

Mattishall Primary School
Blue Class Year 4
Long Term Curriculum Plan



| | Autumn Term | | Spring Term | | Summer Term | |
|---------------------|---|--|---|--|---|--|
| | Half Term 1 | Half Term 2 | Half Term 1 | Half Term 2 | Half Term 1 | Half Term 2 |
| English | LITERACY TREE - WRITING | | | | | |
| | <p>Varmints - Helen Ward</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • explanations • descriptive comparisons • retellings • setting descriptions • poetry <p>The Mermaid of Zennor - Charles Causley</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • own version legends • information booklets • retelling from a different perspective • letters • tourist guides • dialogue | <p>The Iron Man - Ted Hughes</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • mystery narratives • character descriptions • short news reports • letters of advice • menus (using descriptive devices) • poetry <p>Until I Met Dudley - Roger McGough and Chris Riddell</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • explanation texts - formal and informal • letters • short explanatory paragraphs | <p>Winter's Child - Angela McAllister</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • fantasy story sequels • postcards (recount), • dialogue • setting descriptions as letters • retellings <p>Cinnamon - Neil Gaiman</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • own version mythical tales • diaries • informal letters • dialogue • adverts • limericks and other poetic forms | <p>Odd and the Frost Giants - Neil Gaiman</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • retellings - alternative perspective • narrative recounts • character and setting descriptions • letters • short explanations <p>The Matchbox Diary - Paul Fleischman</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • biography • dialogue • diary entry • re-telling (oral dictation) • mini-autobiography • fact file | <p>Weslandia - Paul Fleischman</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • imagined land narratives • character description • informative posters • persuasive leaflets • log book <p>The Story of Tutankhamun - Patricia Cleveland-Peck</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • non-chronological reports • retelling • character description • book review | <p>The Lion the Witch and the Wardrobe - C. S. Lewis</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • own version narratives (set in other worlds) • poems • eyewitness reports • an imaginary conversation • writing in role <p>Jabberwocky - Lewis Carroll</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • nonsense poems • explanatory descriptions |
| | <p>READING: Our school follows the Read Write Inc Phonics programme from Reception onwards. Children are taught to read in small groups, in incremental steps. Following completion of Read Write Inc Phonics, children participate in daily Reading for Understanding lessons, building on vocabulary and comprehension skills.</p> <p>SPELLING: We follow the Spelling Shed scheme, which provides daily opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary.</p> | | | | | |
| Maths | WHITE ROSE MATHS | | | | | |
| | <ul style="list-style-type: none"> • Place value • Addition and Subtraction | <ul style="list-style-type: none"> • Area • Multiplication and Division A | <ul style="list-style-type: none"> • Multiplication and Division B • Length and Perimeter | <ul style="list-style-type: none"> • Fractions • Decimals A | <ul style="list-style-type: none"> • Decimals B • Money • Time | <ul style="list-style-type: none"> • Shape • Statistics • Position and Direction |
| Science | CORNERSTONES | | | | | |
| | Food and the Digestive System | Sound | States of Matter | Grouping and Classifying | Electrical Circuits and Conductors | Electrical Circuits and Conductors |
| Art & Design | CORNERSTONES | | | | | |
| | Warp and Weft | | Vista | | Islamic Art | |
| Design & Technology | CORNERSTONES | | | | | |

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| | | Fresh Food, Good Food | | Functional and Fancy Fabrics | | Tomb Builders |
| Geography | CORNERSTONES | | | | | |
| | | | Misty Mountain, Winding River | | | • Interconnected World |
| History | CORNERSTONES | | | | | |
| | Invasion | | | | | Ancient Civilisations |
| Computing | TEACH COMPUTING | | | | | |
| | Computing Systems and Networks - the Internet | Programming A - Repetition in Shapes | Creating Media - Photo Editing | Creating Media - Audio Production | Programming B - Repetition in Games | Data and Information - Data Logging |
| Music | CHARANGA | | | | | |
| | Mamma Mia | Christmas Carol Concert | Glockenspiel Stage 2 (Glockenspiel) | Lean on Me (Glockenspiels) | Stop! | Reflect, Rewind and Replay |
| Physical Education | REALPE + | | | | | |
| | Real PE 1: Personal Floor movement patterns/static balance Tag Rugby | Real PE 2: Social Dynamic balance to agility/seated balance realGYM | Real PE 3: Cognitive Dynamic balance/static balance realGYM | Real PE 4: Creative Ball skills/counter balance realDANCE | Real PE 5: Physical Sending, receiving/reaction, response Dodgeball | Real PE 6: Health and Fitness Ball chasing/ floor work Athletics |
| Religious Education | DISCOVERY RE | | | | | |
| | Christianity Is forgiveness always possible for Christians? | Christianity What is the most significant part of the Nativity story for Christians today? | Christianity Do people need to go to church to show they are Christians? | Buddhism Is it possible for everyone to be happy? | Buddhism Could the Buddha's teachings make the world a better place? | Buddhism What is the best way for a Buddhist to lead a good life? |
| Modern Foreign Languages | PRIMARY LANGUAGES NETWORK | | | | | |
| | Welcome to school | My town, your town | Family tree and faces | Face and body parts | Feeling unwell/ Jungle animals | The weather/Ice creams |
| RSHE - Life Skills | My Relationships RSE Solution (See RSHE Curriculum Map) | My feelings RSE Solution (See RSHE Curriculum Map) | My Rights and Responsibilities RSE Solution (See RSHE Curriculum Map) | My Body RSE Solution (See RSHE Curriculum Map) | My Beliefs RSE Solution (See RSHE Curriculum) | Asking for Help RSE Solution (See RSHE Curriculum Map) |
| | Curriculum Extras following our annual needs assessment may include: Road Safety, financial Literacy, enterprise, charities (Including FOODBANK, NSPCC etc.), school council, sun safety, fire safety, Friendship Squad, play leaders, peer mentors, police support; stranger danger and anti-social behaviour. We also provide some teaching to support International/National awareness days/weeks as they arise including significant events like Royal Jubilees, The Olympics and Government Elections etc. Other supporting and linked curriculum subjects are; English, Computing, RE and PE (REAL PE). | | | | | |