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

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| **Guided reading** | Kasper Prince of Cats – Michael Morpurgo | | | | | | | | | | | | | | |
| **Literacy**  **Theme** | The Iron Man – Ted Hughes | | | | | | | | | | | | | | |
| **Written Outcomes** | Debate | Write in role  Recount writing | | | Predictions  Character description | | Warning story | | | Persuasive letters  Story 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. | | |

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| **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**

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| **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 and quadrilaterals | | | 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 | | | |