
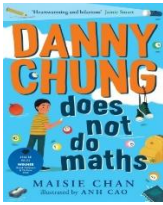
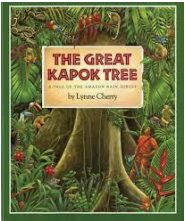
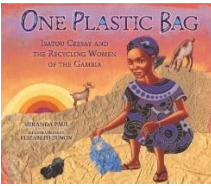




YEAR 4 POWER OF READING CURRICULUM MAP

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Year 4	<p>'Arthur and the Golden Rope' Joe Todd-Stanton</p> 	<p>'Danny Chung Does Not Do Maths' Maisie Chan</p> 	<p>'The Great Kapok Tree' Lynne Cherry</p> 	<p>'One Plastic Bag' Miranda Paul, Elizabeth Zunon</p> 	<p>'Marcy and the Riddle of the Sphinx' Joe Todd-Stanton</p> 	<p>'Cloud Soup' Kate Wakeling, Elina Brasliņa</p> 
Human Theme	Dreams and Change	Belonging and Identity	Environmentalism	Creative problem solving	Trust	Appreciating the natural world
Literary Form	Graphic Novel	Novel	Classic Picture book	Non-fiction	Contemporary Picture book	Poetry
National Curriculum Cross-curricular links	<p>History: Vikings - Norse myths, gods and culture; collectors, artefacts and museums; primary / secondary sources</p> <p>Maths: Measuring temperature, time and distance; co-ordinates</p> <p>Geography: Iceland weather, climate, physical and human features, mountains, geysers, volcanoes; compass & map work</p> <p>Art and Design: Comic book art; Viking pattern / design, rune stones;</p> <p>Design and Technology: Rope making; design and build their own Viking long ship, longhouse or hall.</p>	<p>PSHE: Share personal narratives, drawing on memories and wider associations alongside their study of the text. The themes of belonging, racism, prejudice and xenophobia that are explored throughout the text provide a valuable stimulus and opportunity for young readers to relate to, understand and discuss how to challenge these.</p> <p>Geography: Children undertake a study of China that encompasses its vast geographical variation - identifying human and physical characteristics, key topographical features.</p>	<p>Geography: A study of the Amazon River and Rainforest and regional / global context, including practicing of map skills and knowledge of world, as well as a wide variety of human and physical geographical features</p> <p>Science: Recognise how changes in environments can pose danger to living things, looking at food webs and food chains, learn how to use / create classification keys to identify living things, as well as the requirements of plants for life and growth.</p>	<p>Art and Design: Experiment with the manner in which Elizabeth Zunon uses collage to produce variety of textures, tones, patterns and depth. Compare the ways in which other illustrators have used collage</p> <p>Design and Technology: Research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Geography: Describe and understand key aspects of human and physical geography of Gambia, including trade and export economy.</p>	<p>History: Explore, research and discuss different elements of Ancient Egyptian society as part of the requirement in the NC to teach children about the achievements of the earliest civilisations.</p> <p>Geography: A study of the physical geographical features of modern and ancient Egypt</p> <p>Design and Technology: Explore invention and evolution of devices to support the irrigation</p>	<p>Science: Link to exploring ecosystems and habitats, and exploring the characteristics of animals. Use both the language and illustrations from the text to compare and contrast a variety of animals, naming their parts and features and categorising them into classes such as mammals, fish, birds and minibests.</p> <p>Geography: Some poems might be used as a stimulus for children to engage in research around the water cycle.</p>

YEAR 4 POWER OF READING CURRICULUM MAP

<p>Reading: Experience, Knowledge, Skills and Strategies</p>	<p>Respond to illustration Visualise Make predictions Compare characters Develop fluency through performance Make personal connections Empathise Infer and deduce Develop personal and evaluative response Form intertextual links Identify language and structure</p>	<p>Look at language Visualise Empathise Compare characters Skim, scan and close read Develop fluency through performance Infer and deduce Identify themes & conventions Respond personally, critically and evaluatively Develop breadth of reading Form intertextual links</p>	<p>Visualise Skim, scan, note-take and summarise Ask, answer and evaluate questions Look at language Close read Make personal connections Form intertextual links Respond to Illustration Make predictions Clarify and define vocabulary Develop fluency through performance</p>	<p>Visualise Respond to illustration Close read Look at language Make predictions Infer and deduce Make personal connections Broaden reading material Clarify and define vocabulary Skim, scan, note-take and summarise Respond personally, critically and evaluatively</p>	<p>Respond to Illustration Visualise Empathise Ask, answer and evaluate questions Make predictions Look at Language Infer and deduce Compare characters Respond personally, critically and evaluatively Story map and structure narrative</p>	<p>Revise Complex Code – link reading and spelling Support fluency with rhythm and rhyme Respond to illustration Visualise Develop fluency through performance Make predictions Infer and deduce Make intertextual connections Look at language Clarify and define vocabulary Text mark</p>
<p>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</p>	<p>Conjunctions, adverbs and prepositions to express time, place and cause Expand noun phrases (by modifying adjectives, nouns and prepositional phrases) Fronted adverbials (demarcated with comma) Subjunctive form Adverbs or modal verbs for degrees of possibility Direct speech punctuation Imperative verbs Paragraphs to organise ideas around a theme and group related material</p>	<p>Past and present tense, including progressive Direct speech punctuation Compare standard English and spoken forms Emotive language Adverbs or modal verbs for degrees of possibility Levels of formality Brackets to indicate parenthesis Fronted adverbials (demarcated with commas) Expand noun phrases (by modifying adjectives, nouns and prepositional phrases) Punctuation for effect and clarity</p>	<p>Expand noun phrases (by modifying adjectives, nouns and prepositional phrases) Fronted adverbials (demarcated with comma) Figurative language, including metaphor, and simile Conjunctions, adverbs and prepositions to express time, place and cause Modal verbs for degrees of possibility Use of tense Direct speech punctuation</p>	<p>Present tense, including progressive Conjunctions, adverbs and prepositions to express time, place and cause Expand noun phrases (by modifying adjectives, nouns and prepositional phrases) Determiners Paragraphs to organise ideas around a theme Subjunctive form Adverbs or modal verbs for degrees of possibility Explore word families</p>	<p>Expand noun phrases (by modifying adjectives, nouns and prepositional phrases) Fronted adverbials Use of determiners and definite article Active and passive voice Adverbs or modal verbs for degree of possibility Direct speech punctuation Exploring word families</p>	<p>Syllabification for spelling Onset and Rime Assonance and alliteration Figurative language, including personification Homophones Wider range of punctuation: colon, parenthesis, comma Expand noun phrases (by modifying adjectives, nouns and prepositional phrases) Conjunctions, adverbs and prepositions to express time, place and cause Pathetic fallacy Pronoun to aid cohesion and avoid repetition</p>
<p>Extended Writing Outcome</p>	<p>Script for Advertisement Newspaper Article Comic Book Writing</p>	<p>Personal Narrative Short Story Non-Fiction</p>	<p>Explanation Text Debate - Argument Writing</p>	<p>Leaflet TED Talk (Script) Advertising Campaign</p>	<p>Information Writing Explanatory Writing Referential Writing</p>	<p>Poetry in a range of forms</p>