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|  | **Year 4 Literacy Curriculum Map** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Topic & Texts | ***Greek Myths (Various)*** ***(Ancient Greece)*** | ***The Devil and His Boy / Spymasters******(The Elizabethans)*** | ***The Shamans Apprentice / Oliver and the Seawigs******(The Rainforest)*** | ***Harry Potter*** ***(Magical Worlds)*** | ***Julius Caesar / Myths and Legends (various)******(The Romans)*** | ***Journey to Jo’Burg*** ***(Journeys)*** |
| Teaching Ideas | * Create own characters.
* Describe characters in existing stories.
* Write a letter to a character.
* Setting description (contrasting)
* Report about ancient Greece.

Larger Write:Use smaller texts to build to larger piece where children can create their own myth. | * Wanted poster
* News report
* Setting description.

Larger write:Use smaller texts to develop a report about a character from the story who is significant in history. This could take the form of a biography.  | * Write descriptions of the rainforest.
* Create instructions to making a potion.

Larger Write:* Write a recount of your journey around the world (Oliver) or write an alternative apprentice ending.
 | * Setting description.
* Recount.
* Create own spell.
* Describe a character.
* Letter writing.

Larger Write:Alternative chapter / describe arriving on H.E.  | * Write a report about Ancient Rome.
* Write letter as a character.
* Persuasive advert.
 | * Recount.
* Letter.
* Look at differences between England and South Africa.
* Poetry.
* Balanced argument
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| Grammar Objectives | Recap punctuation and ensure full understanding of all terms taught in years 2 and 3 so far.Understands grammar terminology taught so far. Introduce using* **pronouns** and **nouns** to avoid repetition (look in her book)
* **Prepositions**

Recap standard English **Standard English** with focus on:* *‘I’ and ‘me’*
* *Double positives/negatives*

(NB: Children should have an understanding of was/were)Children have understanding of **singular and plural.** | Recap punctuation from autumn (including direct and indirect speech) and introduce **commas to demarcate a subordinate clause**.Recap grammar terminology taught so far and look in more detail at adjectives. Focus on:* **Superlative and comparative adjectives.**
* **Subject** (of a sentence)

Recap standard English (I/me) **Standard English** with focus on:affect/effectUnderstand term **Temporal/time** connectives and can use in writing: next, first, later, then, soon, meanwhile | Recap punctuation and ensure full understanding of all terms taught in year 3 and 4 so far.Recap grammar terminology. Introduce term:* **Antonym**
* **Synonym.**

Use varying **prefixes** – can alter the meaning of a word by adding one (spelt correctly) cover/recoverUsing the **present perfect** form of **verbs** instead of the simple paste.g. He has gone out to play (present perfect) He went out to play (simple past)Using **adverbials (including fronted)** We should look in here (adverb)They fell asleep during the film (preposition phrase)He woke as the sun began to rise (subordinate clause)An adverbial can be placed at the beginning middle and end of a clause. e.g. Later that day, I heard the good news (fronted adverbial) |