

*i-read* curriculum correlation charts  
Year 4



Fiction	New framework objectives by strand	Links to subjects other than English
<p><b>Year 4 Term 1 Fiction in familiar settings</b> <i>A Bit of Blue Sky</i> by Chris Buckton</p> <p><b>Unit objectives</b></p> <p>To develop effective strategies for interpreting historical stories, focusing on character, setting and narrative structure</p> <p>To draw on features of character, setting and narrative structure to plan and write own historical story</p>	<p><i>See also Progression in Narrative Y4</i></p> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>Take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe, and mentor</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Identify and summarise evidence from a text to support a hypothesis</li> <li>Deduce characters' reasons for behaviour from their actions</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Interrogate texts to deepen and clarify understanding and response</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Develop and refine ideas in writing using planning and problem-solving strategies</li> </ul>	<p><b>History</b> <b>Study unit 3a: Victorians</b> Key elements: <b>4a:</b> Find out about the past from a range of sources <b>5c:</b> Communicate knowledge and understanding in a variety of ways including narrative and descriptions. <b>2a:</b> Learn about characteristic features of periods and societies <b>5b:</b> Use terms to describe periods and topics studied <b>7c:</b> Social perspectives</p> <p><b>Citizenship</b> <b>2:</b> Choices <b>7:</b> Children's rights – human rights</p> <p><b>ICT objectives</b> <b>4a:</b> Review work to help develop ideas <b>4c:</b> Talk about how to improve future work</p>

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<p><b>Year 4 Term 2 Fiction – Sci-Fi/Fantasy</b> <i>The Seekers</i> (interactive narrative) by Val Bloom</p> <p><b>Unit objectives</b></p> <p>To investigate key features of fantasy stories, focusing on the creation of imaginary worlds and the use of language to create particular effects</p> <p>To draw on features of the fantasy genre, including setting, characterisation and language</p> <p>To plan and write own story</p>	<p><i>See also Progression in Narrative Y4</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Offer reasons and evidence for their views, considering alternative opinions</li> <li>• Respond appropriately to the contributions of others in light of differing viewpoints</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Deduce characters’ reasons for behaviour from their actions and explain how ideas are developed in non fiction texts</li> <li>• Explain how writers use figurative and expressive language to create images and atmosphere</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Read extensively favourite authors/genres and experiment with other types of text</li> <li>• Interrogate texts to deepen and clarify understanding and response</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Use settings and characterisation to engage readers’ interest</li> <li>• Show imagination through language used to create emphasis, humour, atmosphere or suspense</li> <li>• Choose and combine words, images and other features for particular effects</li> </ul>	<p><b>Art and design</b> 4C: Journeys</p> <p><b>Citizenship</b> 2: Choices</p> <p><b>ICT objectives</b> 4a: Review work to help develop ideas 4c: Talk about how to improve future work</p>

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<p><b>Year 4 Term 3 Fiction – Stories from other Cultures</b> <i>Old Man Shoa</i> retold by Thomas Munro</p> <p><b>Unit objective</b></p> <p>To develop effective strategies for interpreting stories focusing on character, setting, story style and structure</p>	<p><i>See also Progression in Narrative Y4</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Tell stories effectively and convey detailed information coherently for listeners</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>Create roles showing how behaviour can be interpreted from different viewpoints</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Identify and summarise evidence from a text to support a hypothesis</li> <li>Deduce characters’ reasons for behaviour from their actions and explain how ideas are developed in non fiction texts</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Read extensively favourite authors/genres and experiment with other types of text</li> <li>Interrogate texts to deepen and clarify understanding and response</li> </ul>	<p><b>Geography</b> <b>18:</b> Connecting ourselves to the world</p> <p><b>Citizenship</b> <b>5:</b> Living in a diverse world <b>3:</b> Animals and us</p> <p><b>Art and design</b> <b>4C:</b> Journeys</p> <p><b>PSHE</b> Respecting differences between people</p> <p><b>ICT objectives</b> <b>1a:</b> Talk about what information they need and how to find and use it <b>1b:</b> Prepare information for development using ICT; selecting suitable sources, finding information, classifying it and checking for accuracy <b>2a:</b> Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound <b>3a:</b> How to share and exchange information in a variety of forms</p>

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Non-fiction	New framework objectives by strand	Links to subjects other than English
<p><b>Year 4 Term 1 Non-fiction – Newspapers</b> Sports report, local interest, crime report, review, interview</p> <p><b>Unit objectives</b></p> <p>To read and respond to different kinds of articles and stories which appear in newspapers</p> <p>To gain an understanding of the layout and writing style used in newspapers</p>	<p><i>See also Progression in Non-Fiction text types Y4</i></p> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>• Create roles showing how behaviour can be interpreted from different viewpoints</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of different organisational features of texts to find information effectively</li> <li>• Explain how writers use figurative and expressive language to create images and atmosphere</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Interrogate texts to deepen and clarify understanding and response</li> </ul>	<p><b>Citizenship</b></p> <p><b>1:</b> Taking part – developing skills of communication and participation</p> <p><b>11:</b> In the media – what’s the news?</p> <p><b>PSHE</b></p> <p>Preparing to play an active role as citizens</p> <p><b>ICT objectives</b></p> <p><b>1a:</b> Talk about what information they need and how to find and use it</p> <p><b>1b:</b> Prepare information for development using ICT; selecting suitable sources, finding information, classifying it and checking for accuracy</p>

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Non-fiction	New framework objectives by strand	Links to subjects other than English
<p><b>Year 4 Term 2 Non-fiction – Explanations</b> How to separate/sort differently sized objects, life on Earth, life in other solar systems</p> <p><b>Unit objectives</b></p> <p>To develop effective strategies for understanding explanatory texts, focusing on the structure, purpose and language effects used</p> <p>To imitate and write own version</p>	<p><i>See also Progression in Non-Fiction text types Y4</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Offer reasons and evidence for their views, considering alternative opinions</li> <li>• Respond appropriately to the contributions of others in light of differing viewpoints</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of different organisational features of texts to find information effectively</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Interrogate texts to deepen and clarify understanding and response</li> </ul> <p><b>10. Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• Organise texts into paragraphs to distinguish between different information, events or processes</li> <li>• Use adverbs and conjunctions to establish cohesion between paragraphs</li> </ul>	<p><b>Science</b> <b>4D:</b> Solids, liquids and how they can be separated <b>4B:</b> Habitats <b>5E:</b> Earth, Sun and Moon</p> <p><b>ICT objectives</b> <b>2a:</b> Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound <b>3b:</b> Be sensitive to the needs of the audience and think about content and quality when communicating information</p>

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Non-fiction	New framework objectives by strand	Links to subjects other than English
<p><b>Year 4 Term 3 Non-fiction – Persuasive Writing</b>            Children’s reports promoting their favourite sports, advertising pitch, storyboard for TV advertisement, poster</p> <p><b>Unit objectives</b></p> <p>To respond to persuasive texts in different styles</p> <p>To read persuasive texts and focus on purpose and audience, language features, visual elements and structure and organization</p> <p>To prepare to write a persuasive text</p>	<p><i>See also Progression in Non-Fiction text types Y4</i></p> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>Identify the main points of each speaker, compare their arguments and how they are presented</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Explain how writers use figurative and expressive language to create images and atmosphere</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials)</li> </ul>	<p><b>Citizenship</b>  <b>1:</b> Taking part – developing skills of communication and participation  <b>12:</b> In the media – what’s in the news</p> <p><b>PSHE</b>            Developing a healthy, safer lifestyle</p> <p><b>PE</b>  <b>5:</b> Gymnastic activities (1)  <b>6:</b> Gymnastic activities (2)  <b>12:</b> Striking and fielding activities (1)  <b>13:</b> Net/wall games (1)  <b>14:</b> Gymnastic activities (3)  <b>15:</b> Gymnastic activities (4)  <b>17:</b> Athletic activities (1)  <b>18:</b> Athletic activities (2)  <b>25:</b> Striking and fielding activities (2)  <b>26:</b> Net/wall games (2)  <b>27:</b> Gymnastic activities (5)  <b>28:</b> Gymnastic activities (6)</p> <p><b>ICT objectives</b>  <b>1b:</b> Prepare information for development using ICT; selecting suitable sources, finding information, classifying it and checking for accuracy  <b>2a:</b> Develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound</p>

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Poetry	New framework objectives by strand	Links to subjects other than English
<p><b>Year 4 Term 1 Poetry – Poems with a Common Theme (School)</b> Poets: Michael Lowe, John Walsh, Nock Toczek, Gervase Phinn, Berlie Doherty, Paul Cookson, John Mole</p> <p><b>Unit objectives</b></p> <p>To read poems on the same theme</p> <p>To make personal responses and state preferences</p> <p>To read poems aloud and think about performance</p>	<p><i>See also Progression in Poetry Y4</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Offer reasons and evidence for their views, considering alternative opinions</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>Comment constructively on plays and performances, discussing effects and how they are achieved</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Explain how writers use figurative and expressive language to create images and atmosphere</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Show imagination through language used to create emphasis, humour, atmosphere or suspense</li> <li>Choose and combine words, images and other features for particular effects</li> </ul>	<p><b>Citizenship</b></p> <p>1: Taking part 4: People who help us 7: Children’s rights – human rights 8: How do rules and laws affect me?</p> <p><b>Music</b></p> <p>10: Play it again – exploring rhythmic patterns 9: Animal magic – exploring descriptive sounds</p> <p><b>History</b></p> <p>Key elements: 4a: Find out about the past from a range of sources 5c: Communicate knowledge and understanding in a variety of ways including narrative and descriptions.</p> <p><b>ICT objectives</b></p> <p>4a: Review work to help develop ideas 4c: Talk about how to improve future work</p>

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Poetry	New framework objectives by strand	Links to subjects other than English
<p><b>Year 4 Term 2 Poetry – Poems from a Different Culture/Time</b> ‘Beowulf’ (trans. Michael Rosen), Traditional Inuit, Madagascan Sudanese. Poets: Moira Andrew, Rudyard Kipling</p> <p><b>Unit objectives</b></p> <p>To read a variety of poems from different cultures and times</p> <p>To make personal responses and state preferences</p> <p>To read poems aloud and think about effective performance</p>	<p><i>See also Progression in Poetry Y4</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Offer reasons and evidence for their views, considering alternative opinions</li> <li>• Respond appropriately to the contributions of others in light of differing viewpoints</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Listen to a speaker, make notes on the talk and use notes to develop a role play</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>• Use time, resources and group members efficiently by distributing tasks, checking progress, making back-up plans</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of word structures and origins to develop their understanding of word meanings</li> <li>• Explain how writers use figurative and expressive language to create images and atmosphere</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Interrogate texts to deepen and clarify understanding and response</li> </ul>	<p><b>Citizenship</b> 5: Living in a diverse world</p> <p><b>Geography</b> 7: Weather around the world 18: Connecting ourselves to the world 25: Passport to the world</p> <p><b>Music</b> 9: Animal magic – exploring descriptive sounds</p> <p><b>History</b> Key elements: 4a: Find out about the past from a range of sources 5c: Communicate knowledge and understanding in a variety of ways including narrative and descriptions.</p> <p><b>ICT objectives</b> 1a: Talk about what information they need and how to find and use it 1b: Prepare information for development using ICT; selecting suitable sources, finding information, classifying it and checking for accuracy 4a: Review work to help develop ideas 4c: Talk about how to improve future work</p>

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<p><b>Year 4 Term 3 Poetry – Poems in different forms</b> Haiku, cinquain, thin poems, conversation poems Poets: James Carter, Pamela Gillilan, Adelaide Crapsey, Judith Nicholls, Rose Impey, Brian Moses, Michaela Morgan, Pie Corbett, Sue Cowling</p> <p><b>Unit objectives</b></p> <p>To read a range of poems in different forms</p> <p>To make personal responses and state preferences</p> <p>To read poems aloud and think about effective performance</p>	<p><i>See also Progression in Poetry Y4</i></p> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Show imagination through language used to create emphasis, humour, atmosphere or suspense</li> <li>• Choose and combine words, images and other features for particular effects</li> </ul>	<p><b>Music</b> <b>9:</b> Animal magic – exploring descriptive sounds <b>10:</b> Play it again – exploring rhythmic patterns</p> <p><b>Citizenship</b> <b>3:</b> Animals and us</p> <p><b>ICT objectives</b> <b>1a:</b> Talk about what information they need and how to find and use it <b>1b:</b> Prepare information for development using ICT; selecting suitable sources, finding information, classifying it and checking for accuracy</p>