



Year 4 Curriculum Long Term Map Core Subjects

English Genre	Genres to cover linked to theme where possible: Narrative x3 / Non –Fiction x3 / Poetry x3													
Reading	Word Reading							Comprehension						
Grammar	<p>Word Structure <u>REVISION</u></p> <ul style="list-style-type: none"> -Powerful verbs -Adjectives <p>The grammatical difference between plural and possessive –</p> <ul style="list-style-type: none"> -Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>). 	<p>Introduce:</p> <ul style="list-style-type: none"> -Prepositions -Conditionals -Comparative and superlative adjectives -Proper nouns 	<p>Sentence Structure <u>REVISION</u></p> <ul style="list-style-type: none"> -Sentence structure and word order Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -Fronted adverbials 	<p>Introduce:</p> <ul style="list-style-type: none"> -Long and short sentences -Start with a simile -Secure use of simple / embellished simple sentences -Secure use of compound sentences -Develop complex sentences -‘ed’ clauses as starters -Expanded ‘-ing’ clauses as starters -Drop in –‘ing’ clause -Sentence of 3 for action -Repetition to persuade -Dialogue - verb + adverb 	<p>Text Structure <u>REVISION</u></p> <ul style="list-style-type: none"> -Question statements -connectives <p>Use of paragraphs to organise ideas around a theme</p> <ul style="list-style-type: none"> -Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 	<p style="text-align: center;"><u>FICTION</u></p> <ul style="list-style-type: none"> -Secure use of planning tools -Plan opening using description/action -Paragraphs -Developed 5 parts to story - Clear distinction between resolution and ending. Ending should include reflection on events or the characters. 	<p style="text-align: center;"><u>NON-FICTION</u></p> <ul style="list-style-type: none"> -Secure use of planning tools -Paragraphs to organise ideas around a theme: logical organisation, grouped paragraphs, developed topic sentences, information within paragraphs linked, bullet points, diagrams. -Introduction, Middle section(s), Ending – Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader 	<p>Punctuation</p> <ul style="list-style-type: none"> -Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas -Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots). -Use of commas after fronted adverbials Commas to mark clauses -Full punctuation for direct speech 						
H/writing	Kinetic Letters													
Spelling	Recap year 3 spelling patterns children found particularly challenging.	Words with endings sounding like /zə/ or /tʃə/	Endings which sound like /zən/	The suffix –ous	Endings which sound like /ʃən/, spelt – tion, –sion, –cian	Words with the /k/ sound spelt ch (Greek in origin)	Words with the /ʃ/ sound spelt ch (mostly French in origin)	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	Words with the /s/ sound spelt sc (Latin in origin)	Possessive apostrophe with plural words	Words with the /eɪ/ sound spelt ei, eigh, or ey	Meaning and spelling of connectives	Plurals	Homophones and near-homophones
Spoken Language	Listen/respond to adults and peers	Asking relevant qu's	Building Vocab	Articulate and justify answer, arguments and opinions	Well structured descriptions, explanations and narratives	Maintain attention and participate actively in collaborative conversations	Developing understanding through speculating, hypothesizing, imagining and exploring.	Speak audibly and fluently with an increasing command or Standard English	Participate in discussions, presentations, performances, role play, improvisation and debates.	Gain, maintain and monitor the interest of the listener.	Consider and evaluate different viewpoints, building on contributions of others.	Select and use appropriate registers for effective communication		
Maths	Number and Place value,	Number - +, -, /, x		Number - Fractions		Measurement		Geometry – properties of shape	Geometry –Position and direction		Statistics			
Mental Maths	Recapping on Times Tables													
Science	Throughout: Working Scientifically	Living things and their habitats		Animals including humans		States of Matter		Sound		Electricity				