

National Curriculum Requirements – Year 4

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – comprehension

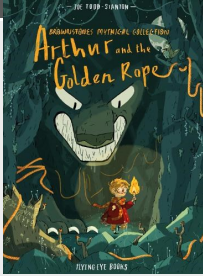
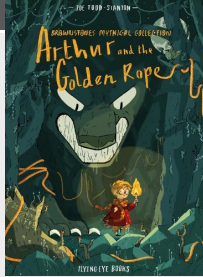
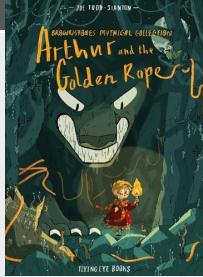
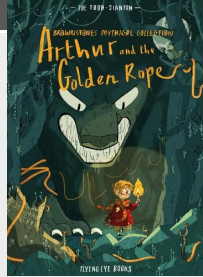
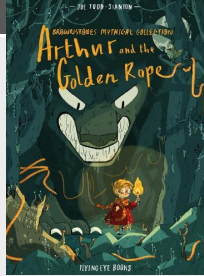
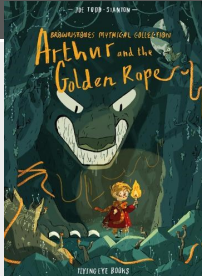

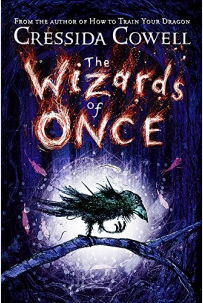
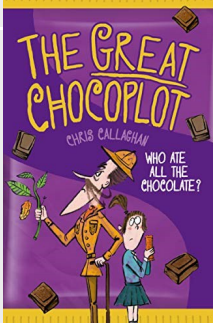
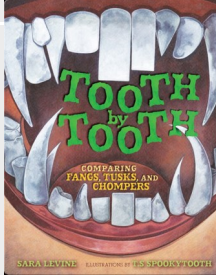

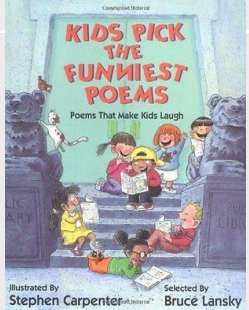
Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books

Statutory requirements

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

<p>Year 4 Autumn 1</p> <p>History</p> <p>Science</p> <p>Geography</p>	<p>Week 1</p> <p>Anglo-Saxons and Vikings</p> <p>Animals including Humans</p> <p>Local Area: Bromley</p>	<p>Week 2</p> <p>Anglo-Saxons and Vikings</p> <p>Animals including Humans</p> <p>Local Area: Brom-</p>	<p>Week 3</p> <p>Anglo-Saxons and Vikings</p> <p>Animals including Humans</p> <p>Local Area: Bromley</p>	<p>Week 4</p> <p>Anglo-Saxons and Vikings</p> <p>Animals including Humans</p> <p>Local Area: Bromley</p>	<p>Week 5</p> <p>Anglo-Saxons and Vikings</p> <p>Animals including Humans</p> <p>Local Area: Bromley</p>	<p>Week 6</p> <p>Anglo-Saxons and Vikings</p> <p>Animals including Humans</p> <p>Local Area: Bromley</p>
<p>Power of Reading</p> <p>4 x 1 hour per week</p> <p>Used as a basis for writing</p> <p>Readers' Theatre</p>						
<p>Delving Deeper</p> <p>1 hour per week</p> <p>May link to curriculum areas, or to ensure diversity or to inspire to read for pleasure</p>						
<p>Reading Fluencies</p> <p>3 x 20 mins per week</p> <p>May link to widen reading for other curriculum areas, to pre teach knowledge, to recap on knowledge, to ensure diversity or to inspire to read for pleasure.</p>	<p>Fiction—13 Storey tree-house</p> <p>Fiction - Anisha Accidental Detective</p> <p>Poetry –The Penguin in lost property</p>	<p>Fiction -How to train your dragon by Cressida Cowell</p> <p>Fiction -Near the deep dark waters of Loch Ness Folk Tales</p> <p>Non-Fiction— Everything Anglo Saxons</p>	<p>Fiction Stone (Odin God)</p> <p>Fiction—The Accidental billionaire</p> <p>Non-Fiction—What was it like to be a Viking?</p>	<p>Fiction—Stitch Head</p> <p>Non-Fiction—We've got this - empathy</p> <p>Poetry— Bright Bursts of Colour</p>	<p>Fiction— The train to impossible places</p> <p>Non-Fiction—100 Most disgusting facts</p> <p>Non-Fiction— Brill outdoor things to do (Shelters)</p>	<p>Fiction—Diary of an accidental witch</p> <p>Non-Fiction— Everything Vikings</p> <p>Non-Fiction—Viking Voyage</p>

Year 4 Autumn 1

History

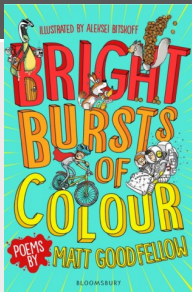
Science

Geography

Week 1

Anglo-Saxons and Vikings
Animals including Humans

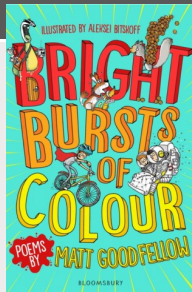
Local Area: Bromley



Week 2

Anglo-Saxons and Vikings
Animals including Humans

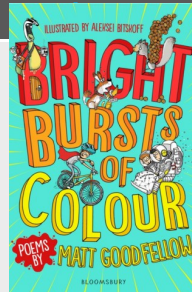
Local Area: Bromley



Week 3

Anglo-Saxons and Vikings
Animals including Humans

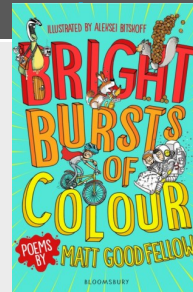
Local Area: Brom-



Week 4

Anglo-Saxons and Vikings
Animals including Humans

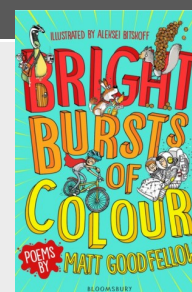
Local Area: Brom-



Week 5

Anglo-Saxons and Vikings
Animals including Humans

Local Area: Bromley



Week 6

Anglo-Saxons and Vikings
Animals including Humans

Local Area: Bromley



Poetry

Can be part of reading fluencies or a separate focus

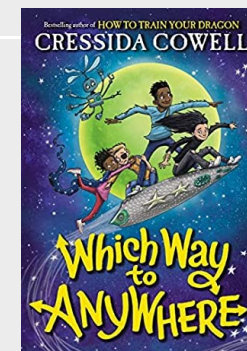
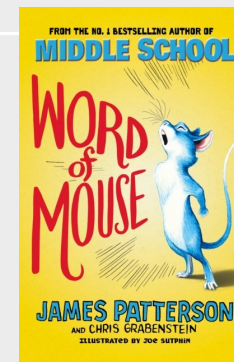
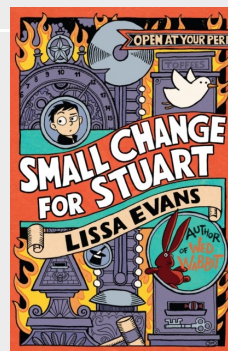
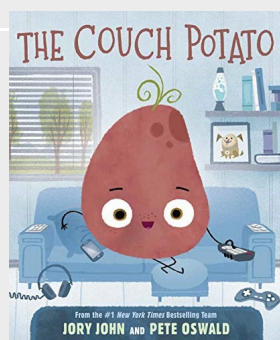
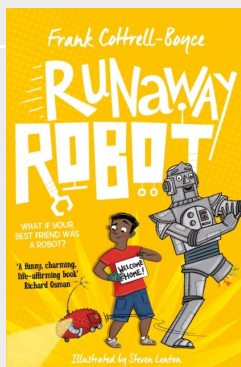
Read Aloud

Class Read

4 x 15 mins a week

Teacher's Choice

Suggestions of High Quality Texts

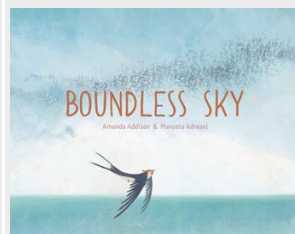


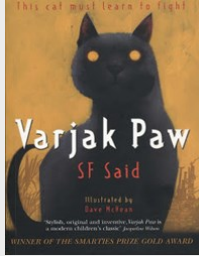
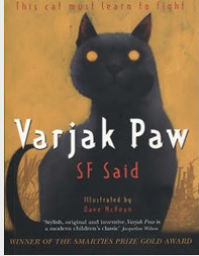


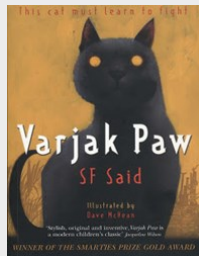
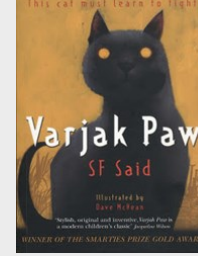
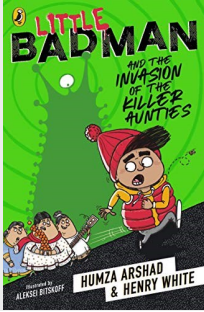
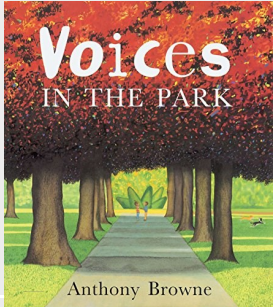

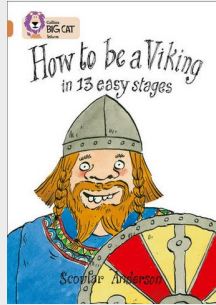
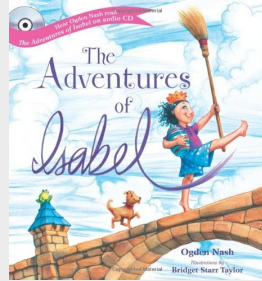
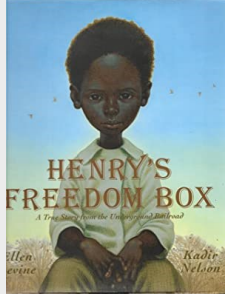
Assembly Focus

3 x 15 a week

Book Assembly

Reading Assembly



<p>Year 4 Autumn 2</p> <p>History</p> <p>Science</p> <p>Geography</p>	<p><u>Week 1</u></p> <p>Anglo-Saxons and Vikings</p> <p>Sound</p> <p>Sutton Hoo</p>	<p><u>Week 2</u></p> <p>Anglo-Saxons and Vikings</p> <p>Sound</p> <p>Sutton Hoo</p>	<p><u>Week 3</u></p> <p>Anglo-Saxons and Vikings</p> <p>Sound</p> <p>Sutton Hoo</p>	<p><u>Week 4</u></p> <p>Anglo-Saxons and Vikings</p> <p>Sound</p> <p>Sutton Hoo</p>	<p><u>Week 5</u></p> <p>Anglo-Saxons and Vikings</p> <p>Sound</p> <p>Sutton Hoo</p>	<p><u>Week 6</u></p> <p>Anglo-Saxons and Vikings</p> <p>Sound</p> <p>Sutton Hoo</p>
<p>Power of Reading</p> <p>4 x 1 hour per week</p> <p>Used as a basis for writing</p> <p>Readers' Theatre</p>						
<p>Delving Deeper</p> <p>1 hour per week</p> <p>May link to curriculum areas, or to ensure diversity or to inspire to read for pleasure</p>						
<p>Reading Fluencies</p> <p>3 x 20 mins per week</p> <p>May link to widen reading for other curriculum areas, to pre teach knowledge, to recap on knowledge, to ensure diversity or to inspire to read for pleasure.</p>	<p>Fiction—Beyond Platform 13</p> <p>Fiction—Johnny Ball, Football Genius</p> <p>Poetry—Language of Cat</p>	<p>Fiction—Beowulf</p> <p>Fiction—Leonora Bolt</p> <p>Non-Fiction—World Whizzing facts</p>	<p>Fiction—The Light Thieves</p> <p>Fiction—Fire, bed and bone</p> <p>Non-Fiction—Be the change by Liz Brownlee, Matt Goodfellow, Roger Stevens</p>	<p>Fiction—Kaspar</p> <p>Non—Fiction</p> <p>Poetry—The Book of Not Really Useful Advice</p>	<p>Fiction—Sherlock Holmes</p> <p>Non-Fiction—Inspiring Inventors</p> <p>Non-Fiction—100 adventures to have before you grow up</p>	<p>Fiction—The Book Cat</p> <p>Non-Fiction—Engineers making a difference</p> <p>Non-Fiction—Lessons from our ancestors</p>

Year 4 Autumn 2

History

Science

Geography

Week 1

Anglo-Saxons and Vikings

Sound

Sutton Hoo

Week 2

Anglo-Saxons and Vikings

Sound

Sutton Hoo

Week 3

Anglo-Saxons and Vikings

Sound

Sutton Hoo

Week 4

Anglo-Saxons and Vikings

Sound

Sutton Hoo

Week 5

Anglo-Saxons and Vikings

Sound

Sutton Hoo

Week 6

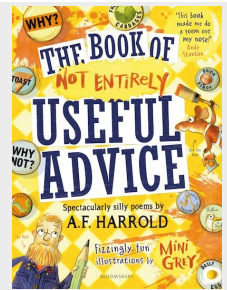
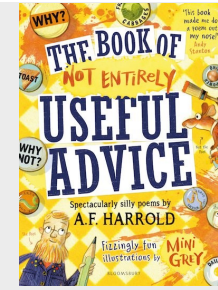
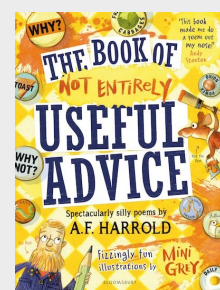
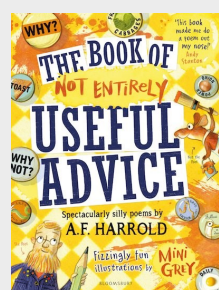
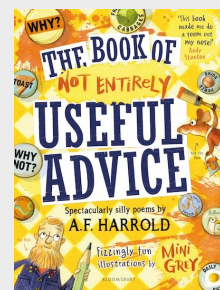
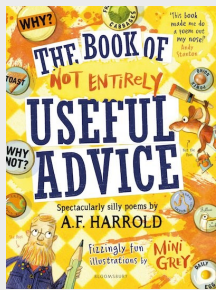
Anglo-Saxons and Vikings

Sound

Sutton Hoo

Poetry

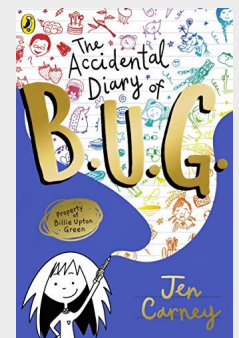
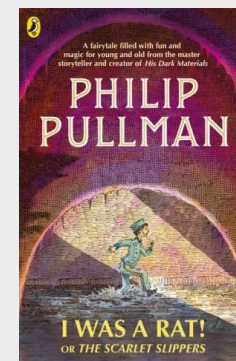
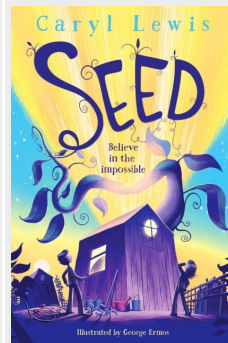
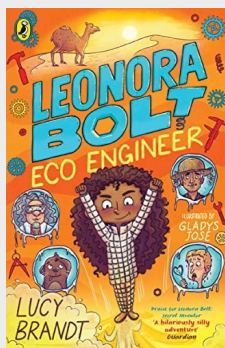
Can be part of reading fluencies or a separate focus



Read Aloud

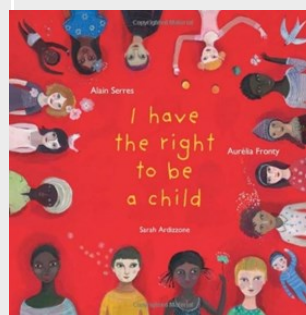
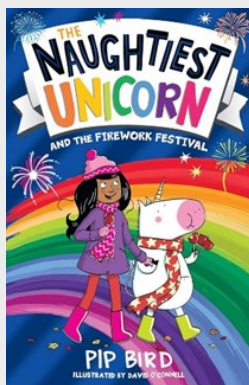
Class Read

4 x 15 mins a week
Teacher's Choice
Suggestions of High Quality Texts



Assembly Focus

3 x 15 a week
Book Assembly
Reading Assembly



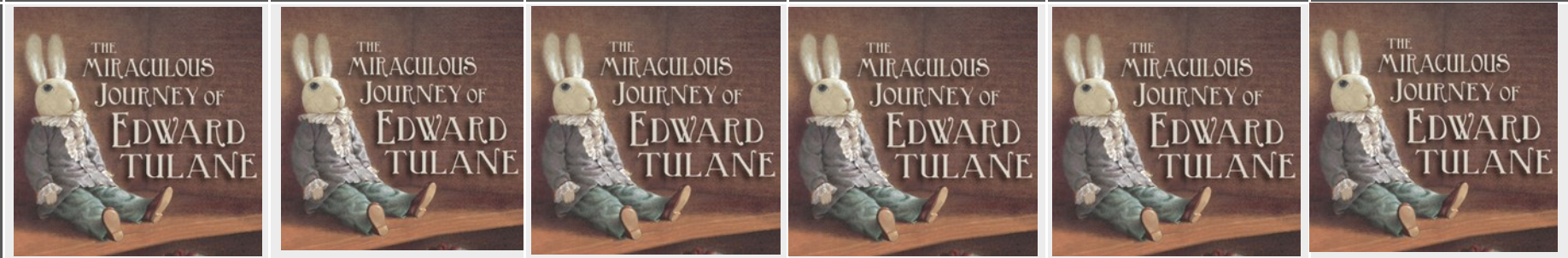
<p>Year 4 Spring 1</p> <p>History Science</p> <p>Geography</p>	<p>Week 1</p> <p>Vikings</p> <p>Animals including Humans</p> <p>Scandinavia</p>	<p>Week 2</p> <p>Vikings</p> <p>Animals including Humans</p> <p>Scandinavia</p>	<p>Week 3</p> <p>Vikings</p> <p>Animals including Humans</p> <p>Scandinavia</p>	<p>Week 4</p> <p>Vikings</p> <p>Animals including Humans</p> <p>Scandinavia</p>	<p>Week 5</p> <p>Vikings</p> <p>Animals including Humans</p> <p>Scandinavia</p>	<p>Week 6</p> <p>Vikings</p> <p>Animals including Humans</p> <p>Scandinavia</p>
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Power of Reading

4 x 1 hour per week

Used as a basis for writing

Readers' Theatre



Delving Deeper

1 hour per week

May link to curriculum areas, or to ensure diversity or to inspire to read for



Reading Fluencies

3 x 20 mins per week

May link to widen reading for other curriculum areas, to pre teach knowledge, to recap on knowledge, to ensure diversity or to inspire to read for pleasure.

<p>Fiction—The Royal Rebel</p> <p>Fiction—The Grunts in trouble</p> <p>Poetry—Lost magic</p>	<p>Fiction—Leif the unlucky Viking</p> <p>Fiction—Small!</p> <p>Non-Fiction—Peter's Banking Party/Jewish Bread</p>	<p>Fiction—The Reluctant Dragon or Loki</p> <p>Fiction—Daisy and the trouble with nature</p> <p>Non-Fiction - Ultimate Survival Handbook</p>	<p>Fiction—Grimwood</p> <p>Non-Fiction—Marcus Rashford</p> <p>Poetry— Midnight Feasts</p>	<p>Fiction—The Great food Bank Heist</p> <p>Non-Fiction—Invisible world of germs</p> <p>Non-Fiction—The Chess Book</p>	
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Year 4 Spring 1

History

Science

Geography

Week 1

Vikings

Animals including
Humans

Scandinavia

Week 2

Vikings

Animals including
Humans

Scandinavia

Week 3

Vikings

Animals including
Humans

Scandinavia

Week 4

Vikings

Animals including
Humans

Scandinavia

Week 5

Vikings

Animals including
Humans

Scandinavia

Week 6

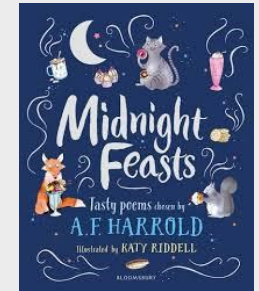
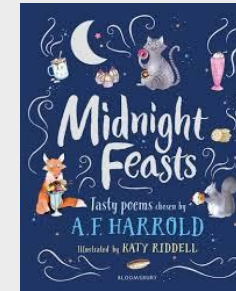
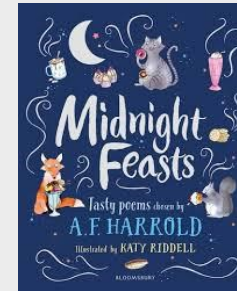
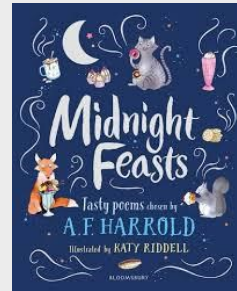
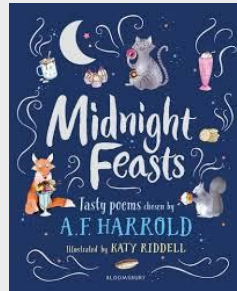
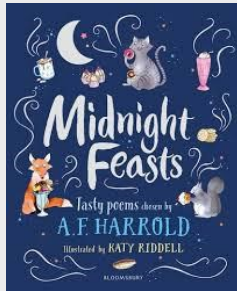
Vikings

Animals including
Humans

Scandinavia

Poetry

Can be part of
reading fluencies or
a separate focus



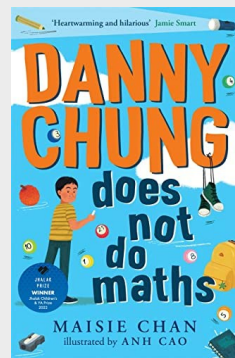
Read Aloud

Class Read

4 x 15 mins

Teacher's Choice

Suggestions of High
Quality Texts

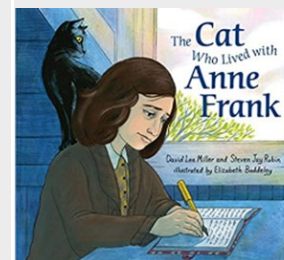
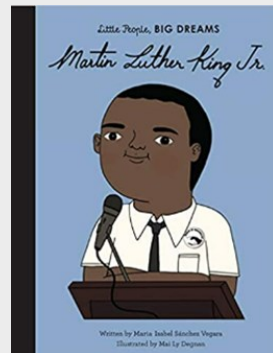
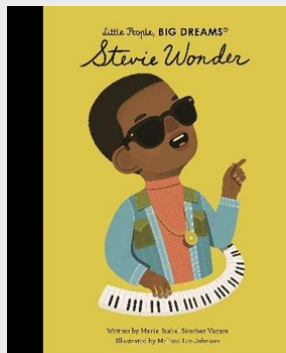


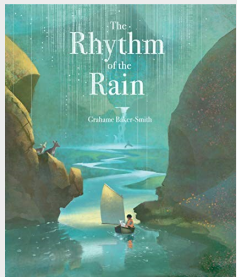
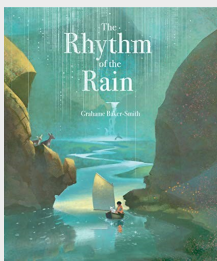
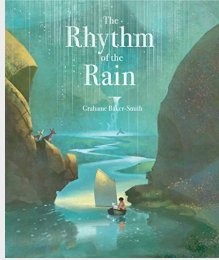

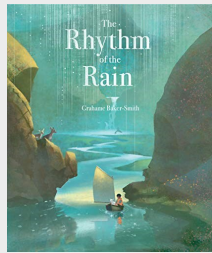
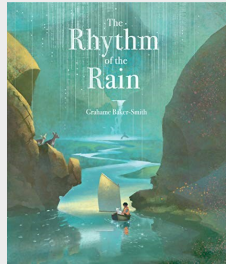
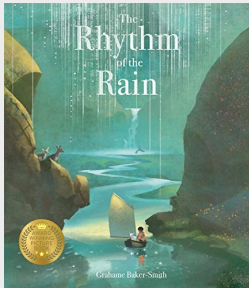

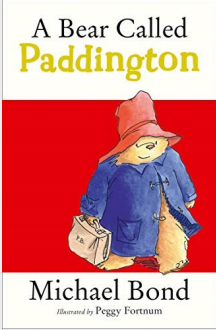

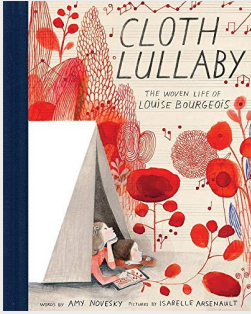
Assembly Focus

3 x 15 a week

Book Assembly

Reading Assembly



<p>Year 4 Spring 2</p> <p>History</p> <p>Science</p> <p>Geography</p>	<p><u>Week 1</u></p> <p>Egypt/River Nile</p> <p>States of Matter</p> <p>Water Cycle</p>	<p><u>Week 2</u></p> <p>Egypt/River Nile</p> <p>States of Matter</p> <p>Water Cycle</p>	<p><u>Week 3</u></p> <p>Egypt/River Nile</p> <p>States of Matter</p> <p>Water Cycle</p>	<p><u>Week 4</u></p> <p>Egypt/River Nile</p> <p>States of Matter</p> <p>Water Cycle</p>	<p><u>Week 5</u></p> <p>Egypt/River Nile</p> <p>States of Matter</p> <p>Water Cycle</p>	<p><u>Week 6</u></p> <p>Egypt/River Nile</p> <p>States of Matter</p> <p>Water Cycle</p>
<p>Power of Reading</p> <p>4 x 1 hour per week</p> <p>Used as a basis for writing</p> <p>Readers' Theatre</p>						
<p>Delving Deeper</p> <p>1 hour per week</p> <p>May link to curriculum areas, or to ensure diversity or to inspire to read for pleasure</p>						
<p>Reading Fluencies</p> <p>3 x 20 mins per week</p> <p>May link to widen reading for other curriculum areas, to pre teach knowledge, to recap on knowledge, to ensure diversity or to inspire to read for pleasure.</p>	<p>Fiction—A dinosaur ate my sister</p> <p>Fiction—The tale of Angelina Brown</p> <p>Poetry—Please Mrs Butler</p>	<p>Fiction—Noah's Gold</p> <p>Fiction—Harry Potter and the Philosopher's Stone</p> <p>Non-Fiction—Egyptians (Tony Robinson)</p>	<p>Fiction—Switch and Beetle Blast</p> <p>Fiction—The Gold in the Grave Egyptian Tales</p> <p>Non-Fiction—Interview with Cleopatra</p>	<p>Fiction—The one and only Ivan</p> <p>Non-Fiction—Owl Porridge</p> <p>Poetry— An Emotional Menagerie</p>	<p>Fiction—A boy and a bear in a boat</p> <p>Non-Fiction—Chews and your own tasty adventure</p> <p>Non-Fiction—Planet Earth (Mountains)</p>	

Year 4 Spring 2

History

Science

Geography

Week 1

Egypt/River Nile

States of Matter

Water Cycle

Week 2

Egypt/River Nile

States of Matter

Water Cycle

Week 3

Egypt/River Nile

States of Matter

Water Cycle

Week 4

Egypt/River Nile

States of Matter

Water Cycle

Week 5

Egypt/River Nile

States of Matter

Water Cycle

Week 6

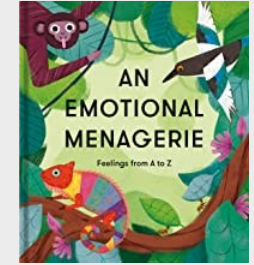
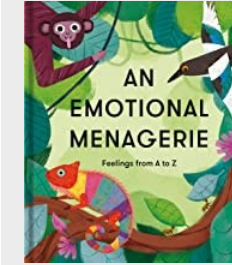
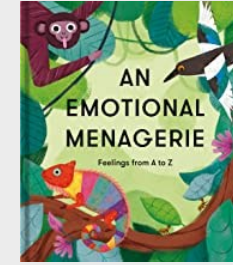
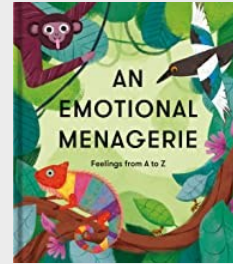
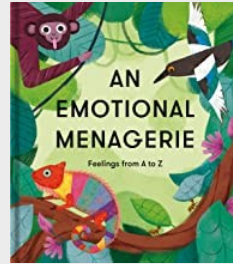
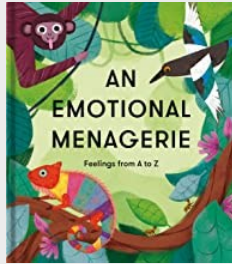
Egypt/River Nile

States of Matter

Water Cycle

Poetry

Can be part of reading fluencies or a separate focus

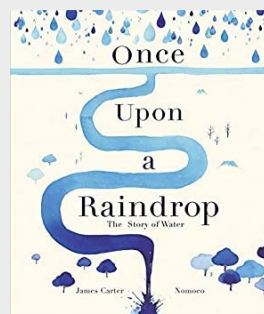
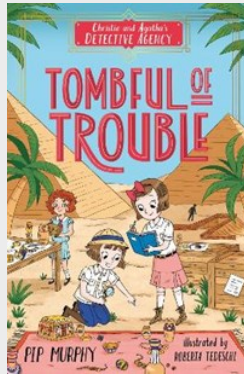


Read Aloud

Class Read

4 x 15 mins a week

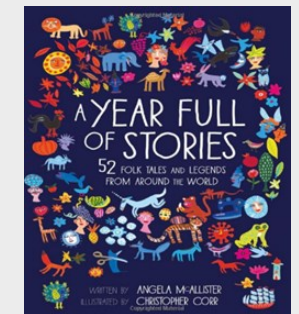
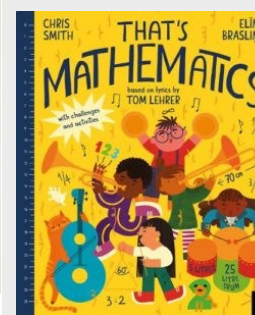
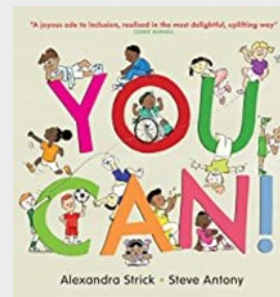
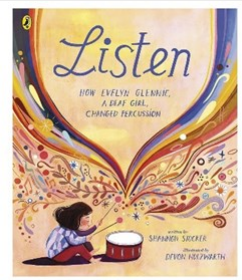
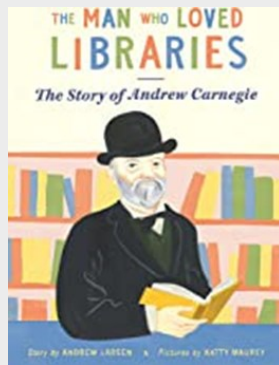
Teacher's Choice
Suggestions of High Quality Texts

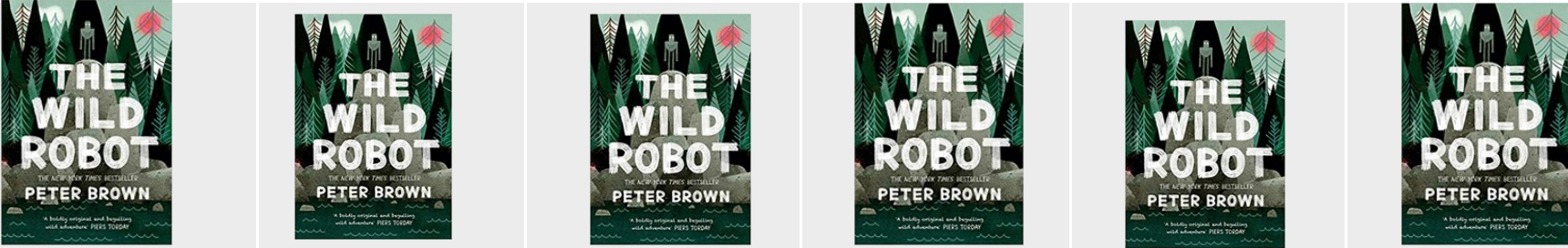

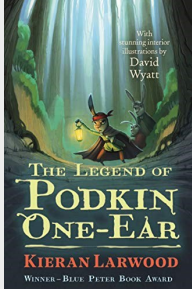

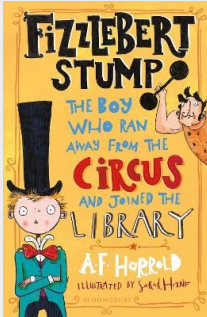




Assembly Focus

3 x 15 a week

Book Assembly
Reading Assembly

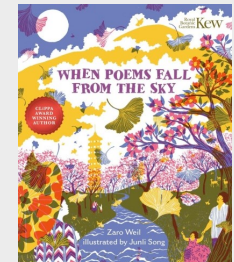
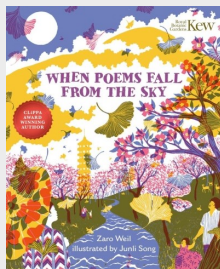


<p>Year 4 Summer 1</p> <p>History</p> <p>Science</p>	<p><u>Week 1</u></p> <p>Egypt/Pyramids</p> <p>Habitats</p> <p>Nile/Thames</p>	<p><u>Week 2</u></p> <p>Egypt/Pyramids</p> <p>Habitats</p> <p>Nile/Thames</p>	<p><u>Week 3</u></p> <p>Egypt/Pyramids</p> <p>Habitats</p> <p>Nile/Thames</p>	<p><u>Week 4</u></p> <p>Egypt/Pyramids</p> <p>Habitats</p> <p>Nile/Thames</p>	<p><u>Week 5</u></p> <p>Egypt/Pyramids</p> <p>Habitats</p> <p>Nile/Thames</p>	<p><u>Week 6</u></p> <p>Egypt/Pyramids</p> <p>Habitats</p> <p>Nile/Thames</p>
<p>Power of Reading</p> <p>4 x 1 hour per week</p> <p>Used as a basis for writing</p> <p>Readers' Theatre</p>						
<p>Delving Deeper</p> <p>1 hour per week</p> <p>May link to curriculum areas, or to ensure diversity or to inspire to read for</p>						
<p>Reading Fluencies</p> <p>3 x 20 mins per week</p> <p>May link to widen reading for other curriculum areas, to pre teach knowledge, to recap on knowledge, to ensure diversity or to inspire to read for pleasure.</p>	<p>Fiction—The Cat Mum-my</p> <p>Fiction—The terrible thing that happened to Barnaby Brocket</p> <p>Poetry—The same in-side</p>	<p>Fiction—Stig of the dump</p> <p>Fiction—Fiction—Hamish and the Worldstoppers</p> <p>Non-Fiction—Hieroglyphs</p>	<p>Fiction—Little Badman</p> <p>Fiction—Pests</p> <p>Non-Fiction Very Im-portant Adventures (mecca)</p>	<p>Fiction—Cakes in Space</p> <p>Non-Fiction— Big Book of Blue</p> <p>Poetry— When poems fall from the sky</p>	<p>Fiction—Worst holiday ever</p> <p>Non-Fiction—Funny life of sharks</p> <p>Non-Fiction—The Story of Tutankhamun</p>	<p>Fiction—Accidental Diary of a BUG</p> <p>Non-Fiction—Habitats</p> <p>Non-Fiction—Life on the Thames</p>

<p>Year 4 Summer 1</p> <p>History</p> <p>Science</p> <p>Geography</p>	<p>Week 1</p> <p>Egypt/River Nile</p> <p>States of Matter</p> <p>Water Cycle</p>	<p>Week 2</p> <p>Egypt/River Nile</p> <p>States of Matter</p> <p>Water Cycle</p>	<p>Week 3</p> <p>Egypt/River Nile</p> <p>States of Matter</p> <p>Water Cycle</p>	<p>Week 4</p> <p>Egypt/River Nile</p> <p>States of Matter</p> <p>Water Cycle</p>	<p>Week 5</p> <p>Egypt/River Nile</p> <p>States of Matter</p> <p>Water Cycle</p>	<p>Week 6</p> <p>Egypt/River Nile</p> <p>States of Matter</p> <p>Water Cycle</p>
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Poetry

Can be part of reading fluencies or a separate focus



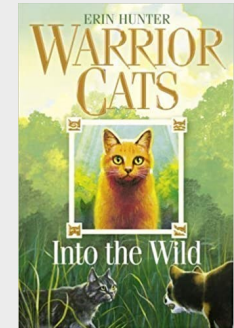
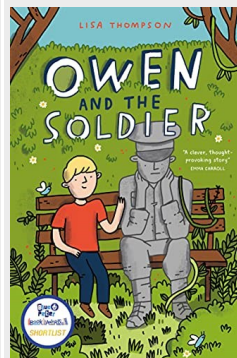
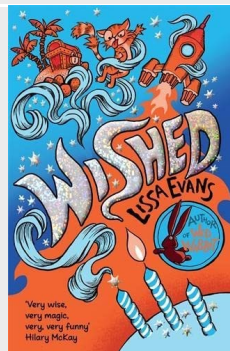
Read Aloud

Class Read

4 x 15 mins a week

Teacher's Choice

Suggestions of High Quality Texts

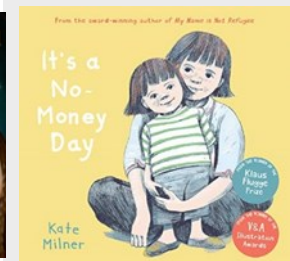
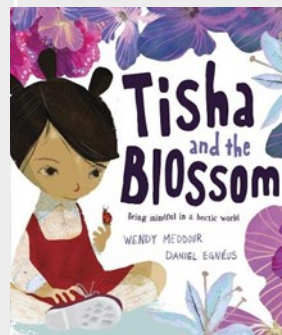
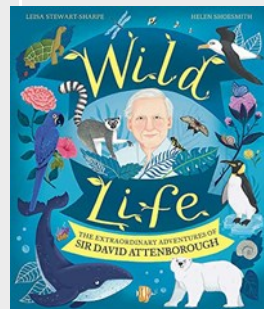








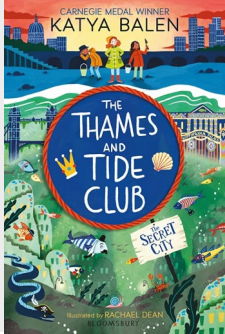
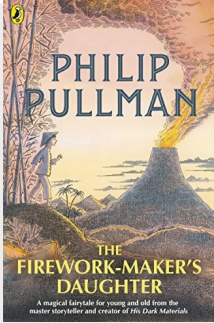
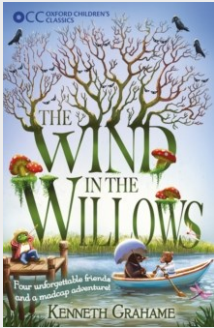
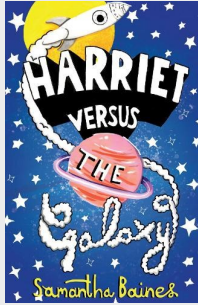
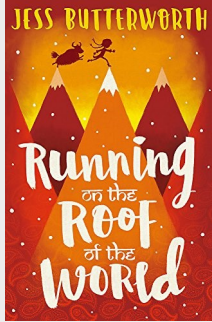

Assembly Focus

3 x 15 a week

Book Assembly

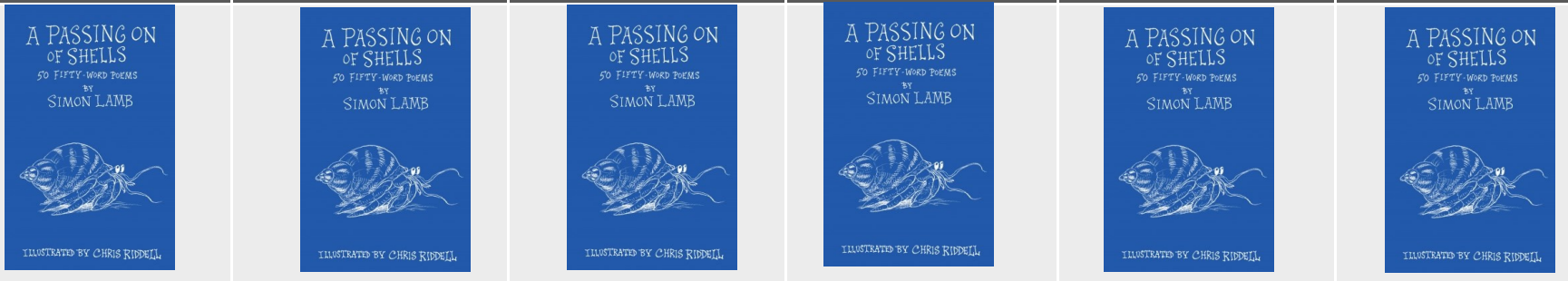
Reading Assembly



<p>Year 4 Summer 2</p> <p>History</p> <p>Science</p> <p>Geography</p>	<p><u>Week 1</u></p> <p>Egypt</p> <p>Electricity</p> <p>Cairo/London</p>	<p><u>Week 2</u></p> <p>Egypt</p> <p>Electricity</p> <p>Cairo/London</p>	<p><u>Week 3</u></p> <p>Egypt</p> <p>Electricity</p> <p>Cairo/London</p>	<p><u>Week 4</u></p> <p>Egypt</p> <p>Electricity</p> <p>Cairo/London</p>	<p><u>Week 5</u></p> <p>Egypt</p> <p>Electricity</p> <p>Cairo/London</p>	<p><u>Week 6</u></p> <p>Egypt</p> <p>Electricity</p> <p>Cairo/London</p>
<p>Power of Reading</p> <p>4 x 1 hour per week</p> <p>Used as a basis for writing</p> <p>Readers' Theatre</p>						
<p>Delving Deeper</p> <p>1 hour per week</p> <p>May link to curriculum areas, or to ensure diversity or to inspire to read for pleasure</p>						
<p>Reading Fluencies</p> <p>3 x 20 mins per week</p> <p>May link to widen reading for other curriculum areas, to pre teach knowledge, to recap on knowledge, to ensure diversity or to inspire to read for pleasure.</p>	<p>Fiction—The Bolds</p> <p>Fiction –Sindhu/Jeet—detectives</p> <p>Poetry—Captain save the planet</p>	<p>Fiction—A jar of pickles (Stories from India)</p> <p>Fiction—Butterfly Lion</p> <p>Non Fiction—The London Underground</p>	<p>Fiction—Locked out Lily</p> <p>Fiction—Bertie and the alien chicken</p> <p>Non Fiction— What is the world's worst smell?</p>	<p>Fiction—The Wish-keeper's Apprentice</p> <p>Non-Fiction—Plastics in landfill</p> <p>Poetry—A passing of shells</p>	<p>Fiction—Sherlock Bones</p> <p>Non-Fiction—Basic Skills Shortcrust Pastry</p> <p>Non-Fiction—The Story of Tutankhamun Part 2</p>	<p>Fiction—The Fish in the Bathtub</p> <p>Non-Fiction—The Thames Tunnel</p> <p>Non-Fiction—Inspiring Inventors/ Lion Lights</p>

Year 4 Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
History	Egypt	Egypt	Egypt	Egypt	Egypt	Egypt
Science	Electricity	Electricity	Electricity	Electricity	Electricity	Electricity
Geography	Cairo/London	Cairo/London	Cairo/London	Cairo/London	Cairo/London	Cairo/London

Poetry
Can be part of reading fluencies or a separate focus



Read Aloud
Class Read
4 x 15 mins a week
Teacher's Choice
Suggestions of High Quality Texts



Assembly Focus
3 x 15 a week
Book Assembly
Reading Assembly

