

Y4	Autumn	Spring			Summer	
Learning Challenge	Asian Adventures or European exploration	Time traveller			Tall tales	
Communication	Intrinsic across the curriculum + 2 Communication groups each week					
Books and stories	Stories from other Cultures	Research	Traditional Tales	Questions	Myths and Legends	Labels and captions
	Non fiction- linked to LC themes					
Reading	Daily sessions Individual and group sessions- include objects, pictures, symbols, book knowledge and phonics where appropriate Group activities e.g. sensory stores or phonics Book corner with books related to topic, interest Teaching of objects, photos and symbols everyday interactions					
Words and sounds	Word level- understanding objects, pictures, symbols and words. Whole word reading, phonics					
Recording	Fine motor skills, mark making, handwriting, talk for writing, IT recording, drama, role play, small world					
Thinking Skills/Maths	Number	Time	Addition	Subtraction	Sharing/half	Pattern
	Position and direction	Graphs and pictograms, block graphs, Venn Carroll diagrams	Money	Measurement capacity/volume/length/size/temperature/weight	Properties of shape	Sorting and matching
Science	Health and growth – animals including humans Lifecycles Food chains		Electricity – circuits and conductors Sound		Properties and changes of materials Changing states of matter	

	Classification of different animals,		
	Working scientifically: Making observations, using simple equipment		
Art	Tiles and pots Patterns and colours used in designs e.g. Portuguese tiles or pottery	Stone age cave art, Stonehenge, fossils – shape, size and pattern Observational drawing and sketching using different drawing materials e.g. charcoal Artists: Lascaux cave paintings	Colour mixing and painting with different forms of paint Derain and Monet, Themes: Nature, illustrations in stories, images that tell a story Egyptian paintings
DT	<ul style="list-style-type: none"> • Costume, clothing, headdress – different countries designs, links to patterns / colours. Hot and cold materials • Food Tech: Dishes from other cultures 	<ul style="list-style-type: none"> • Artefacts / Replicas – materials, old and new • Noticing how products are made in the past and currently • Food tech: Healthy snacks 	<ul style="list-style-type: none"> • Exploring things that move – wheels and cogs • Building using different items – replicating pyramids • Food tech: Sandwiches, wraps etc
Music	Pulse and rhythm, performing together	Pitch, performing together	Fast and slow performing together
Humanities	Geography Asian/European countries and cultures Food, clothes, flags, maps, physical and human geography- environment What is different between where we live and a different place in the world?	History - looking at specific changes over time. How are things different in the past to how we experience them today? Oldest time periods of people in Britain – from Stone age and beyond. What were people's homes, food, clothes like over time- remaining connected to family? Events in the past that have affected time – earthquakes, volcanoes. How	History Egyptians - what was it like in these time periods? What remains of these time periods that we can still experience today? Object handling boxes – using artefacts to build up a picture of time periods. Pyramids and the discovery of Tutankhamun Geography – Egypt

		might people be affected these natural disasters?	
RE Unit	Christmas around the world – how do different people celebrate?	How does our Community Care for Others? What is Easter? Why do Christians celebrate it?	What can Buddha teach us? What are values?
PSED / PSHE / RHE	Changing and growing (relationships) Baby to adult Being safe - Dealing with touch Different types of relationships Families and people who care for me Caring friendships and relationship	Being safe Self-care support and safety Taking care of our selves Keeping safe Trust Keeping safe online and online relationships Public and private	Community and the wider world The world I live in (living in the wider world) Respecting difference between people Jobs people do Rules and laws Taking care of the environment Belonging to a community Money
Circle/child led	Intrinsic to the curriculum. To include a range of role-play, small world, messy and sensory play opportunities. Developing sharing, playing together and building relationships. Circle time to build self and group awareness.		
Careers	Recorded employment encounter		
Computing	Computing will be taught throughout subjects where appropriate. Where computing is taught, it will be highlighted on teachers planning. Units to be covered are:		
	Computer science	Information Technology	Digital literacy
PE	Methods of travel- bike Games-net/wall games	Balancing and linking gymnastics Dodge and chase, send and receive	Balance and linking actions Running jumping throwing

		Cohesion games	Dance
	Yoga as part of curriculum offer		
	Forest schools- and Swimming		