

# Newington Green Primary School Curriculum Map



Year 4	Autumn 1: Writing to entertain	
	Food Glorious Food	
Core Text	Usborne Young Reading: Oliver Twist (Mary Sebag-Montefiore)	
Text Type	Description	Narrative
Suggested Hook	Watching clips from the original film	
Writing Skills to Teach	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme</li> <li>• Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using expanded noun phrases e.g. <b>big, red dog</b></li> <li>• Including words from the Y3/4 word list</li> </ul>	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme</li> <li>• Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using expanded noun phrases e.g. <b>big, red dog</b></li> <li>• Including words from the Y3/4 word list</li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>• Using capital letters and full stops consistently</li> <li>• Spelling Y2 exception words correctly</li> <li>• Using apostrophes to mark contracted forms</li> <li>• Using commas to separate items in a list</li> <li>• Using a/an correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Using capital letters and full stops consistently</li> <li>• Spelling Y2 exception words correctly</li> <li>• Using apostrophes to mark contracted forms</li> <li>• Using commas to separate items in a list</li> <li>• Using a/an correctly</li> </ul>
Final Written Outcome	Setting description of Victorian London	Short story following Dodger's life up to when he meets Oliver
Audience & Purpose	Descriptions to be displayed alongside images of Victorian London in a gallery	Published on the computer as small story books
Independent Writing	Informal letter from Dr Barnardo to his wife describing London, the conditions and poverty etc.	

# Newington Green Primary School Curriculum Map



Year 4	Autumn 2: Writing to entertain		
	Chocolate		
Core Text	Charlie and Chocolate Factory (Roald Dahl)		
Text Type	Poetry	Description	Narrative
Suggested Hook	Chocolate Museum Workshop		
Writing Skills to Teach	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme</li> <li>• Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using expanded noun phrases e.g. <b>big, red dog</b></li> <li>• Including words from the Y3/4 word list</li> </ul>	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme</li> <li>• Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using expanded noun phrases modified by prepositions e.g. <b>The big, red dog running through the park</b></li> <li>• Including words from the Y3/4 word list</li> </ul>	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme</li> <li>• Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using adverbial phrases followed by commas</li> <li>• Using expanded noun phrases modified by prepositions e.g. <b>The big, red dog running through the park</b></li> <li>• Including words from the Y3/4 word list</li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>• Using capital letters and full stops consistently</li> <li>• Spelling Y2 exception words correctly</li> <li>• Using apostrophes to mark contracted forms</li> <li>• Using commas to separate items in a list</li> <li>• Using a/an correctly</li> <li>• Read aloud own writing using appropriate intonation, tone and volume</li> </ul>	<ul style="list-style-type: none"> <li>• Using capital letters and full stops consistently</li> <li>• Spelling Y2 exception words correctly</li> <li>• Using apostrophes to mark contracted forms</li> <li>• Using commas to separate items in a list</li> <li>• Using a/an correctly</li> <li>• Read aloud own writing using appropriate intonation, tone and volume</li> </ul>	<ul style="list-style-type: none"> <li>• Using capital letters and full stops consistently</li> <li>• Spelling Y2 exception words correctly</li> <li>• Using apostrophes to mark contracted forms</li> <li>• Using commas to separate items in a list</li> <li>• Using a/an correctly</li> <li>• Read aloud own writing using appropriate intonation, tone and volume</li> </ul>
Final Written Outcome	Children write a <b>Tanka</b> poem about chocolate e.g. taste, smell, sound, texture etc.	Children to write a character description of their favourite child from the factory	Children to write a play script for a chapter of 'Charlie and the Chocolate Factory'.
Audience & Purpose	Complete a performance after school for parents	Children to read them aloud for class to guess who they are describing	Record the play as a radio performance
Independent Writing	Writing a diary in the role of Charlie Bucket on the day he visited the chocolate factory		

# Newington Green Primary School Curriculum Map



Year 4	Spring 1: Writing to inform		
Core Text	The Story of Inventions (Anna Claybourne)		Non Fiction books on Alexander Graham Bell (IELS)
Text Type	Information Text	Persuasive letter	Explanation
Suggested Hook	Dragons Den Design Day		
Writing Skills to Teach	<ul style="list-style-type: none"> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme (TiP ToP)</li> <li>• Organising their writing using simple devices <b>e.g. headings and sub-headings.</b></li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using adverbial phrases followed by commas</li> <li>• Using a mixture of <b>pronouns, nouns</b> and <b>synonyms</b> to create cohesion</li> <li>• Using standard English verb forms [<b>we was</b> → <b>we were</b>]</li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using apostrophes to show possession with <b>regular</b> and <b>irregular plurals</b></li> <li>• Spelling <b>most</b> words from the Y3/4 word list correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme (TiP ToP)</li> <li>• Organising their writing using simple devices <b>e.g. headings and sub-headings.</b></li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using adverbial phrases followed by commas</li> <li>• Using a mixture of <b>pronouns, nouns</b> and <b>synonyms</b> to create cohesion</li> <li>• Using standard English verb forms [<b>we was</b> → <b>we were</b>]</li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using apostrophes to show possession with <b>regular</b> and <b>irregular plurals</b></li> <li>• Spelling <b>most</b> words from the Y3/4 word list correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme (TiP ToP)</li> <li>• Organising their writing using simple devices <b>e.g. headings and sub-headings.</b></li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using adverbial phrases followed by commas</li> <li>• Using a mixture of <b>pronouns, nouns</b> and <b>synonyms</b> to create cohesion</li> <li>• Using standard English verb forms [<b>we was</b> → <b>we were</b>]</li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using apostrophes to show possession with <b>regular</b> and <b>irregular plurals</b></li> <li>• Spelling <b>most</b> words from the Y3/4 word list correctly</li> </ul>
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Final Written Outcome	Children write a fact file, detailing the features of their invention	Children write a letter requesting money from a panel of investors	Explanation of how we hear sounds or how the telephone works
Audience & Purpose	Published in the style of a manual, handbook with labels and diagrams.	Children to read their letters aloud to a panel of 'investors'.	To be published and presented on the science display
Independent Writing	Diary: Writing in role as Victorian child following their trip to the Ragged School Museum		

# Newington Green Primary School Curriculum Map



Year 4	Spring 2: Writing to entertain	
	Inventors	
Core Text	The Templeton Twins Have an Idea (Ellis Weiner Holmes)	
Text Type	Newspaper Report	1 <sup>st</sup> Person Narrative
Suggested Hook	Children create their own 'Great Exhibition' in the classroom	Setting the children a challenge they must complete in teams.
Writing Skills to Teach	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme (TiP ToP)</li> <li>• Organising their writing using simple devices <b>e.g. headings and sub-headings.</b></li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using <b>inverted commas</b> to punctuate direct speech</li> <li>• Using expanded noun phrases modified by prepositions e.g. <b>The big, red dog running through the park</b></li> <li>• Using adverbials phrases followed by commas</li> <li>• Using a mixture of <b>pronouns, nouns</b> and <b>synonyms</b> to create cohesion</li> <li>• Using standard English verb forms [<b>we was</b> → <b>we were</b>]</li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using apostrophes to show possession with <b>regular</b> and <b>irregular plurals</b></li> <li>• Spelling <b>most</b> words from the Y3/4 word list correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme (TiP ToP)</li> <li>• Organising their writing using simple devices <b>e.g. headings and sub-headings.</b></li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using <b>inverted commas</b> to punctuate direct speech</li> <li>• Using expanded noun phrases modified by prepositions e.g. <b>The big, red dog running through the park</b></li> <li>• Using adverbials phrases followed by commas</li> <li>• Using a mixture of <b>pronouns, nouns</b> and <b>synonyms</b> to create cohesion</li> <li>• Using standard English verb forms [<b>we was</b> → <b>we were</b>]</li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using apostrophes to show possession with <b>regular</b> and <b>irregular plurals</b></li> <li>• Spelling <b>most</b> words from the Y3/4 word list correctly</li> </ul>
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Final Written Outcome	Children write a newspaper article reporting on the The Great Exhibition	Children write a short adventure story with a strong narrator's voice
Audience & Purpose	Newspapers to be collated as one big book and displayed in the book corner	Children publish their stories as little books in the style of The Templeton Twins
Independent Writing	Writing task related to a topical news event	

# Newington Green Primary School Curriculum Map



Year 4	Summer 1: Writing to persuade	
	Save Our Planet	
Core Text	The Flower (John Light)	Rabbits (Shaun Tan)
Text Type	Persuasive letter	Newspaper
Suggested Hook		
Writing Skills to Teach	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme (TiP ToP)</li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using adverbial phrases followed by commas</li> <li>• Using a mixture of <b>pronouns, nouns</b> and <b>synonyms</b> to create cohesion</li> <li>• Using standard English verb forms [<b>we was</b> → <b>we were</b>]</li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using apostrophes to show possession with <b>regular</b> and <b>irregular plurals</b></li> <li>• Using modal verbs e.g. <b>must, should, could, will</b></li> <li>• Spelling <b>most</b> words from the Y3/4 word list correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme (TiP ToP)</li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using adverbial phrases followed by commas</li> <li>• Using a mixture of <b>pronouns, nouns</b> and <b>synonyms</b> to create cohesion</li> <li>• Using standard English verb forms [<b>we was</b> → <b>we were</b>]</li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using apostrophes to show possession with <b>regular</b> and <b>irregular plurals</b></li> <li>• Using modal verbs e.g. <b>must, should, could, will</b></li> <li>• Spelling <b>most</b> words from the Y3/4 word list correctly</li> </ul>
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Final Written Outcome	Children writing in role as Brigg to the Mayor of the city explaining what he's discovered and what he wants to happen next	Newspaper Report written in support of the rabbits and their plight
Audience & Purpose	Children can 'send' their letters and receive a letter back from the Mayor	Children publish their newspapers on the computer and publish them as a class paper
Independent Writing	Short story retelling the story of the Varmints	

# Newington Green Primary School Curriculum Map



Year 4	Summer 2 : Writing to entertain	
	Circus	
Core Text	Leon and the Place Between (Angela McAllister)	The Girl Who Walked On Air (Emma Carroll)
Text Type	Narrative	Recount
Suggested Hook	Clips of Cirque du Soleil performances/ Classroom transformed into a circus tent with children performing	
Writing Skills to Teach	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme (TiP ToP)</li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using adverbial phrases followed by commas</li> <li>• Using a mixture of <b>pronouns, nouns</b> and <b>synonyms</b> to create cohesion</li> <li>• Using standard English verb forms [<b>we was</b> → <b>we were</b>]</li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using inverted commas to punctuate direct speech</li> <li>• Using expanded noun phrases modified by prepositions e.g. <b>The big, red dog running through the park</b></li> <li>• Using apostrophes to show possession with <b>regular</b> and <b>irregular plurals</b></li> <li>• Using modal verbs e.g. <b>must, should, could, will</b></li> <li>• Spelling <b>most</b> words from the Y3/4 word list correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Planning their writing by discussing similar genres and 'magpie-ing' ideas from the related core text</li> <li>• Planning their writing by recording ideas in note form</li> <li>• Organising their writing into paragraphs around a theme (TiP ToP)</li> <li>• Maintaining a consistent tense throughout e.g. <b>present perfect</b> or <b>simple past</b></li> <li>• Using adverbial phrases followed by commas</li> <li>• Using a mixture of <b>pronouns, nouns</b> and <b>synonyms</b> to create cohesion</li> <li>• Using standard English verb forms [<b>we was</b> → <b>we were</b>]</li> <li>• Using co-ordinating conjunctions [<b>or, and, but</b>] and subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>• Using inverted commas to punctuate direct speech</li> <li>• Using expanded noun phrases modified by prepositions e.g. <b>The big, red dog running through the park</b></li> <li>• Using apostrophes to show possession with <b>regular</b> and <b>irregular plurals</b></li> <li>• Using modal verbs e.g. <b>must, should, could, will</b></li> <li>• Spelling <b>most</b> words from the Y3/4 word list correctly</li> </ul>
Skills to Introduce	<ul style="list-style-type: none"> <li>• Use relative clauses</li> <li>• Link paragraphs using fronted adverbials</li> <li>• Use commas to separate clauses</li> <li>• Using a range of <b>time, place</b> and <b>number adverbials</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses</li> <li>• Link paragraphs using fronted adverbials</li> <li>• Use commas to separate clauses</li> <li>• Using a range of <b>time, place</b> and <b>number adverbials</b></li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>• Punctuating sentences correctly using capital letters, full stops, exclamation marks and question marks</li> <li>• Using commas to separate items in a list</li> <li>• Using a/an correctly</li> <li>• Using expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Using paragraphs to group related material</li> <li>• Using conjunctions, adverbs and prepositions to convey time and cause</li> <li>• Using the correct determiner a or an</li> <li>• Using capital letters, full stops, question marks and exclamation marks</li> </ul>
Final Written Outcome	Write a fantasy story in the style of Leon and the Place Between.	Writing in role as Louie recounting the events leading up to her Niagara Falls performance
Audience & Purpose	Chn to create their own little books, complete with illustrations	Chn publish their writing ready to go up with them to the next class
Independent Writing	Children write a letter in role as Louie to Mr Chipchase begging him to let her perform on the tightrope.	