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**					
	Varmints – Helen Ward **Outcomes:** • explanations • descriptive comparisons • retellings • setting descriptions • poetry **The Mermaid of Zennor – Charles Causley** **Outcomes:** • own version legends • information booklets • retelling from a different perspective • letters • tourist guides • dialogue	**The Iron Man – Ted Hughes** **Outcomes:** • mystery narratives • character descriptions • short news reports • letters of advice • menus (using descriptive devices) • poetry **Until I Met Dudley – Roger McGough and Chris Riddell** **Outcomes:** • explanation texts - formal and informal • letters • short explanatory paragraphs	**Winter's Child – Angela McAllister** **Outcomes:** • fantasy story sequels • postcards (recount), • dialogue • setting descriptions as letters • retellings **Cinnamon – Neil Gaiman** **Outcomes:** • own version mythical tales • diaries • informal letters • dialogue • adverts • limericks and other poetic forms	**Odd and the Frost Giants – Neil Gaiman** **Outcomes:** • retellings - alternative perspective • narrative recounts • character and setting descriptions • letters • short explanations **The Matchbox Diary – Paul Fleischman** **Outcomes:** • biography • dialogue • diary entry • re-telling (oral dictation) • mini-autobiography • fact file	**Weslandia – Paul Fleischman** **Outcomes:** • imagined land narratives • character description • informative posters • persuasive leaflets • log book **The Story of Tutankhamun – Patricia Cleveland-Peck** **Outcomes:** • non-chronological reports • retelling • character description • book review	**The Lion the Witch and the Wardrobe – C. S. Lewis** **Outcomes:** • own version narratives (set in other worlds) • poems • eyewitness reports • an imaginary conversation • writing in role **Jabberwocky – Lewis Carroll** **Outcomes:** • nonsense poems • explanatory descriptions
	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. **SPELLING:** We follow the **Spelling Shed** scheme, which provides daily opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary.					
Maths	**WHITE ROSE MATHS**					
	• Place value • Addition and Subtraction	• Area • Multiplication and Division A	• Multiplication and Division B • Length and Perimeter	• Fractions • Decimals A	• Decimals B • Money • Time	• 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**					

		Fresh Food, Good Food		Functional and Fancy Fabrics		Tomb Builders
Geography	**CORNERSTONES**					
	Interconnected World		Misty Mountain, Winding River			
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).					