</p>	<p>Week 1: gram Week 2: letter c and letter string sc as /s/ Week 3: ch letter string Week 4: gue and que letter strings Week 5: The extra u Week 6: Double consonants</p>	<p>Week 1: Prefix pro- Week 2: Prefixes ad- ap- ar- Week 3: Prefixes con- com- Week 4: min Week 5: breath</p>	<p>Week 1: reg Week 2: ord Week 3: spec Week 4: image Week 5: pare Week 6: popul</p>	<p>Weel 1: pose Week 2: cas Week 3: pecu Week 4: suffixes –ar, -er Week 5: Additional morphemes: libr, land, oft, mater, fruit</p>
	<p>Ensure suffixes and prefixes taught thus far used correctly in writing and dictations.  Full range of homophones taught thus far are spelled accurately.  Apostrophes for contraction almost always correct.</p>		<p>Spells a range of words from the y3/4 spelling list.  Possessive apostrophes accurately used in words with regular plurals and irregular plurals (e.g. boys’, girls’ vs children’s)  When writing, pupils can independently use a dictionary to look up words by using the first two or three letters.</p>		<p>The large majority of year ¾ spelling rules and patterns taught thus far, are mostly accurately applied (after time for independent checking and editing)  Pupils capture most spelling errors, including looking up most unfamiliar words in dictionaries to check spelling.  To know how to spell further homophones.  Most of the words from the y3/4 list spelt correctly</p>	
<p><b>Handwriting</b></p>	<p>Writing is neat and legible in joined writing.</p>		<p>Most handwriting is joined, neat and uniformly sized, using a cursive style. Size is appropriate.</p>		<p>Stamina is such that handwriting is consistent for a typical written task (ie. It does not worsen over the course of a piece of writing)</p>	