**Critical Path - Creative YEAR 4 Term: Summer 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **Guided reading** | Kasper Prince of Cats – Michael Morpurgo |
| **Literacy****Theme** | The Iron Man – Ted Hughes |
| **Written Outcomes** | Debate  | Write in roleRecount writing  | PredictionsCharacter description   | Warning story  | Persuasive lettersStory maps  | Poetry  |
| **SPaG** | Addressing misconceptions  | Inverted Commas | Expanded Noun Phrases | Determiners  | Possessive Apostrophes  | Use a variety of verb and tense forms | SPaG assessment  |
| **Spelling** | Homophones  | Sc- words | Suffix -ous- | Prefixes un-, dis-, re- | Prefixes sub-, super-, auto- | Adding -ly to words ending in y, le, ic | Year 3 and 4 statutory words review |
| **History/ Geography** | Rivers | Local History: why was Chepstow Castle built in 1067? |
| How are rivers used? WALT: describe some uses of rivers  | How did a French king become king of England? WALT: understand that there were four claimants to the throne in 1066.  | Why was Chepstow castle built? WALT: understand why William The Conqueror needed to build a castle in Chepstow.  | What are the features of Chepstow castle and how has that changed over time?  WALT: investigate the features and changes of Chepstow castle.  | What was life like in a medieval castle? WALT: understand the roles of people within Norman castles.  | How has the purpose of Chepstow castle changed over time and why? WALT: understand changes over time.  Proposed castle visit  |
| **Computing** | Online Safety |
| What happens when I search online?  WALT: describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy  | How do companies encourage us to buy online? WALT: describe some of the methods used to encourage people to buy things online. | Fact, opinion or belief?  WALT: explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.  | What is a bot? WALT: explain that technology can be designed to act like or impersonate living things.  |

|  |  |
| --- | --- |
| **Art**  | Sculpture and 3D: Mega Material - What sculptures can be created when using a range of materials? |
| How can our 2D drawings become 3D? WALT: develop ideas for 3D work through drawing and visualisation in 2D.  | What can be carved from soap? WALT: use more complex techniques to shape materials.  | How can shapes be made from wire? WALT: explore how shapes can be formed and joined in wire.  | How can shadows effect the way sculptures are displayed? WALT: consider the effect of how sculpture is displayed.  |
| **Music** | What is Rock and Roll music? |
| What is rock and roll music? WALT: understand the history of rock and roll music.  | How can I play and perform with a sense of style? WALT: sing in tune and perform actions in time.  | Can I play the notes of a walking baseline in the correct sequence? WALT: play a rock and roll baseline.  | Can I play the walking baseline in time? WALT: improve our performance of a walking baseline.  | Can I play my part on a group performance? WALT: perform a rock and roll song.  |
| **RE** | **Unit L2.11: How and why do people mark the significant events of life?** |
| What does the idea of the journey of life mean to us?    WALT: consider whether it is good for everyone to see life as a journey     | What is the significance of Baptism to Christians? What happens and what does it mean?    WALT: discuss whether loving God makes some big days particularly important for religious people  | How do Jewish people mark becoming an adult? What ceremonies do Hindus mark in the journey of life?    WALT: Find out and describe what big days matter to members of two religions  | Are all journeys similar? Can we compare the milestones on the journeys of Christians, Jewish people and Hindus?   WALT: Identify some beliefs about love, commitment and promises in two religious traditions    |

**Critical Path - Other YEAR 4 Term: Summer 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **Maths** | Decimals | Money | Statistics | Time |
| Round to the nearest whole.Halves and quarters as decimals. | Write money using decimals. Convert between £ and pence. Compare amounts of money.  | Estimate with money.  Calculate with money. Solve problems with money.  | Interpret Charts. Solve problems with charts. Interpret line graphs. Draw line graphs.  | Years, months weeks and days. Hours, minutes and seconds. Convert between analogue and digital clocks. Convert to the 24 hr clock.Problem solving  |
| Geometry: Shape | Geometry: Position and Direction |
| Identify angles;compare and order angles.  | Properties of triangles andquadrilaterals  | Reasoning about polygons.  | Identify and draw lines of symmetry.Complete a symmetrical figure.  | Describe positions. Describe position using coordinates.  | Plot coordinates. Draw 2D shapes.  | Translate on a grid.  |
| **Science** | Sound | Data Collection  What living things do we have in our local area and how does this change over the year?  |
| How does distance affect sound? WALT: Recognise that sounds get fainter as the distance from the sound source increases  Step 6 Plan - volume experiment Step 7 Investigate - volume experiment Step 8 Evaluate - volume experiment  | WALT: collect data. | WALT: analyse data. | WALT: make conclusions about data.  |
| **PE/Games/****Dance** | Athletics |
| How can I use the stride jump technique? WALT: jump for height and distance.  | How can I use the hurdling jump to jump over obstacles? WALT: jump hurdles with developing technique.  | How can I throw the shotput further?WALT: improve throwing technique. | Sports Day Practice | Sports Day Practice | Quidditch! | Quidditch! |
| Games: Striking and Fielding |
| How can I throw and catch with accuracy? WALT: throw overarm  | How do I hit the ball effectively? WALT: develop our striking technique  | How can I stop the ball from travelling further? WALT: develop fielding and long barriers  | How can I apply all of my skills? WALT: take part in a whole class tournament  |
| **French** | En classe | Chez moi | Boucle d’Or  |
| How do I say that I do not have something? WALT: use the negative structure ‘je n’ai pas..’  | How do I say where I live? WALT: say whether we live in a house or apartment and where our home is located.  | How do I say what rooms are in a house?WALT: recognise, recall and spell ten rooms in the house. Use ‘Il y a...’  | How do I say what is not there?WALT: use ‘Il n’y a pas de...’  | How can I demonstrate my French writing skills? WALT: write a paragraph about ourselves based on our learning so far.  | Assessment  | Goldilocks in French workshop  |
| **PSHE** | Rights and Responsibilities |
| WALT: Explain how different people in the school and local community help them stay healthy and safe  | WALT: Understand that humans have rights and also responsibilities | WALT: Recognise that reports in the media can influence the way they think about a topic  | WALT: Explain the role of the bystander and how it can influence bullying or other anti-social behaviour  |