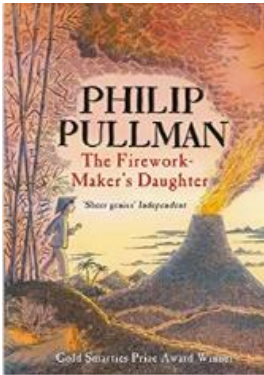
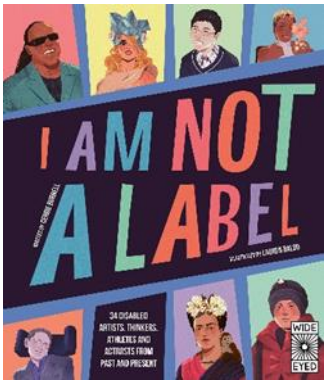
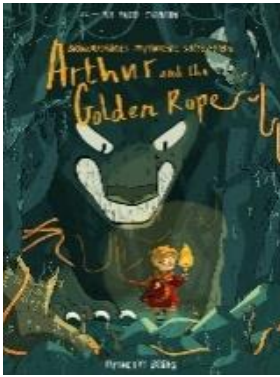
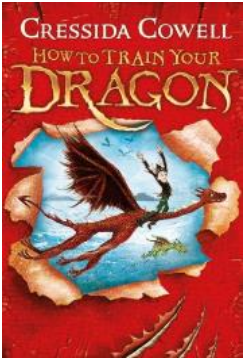
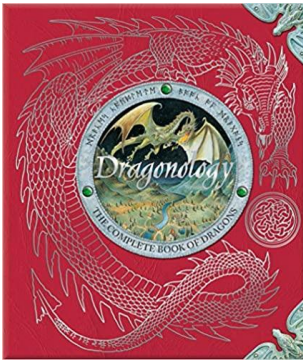
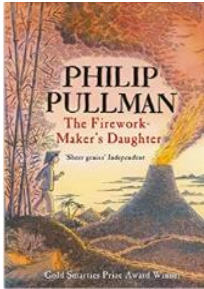
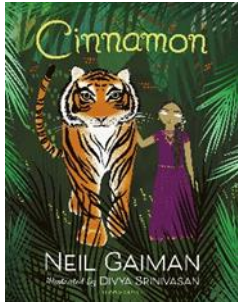
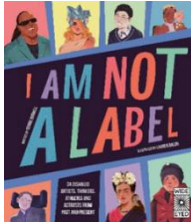
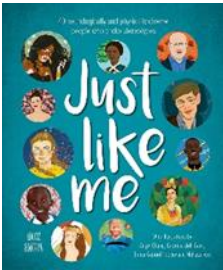
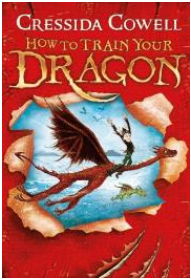
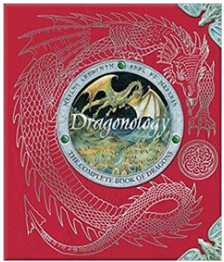
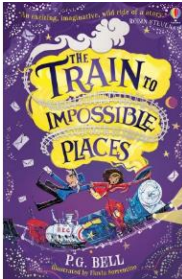
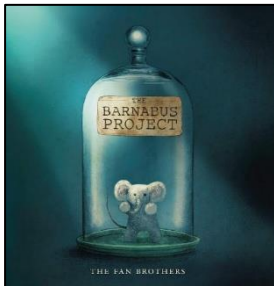
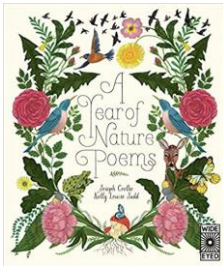
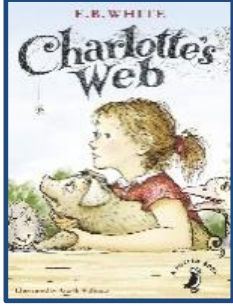
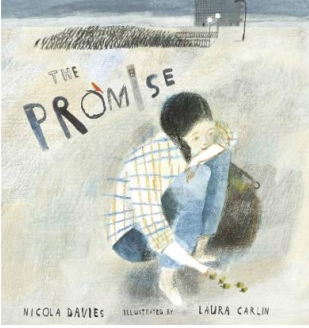
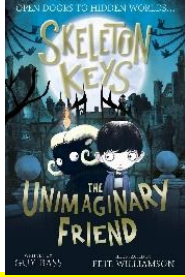
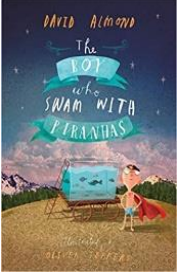
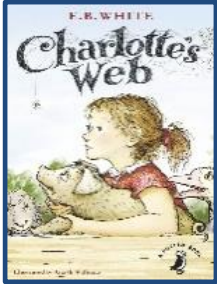
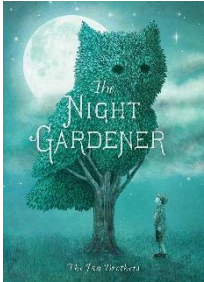
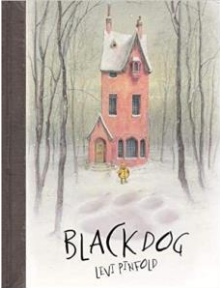
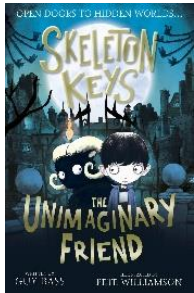


2026-2027	YEAR 4 AUTUMN TERM							
	Autumn 1 - Break the Mould!				Autumn 2 – Myths and Legends			
Key Texts:	The Firework Maker's Daughter  Poetry – as part of the stimulate and generate phase linked to fireworks Poetry – Haiku as these are traditionally written by Buddhist monks		I am Not a Label  Poetry – as part of the stimulate and generate phase linked to equality and diversity issues raised. Clerihews and Cinquain		Arthur and the Golden Rope 		How to Train Your Dragon / Dragonology: The Complete Book of Dragons   Poetry – Nonsense poems relating to dragons and their characteristics	
Main written Outcome and purpose	-Short Narrative – entering the mountain section (E)		-Non-chronological report detailing 'Inspirational People' and the challenges that they have faced and overcome (I)		-Viking-inspired adventure story opening (Arthur's next adventure) (E) -Letter to ask/persuade Thor for help (I/P)		-Explanation text on how to train/care for a dragon (I)	
Site of Application writes:	-Setting and character descriptions (E) -Diary entries from a chosen viewpoint (I/E)		-diary expressing a particular individual's challenge to their perceived label (I)		-Recount of events from Arthur's viewpoint done as traditional story (E)		-Instructions on how to tame a dragon (I)	
Equality and diversity:	Family types, location the book is set, cultural differences, stereotype challenges		Labels, public perception, disability not defining an individual		Settings, cultural differences, historical focus, marginalised by townsfolk, family types, age stereotype challenges, personal challenges to overcome		Settings, cultural differences, historical focus, marginalised by townsfolk, family expectation challenges, personal challenges to overcome.	
Guided Reading:	The Firework Maker's Daughter (parallel) 	Cinnamon (supporting) 	I am Not a Label (parallel) 	Just Like Me (supporting) 	The Dragon's Hoard 		How to Train Your Dragon (parallel) 	Dragonology (supporting) 

2026-2027	YEAR 4 SPRING TERM				
	SPRING 1 – Journey to the Unknown...		Spring 2 Wonders of Nature		
Key Texts:	 The Train to Impossible Places Poetry – as part of the stimulate and generate phase – Clerihew poem about Fletch	 Barnabus project	 The Lost Words/The Lost Spells		 The Wonder Garden
Main written Outcome and purpose	-Narrative detailing Suzy’s experiences in the Impossible Places (E)		Animal/nature themed poetry (E)		-Information text about a new island and its landscape/animals (I)
Site of Application writes:	-Persuasive piece about whether Suzy should or should not board the train (D)	- Non-fiction text about your own hybrid animal			-Recount/Report of expedition (I/E)
Curriculum links:	Art – printing (journey needs reworking –impossible place rather than europe?)		Art – watercolour animals (still needs work!!!) French – animals and pets		
Equality and diversity	Belonging and social acceptance, language spoken	Physical appearance /character stereotype			Wonder Garden - Geographical location
Guided Reading:	The Wild Robot 	Something Fishy (animation) 	A Year of Nature Poems (supporting) 1 WEEK 		Hampshire Information Book  Awards (1 week)

2026-2027	YEAR 4 SUMMER TERM				
	Summer 1 – Creature Connections!			Summer 2 - Magic, Marvels and Make-Believe!	
Key Texts:	Charlotte's Web  Poetry – as part of the stimulate and generate phase – Kenning poem about Wilbur	The Promise, Nicola Davies 		Skeleton Keys: The Unimaginary Friend  Poetry – as part of the stimulate and generate phase – Kenning poem about the Gorbliney	The Boy Who Swam With Piranhas 
Main written Outcome and purpose	-Narrative detailing Charlotte's plan to rescue Wilbur (problem and ending) (E)		- Narrative writing		-Narrative about having an imaginary friend (E)
Site of Application writes:	-Setting and character descriptions of the farm and animals (E) -Diary entry (alternative feelings) (I/E)		-Persuasive letter		-Persuasive speech from Ben to Daisy to stop her behaviour (P) -Information page about the funfair (I) -Fact file for a missing person poster (I)
Curriculum links:	DT – purses TRIP – marwell zoo			Art – fish drawing - Workshop option – Creative arts uni ?	
Equality and diversity	Charlotte's Webb – friendships with differences / neurodiversity / beliefs and values/ physical appearance		Zoo - Beliefs and opinions around animal captivity / view of others		Personality, view of self, place in society
Guided Reading:	Charlotte's Webb (parallel) 	The Night Gardener (supporting) 	The Black Dog (supporting) 	Skeleton Keys: The Unimaginary Friend (parallel) 	The Boy Who Swam With Piranhas (parallel) 
Wider curriculum (unlinked)	Science – Digestion Music – UKELELES Computing – coding concepts Geography – europe PHSE – drugs and head injuries RE – buddhism festivals French – Holidays			PHSE – RSE Music – UKELELES Science – Digestion continued Geography – earthquakes Computing – ? DT – omelette popovers ? RE – Christianity French – Holidays continued	

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Purpose: **Persuade** Inform Entertain **Discuss**