

## English Medium Term Map – Year 4

	<b>Autumn Term</b> History: Stone Age to the Iron Age Science: Animals including Humans		<b>Spring Term</b> Geography: Rivers Science: States of Matter, Sound		<b>Summer Term:</b> History: The Ancient Egyptians Science: Electricity, Living Thing/Habitats	
Narrative	Narrative – Setting Description (2 Weeks) Narrative – Alternative Ending (3 Weeks)		Narrative – Diary Entry (2 Weeks) Narrative – What Happened Next? (3 Weeks)		Narrative – Informative Fiction (2 Weeks) Narrative – Adaptation of Myth (3 Weeks)	
Focus Text	<b>Stig of the Dump – Clive King</b> <b>Boy at the Back of the Class - Onjali Q. Rauf</b>		<b>Journey to the River Sea – Eva Ibbotson</b> <b>Emil and the Detectives – Erich Kastner</b>		<b>A Mummy Ate My Homework – Thiago de Moraes</b>	
Suggested Final Outcome	Using 5 senses and figurative language to describe setting of the dump.	Rewriting BATBOTC as if they have joined Class 4 at Hartwell. Coherency and editing skills.	Dual Perspective Diary Entries – When Maia meets the twin girls.	What Happens Next? <b>Emil and the Detectives</b> – Writing own chapter of how they solve the mystery.	Narrative – explore Egyptian Myths. Write an adaptation of one of their choice.	Narrative – Create their own informative chapter of AMAMH – accompany their NCR
Non-Fiction	<b>Newspaper Report (3 weeks)</b>	<b>Explanation Text (2 Weeks)</b>	<b>Persuasive Letter (3 Weeks)</b>		<b>Non-Chronological Report (3 weeks)</b>	<b>Balanced Report (2 Weeks)</b>
Suggested Final Outcome	News report on the discovery of artefacts in Salcey Forest. (History Link)	How does the digestive system work? (Science link)	Cleaning up the River Nene. Writing to the council – link to Geography and debate. (Geography Link)		Write a non-chron about different aspects of Ancient Egypt. (History Link)	Should Mummies be excavated from their tombs?
Poetry	Vocab Development: Alliteration and Similes (1 Week) <b>Autumn Gilt – Valerie Bloom</b> <b>Autumn Leaves – Robert Fischer</b>	Structure: Repetition and rhyme (1 Week) <b>Benjamin Zephaniah – Everybody is doing it</b>	Structure: quatrains with rhyming couplets. (Link to Personification from Aut 2) (1 Week) <b>The River – Valerie Bloom</b>	Structure: Spoken word poetry – use of refrain. (1 Week) <b>Orang Utan – Judith Nichols</b>	Vocab Development: Personification Structure: Link to Quatrain from Summer <b>Ode to my Shoes – Francisco X Alarcon</b>	
Suggested Final Outcome	Edit vocabulary to include their own examples of description to fit the theme. Read, write and perform poems.	Read and perform with the repetition and rhyme. Research and develop own poem as a class linked to something other than dance.	Read and perform the poem with actions to show personification. Find own rhyming couplets to use in the poem.	Read the poem to identify rhythm. Use the clues to work out what the poem could be about. Develop poem in the same style for own creature.	Read and identify personification. Develop own personification of object using the structure of the poem – Egyptian artefact?	
Debate Mate	Should Barney befriend Stig?		Is the River as important now as it once was?		Should Mummies be excavated from their tombs? – Link to NF writing	