
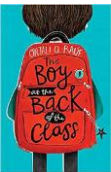
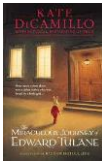
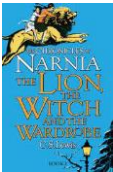




| YEAR 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|--|---|---|--|---|---|
| Core Texts | Reading World Cup – class choice of text  Tutankhamun – Gill Harvey | The Boy at the Back of the Class – Onjali Rauf  | The  Miraculous Journey of Edward Tulane – Kate di Camillo | The Lion, the Witch and the Wardrobe – C.S. Lewis  | Beowulf – Michael Morpurgo  | The Explorer – Katherine Rundell  |
| Maths | Baseline Assessment Place Value | Addition and Subtraction | Multiplication and Division | Area and perimeter Fractions | Fractions and decimals | Measurement Statistics Geometry |
| Science | Electricity | | Living things and their habitats | Animals including humans – digestion and teeth | Sound | States of matter |
| Computing | The Internet | Programming A – Repetition in Shapes | Programming B - Repetition in games | Photo editing | Data Logging | Audio Editing |
| RE | Gospel - What kind of a world did Jesus want? | Finish Gospel Christmas carol service preparation | Salvation - Why do Christians call the day Jesus died 'Good Friday'? | Islam - What do Muslims believe? | Islam - How can a mosque help us to understand the Muslim faith? | Kingdom of God - When Jesus left, what was the impact of Pentecost? |
| Geography | How are rivers formed? | | How is the USA different from the UK? | | | Is West Sussex the best county? |
| History | | What did the earliest civilisations have <u>in common</u> ? What were the achievements of Ancient Egypt and <u>what did they lead to</u> ? | | What was life like in early medieval England? | <u>Why</u> did the Vikings raid then invade Britain? Why is Alfred known as <u>the Great</u> ? | |
| Art | Drawing and sketchbooks – lines, shading, and cross hatching | | Surface and colour - Use tints and shades, explore still life | | Working in 3D - environmental sculpture | |
| DT | | Electrical systems - Electrical toys | | Food - Healthy soup | | Structures - Creating musical instruments |
| Music | Rivers - Changes in pitch, tempo and dynamics | Samba and carnival sounds and instruments | Rock and Roll | Year 4 Production – rehearsing and performing songs | Haiku, Music and Performance | Rainforest – Body and Tuned percussion |
| PE | Handball Dance | Hockey Egyptian dance | Netball Fitness | Tennis OAA | Athletics Gymnastics | Mindfulness Cricket |
| PSHE | Being me in my world | Celebrating differences | Dreams and goals | Healthy me | Relationships | Changing Me |
| French | Niveau blanc Module 1 | Niveau blanc Module 2 | Niveau blanc Module 3 | Niveau blanc Module 4 | Niveau blanc Module 5 | Niveau blanc Module 6 |
| Enrichment | Lodge Hill residential Fieldwork – river Arun or Adur | Egyptian Day Mummification Day Leading Carol Service | | Year 4 Production | Butser Ancient Farm | |

