


**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					
	<b>Varmints - Helen Ward</b>  <b>Outcomes:</b> <ul style="list-style-type: none"> <li>• explanations</li> <li>• descriptive comparisons</li> <li>• retellings</li> <li>• setting descriptions</li> <li>• poetry</li> </ul> <b>The Mermaid of Zennor - Charles Causley</b>  <b>Outcomes:</b> <ul style="list-style-type: none"> <li>• own version legends</li> <li>• information booklets</li> <li>• retelling from a different perspective</li> <li>• letters</li> <li>• tourist guides</li> <li>• dialogue</li> </ul>	<b>The Iron Man - Ted Hughes</b>  <b>Outcomes:</b> <ul style="list-style-type: none"> <li>• mystery narratives</li> <li>• character descriptions</li> <li>• short news reports</li> <li>• letters of advice</li> <li>• menus (using descriptive devices)</li> <li>• poetry</li> </ul> <b>Until I Met Dudley - Roger McGough and Chris Riddell</b>  <b>Outcomes:</b> <ul style="list-style-type: none"> <li>• explanation texts - formal and informal</li> <li>• letters</li> <li>• short explanatory paragraphs</li> </ul>	<b>Winter's Child - Angela McAllister</b>  <b>Outcomes:</b> <ul style="list-style-type: none"> <li>• fantasy story sequels</li> <li>• postcards (recount),</li> <li>• dialogue</li> <li>• setting descriptions as letters</li> <li>• retellings</li> </ul> <b>Cinnamon - Neil Gaiman</b>  <b>Outcomes:</b> <ul style="list-style-type: none"> <li>• own version mythical tales</li> <li>• diaries</li> <li>• informal letters</li> <li>• dialogue</li> <li>• adverts</li> <li>• limericks and other poetic forms</li> </ul>	<b>Odd and the Frost Giants - Neil Gaiman</b>  <b>Outcomes:</b> <ul style="list-style-type: none"> <li>• retellings - alternative perspective</li> <li>• narrative recounts</li> <li>• character and setting descriptions</li> <li>• letters</li> <li>• short explanations</li> </ul> <b>The Matchbox Diary - Paul Fleischman</b>  <b>Outcomes:</b> <ul style="list-style-type: none"> <li>• biography</li> <li>• dialogue</li> <li>• diary entry</li> <li>• re-telling (oral dictation)</li> <li>• mini-autobiography</li> <li>• fact file</li> </ul>	<b>Weslandia - Paul Fleischman</b>  <b>Outcomes:</b> <ul style="list-style-type: none"> <li>• imagined land narratives</li> <li>• character description</li> <li>• informative posters</li> <li>• persuasive leaflets</li> <li>• log book</li> </ul> <b>The Story of Tutankhamun - Patricia Cleveland-Peck</b>  <b>Outcomes:</b> <ul style="list-style-type: none"> <li>• non-chronological reports</li> <li>• retelling</li> <li>• character description</li> <li>• book review</li> </ul>	<b>The Lion the Witch and the Wardrobe - C. S. Lewis</b>  <b>Outcomes:</b> <ul style="list-style-type: none"> <li>• own version narratives (set in other worlds)</li> <li>• poems</li> <li>• eyewitness reports</li> <li>• an imaginary conversation</li> <li>• writing in role</li> </ul> <b>Jabberwocky - Lewis Carroll</b>  <b>Outcomes:</b> <ul style="list-style-type: none"> <li>• nonsense poems</li> <li>• explanatory descriptions</li> </ul>
	<b>READING:</b> Our school follows the <b>Read Write Inc Phonics</b> programme from Reception onwards. Children are taught to read in small groups, in incremental steps. Following completion of <b>Read Write Inc Phonics</b> , children participate in daily <b>Reading for Understanding</b> lessons, building on vocabulary and comprehension skills. <b>SPELLING:</b> We follow the <b>Spelling Shed</b> scheme, which provides daily opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary.					
Maths	WHITE ROSE MATHS					
	<ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Area</li> <li>• Multiplication and Division A</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division B</li> <li>• Length and Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Decimals A</li> </ul>	<ul style="list-style-type: none"> <li>• Decimals B</li> <li>• Money</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Statistics</li> <li>• Position and Direction</li> </ul>
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	Real PE 2: Social Dynamic balance to agility/seated balance	Real PE 3: Cognitive Dynamic balance/static balance	Real PE 4: Creative Ball skills/counter balance	Real PE 5: Physical Sending, receiving/reaction, response	Real PE 6: Health and Fitness Ball chasing/ floor work
	Tag Rugby	realGYM	realGYM	realDANCE	Dodgeball	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 Map)	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).					