**Critical Path - Creative YEAR 4 Term: Spring 1**

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| **Guided reading** | The Firework Maker’s Daughter Chapter 1 | Literacy Shed: Volcanoes | | Literacy Shed: Festivals of Light | | | Poetry: This Bear – Joseph Coelho  <https://podfollow.com/1496583779/episode/f8d29b686dd8712b7e754ea80c66e60eb34bd083/view> | | | The Firework Maker’s Daughter  Chapters 6-7 | | | | |  |
| Continue reading ‘The Firework Maker’s Daughter’ as a class novel. | | | | | | | | | | | | | | |
| **English**  **Objectives** | **[KEY]** Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].  ⤷ **GD objective:** Use grammatical terminology for Year 4 understanding and applying Standard English forms for verb inflections instead of local spoken forms [for example: we were instead of we was, or I did instead of I done] correctly in their writing where appropriate.  **[KEY]** Develop their understanding of the concepts set out in English Appendix 2 by using fronted adverbials.  ⤷ **GD objective:** Develop and apply their understanding of the concepts set out in English Appendix 2 by independently using fronted adverbials.  [KEY] Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  ⤷ **GD objective:** Develop their understanding of the concepts set out in English Appendix 2 by creatively and independently choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Composition  -Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.  ⤷ **GD objective:** Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting a range of valid improvements.  -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  -Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Vocabulary, Grammar and Punctuation  - Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.  - Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely.  ⤷ **GD objective:** Develop their understanding of the concepts set out in English Appendix 2 by independently using expanded noun phrases to convey complicated information concisely. | | | | | | | | | | | | | | |
| **Literacy**  **Theme** | Charlotte’s Web | | | | | | | | | | | | | | |
| **Written Outcomes** | Response to illustration  Character Description  Write in Role  Role Play | | Take inspiration from a setting description  Performance Poetry  Collaborative Poetry  Character Description | | Write in Role  portray the thoughts and feelings of characters  Proof reading and editing | | | Re-reading, note taking and non-fiction fact files  Plan and write a non-chron report  Proof reading and editing  use a rich and effective vocabulary | | | Plan and write a set of instructions  Write in role  Shared writing  Book and film review / comparison sheet | | | | SPaG sessions |
| **SPaG** | (3G1.7) Express time, place and cause using prepositions [for example, before, after, during, in, because of] | Punctuation  Commas in a list  Beginning to use commas for subordinate clauses and adverbial phrases | | Inverted commas | | | Present perfect form of verbs  *He has gone out*  *Instead of he went out.* | | Pronouns  Choosing appropriate pronouns to avoid repetition | | | | Fronted adverbials  With a comma after them. | | Inverted commas |
| **Spelling** | Statutory words | -ing suffix | | ing suffix (double the consonant | | | | | -ing suffix (drop the e) | | | | | -er suffix | Gu- words |
| **Geography** | **Why do people live near volcanoes?** | | | | | | | | | | | | | | |
| How is the Earth constructed?  WALT: name the layers of the Earth. | | Where are mountains found?  WALT: use grid references to locate mountain ranges. | | | | Why and where do we get volcanoes?  WALT: explain why volcanoes happen and why they occur. | | What are the effects of a volcanic eruption?  WALT: recognise negative and positive effects of living near a volcano. | | | What are earthquakes and where do we get them?  WALT: explain what earthquakes are and where they occur. | | | |
| **Computing** | What is a website?  Creating media – website design | | | | | | | | | | | | | | |
| [Lesson 1: Google Sites skills](https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/website-design-2/website-design/lesson-1-google-sites-skills/)  WALT: explore the features of Google Sites to learn how to create content for a web page | | [Lesson 2: Book review web page](https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/website-design-2/website-design/lesson-2-book-review-web-page/)  WALT: plan content for a web page as a collaborative online piece of work | | | [Lesson 3: Creating a web page](https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/website-design-2/website-design/lesson-3-creating-a-web-page/)  WALT: create a web page as part of a collaborative class website | | | [Lesson 4: Planning my website](https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/website-design-2/website-design/lesson-4-planning-my-website/)  WALT: plan and create a website | [Lesson 5: Creating my website](https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/website-design-2/website-design/lesson-5-creating-my-website/)  WALT: create a website and evaluate its success | | | | | |

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| **Design Technology** | Electrical Systems: Torches | | | | | | | | | | | |
| WALT: explore the difference between 'electrical' and 'electronic' and revisit how to create a simple circuit | | | WALT: evaluate torches and identify the features of a torch: housing, reflector, circuit and switch. | | | WALT: design a torch to fit a set of specific user needs | | | WALT: make and evaluate a torch | | |
| **Music** | **Rainforests: body and tuned percussion.** | | | | | | | | | | | |
| What do structure and texture mean in music? WALT: identify structure and texture in music. | | How can I perform a boom, clack, click sequence?  WALT: use body percussion. | | | How can I vary body percussion to represent different layers of the rainforest?  WALT: create musical rhythms using body percussion. | | How can I create musical sequences on tuned percussion?  WALT: use tuned percussion. | | | How can we layer our body and tuned percussion sections?  WALT: work with a group to compose a rainforest piece. | |
| **RE** | L2.8 What does it mean to be a Hindu in Britain today? | | | | | | | | | | | |
| How do Hindus show their faith within families?  WALT: identify different ways in which  Hindus worship | How do Hindus show their faith within communities?  WALT: explain which places are special to Hindus when they worship  (e.g. arti and bhajans at the mandir; in festivals such as Diwali) | | | What is dharma and Sanatan?  WALT: explain the importance of dharma and Sanatan. | | | | How is Hinduism a way of life – dharma?  WALT: reflect on the ideas of good overcoming bad in our own lives | | | What is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing?  WALT: consider what is good for Hindus about celebrating together |

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

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| **Maths** | WR M/D Steps 1-6: Factor pairs, multiply and divide by 10 and 100, related facts x.  PM lessons 1-4.  Problem solving Friday | WR M/D Steps 7 – 9: Rel facts division, informal methods of x, multiply a 2-digit number by a 1-digit number. PM lessons 5 - 8  Problem solving Friday | | | | WR M/D Steps 10-13:  Multiply a 3 digit by a 1-digit number. Solve mult problems, review division including remainders, divide a 2-digit number by a 1-digit number.  PM lessons 10 – 13  Problem solving Friday | | | WR M/D Steps 13-15:  Divide a 3-digit number by a 1-digit number.  Correspondence problems.  Efficient multiplication.  PM lessons 14 – 16; unit check. length and perimeter lesson 1. Problem solving Friday | | | | | | Assessment of multiplication and division unit.  Fractions Steps 1-3  Understand the whole  Count beyond one  Partition a mixed number  Problem solving Friday | | | | WR Length and perimeter step 1 - 3: km and m. Perimeter on a grid.  Perimeter of a rectangle.  PM lessons 1 -3 |
| **Science** | What is sound? | | | | | | | | | | | | | | | | | | |
| How is sound made?  WALT: identify how sound is made associating some of them with something vibrating | | | How do vibrations affect sound?  WALT: Find patterns between the volume of a sound and the strength of the vibrations that produced it | | | | What is pitch?  WALT: Find patterns between the pitch of a sound and features of the object that produced it | | | | | How do vibrations affect sound?  WALT: Find patterns between the volume of a sound and the strength of the vibrations that produced it | | | | | 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 | |
| **PE/Games/** | Football | | | | | | | | | | | | | | | | | | |
| How can I dibble and change speed?  WALT: dribble a ball, demonstrating a change in speed whilst keeping their ball close to foot as they do so. | How can I attack and defend?  WALT: develop both attacking and defending skills by demonstrating defending a certain area as well as attacking towards a space. | | | | What is fair play?  WALT: play mini games competitively, demonstrating fair play throughout as well as continue to develop knowledge of space. | | | | How can I invade?  WALT: attack by moving towards a space whilst invading a defender's territory as well as dribble with control and accuracy. | | | | Why is teamwork important?  WALT: show empathy towards others when playing games competitively. | | | | | |
| **EP: Gym: What’s My Direction?** | | | | | | | | | | | | | | | | | |  |
| How can I accelerate and decelerate in a controlled way? WALT: accelerate and decelerate while travelling. | What are the four basic rolls in gym?  WALT: perform rolls. | | | | | How did they do?  WALT: identify positive aspects of other people’s routines. | | | | How can we improve our performance of rolls in sequences?  WALT: flow smoothly between rolls. | | | | | How can equipment improve our sequences.  WALT: use equipment within a sequence. | | | |
| **French** | La famille Quel temps fait-il? | | | | | | | | | | | | | | | | | | |
| Lesson 3  How do I say whether I have brothers and sisters in French?  WALT: ask and answer the question ‘As-tu des frères et sœurs?’ | 4: How do I introduce my family members in French?  WALT: introduce family members using the third person singular. | | | 5a: How do I say the numbers up to 100 in French?  WALT: say the numbers 1 to 100. | | | | 5b: How do I say the ages of other people in French?  WALT: say the ages of other people using il/elle a \_\_ ans.  6: Assessment. | | | | | | | | 1: Can I read and recognise key phrases about the weather in French?  WALT: read key phrases about the weather. | | 2: Can I say and write key phrases about the weather?  WALT: say key phrases about the weather. |
| **PSHE** | Keeping Myself Safe <https://www.coramlifeeducation.org.uk/scarf/year/Y4/3> | | | | | | | | | | | | | | | | | |  |
| British Values: Democracy  [Danger, risk or hazard?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/danger-risk-or-hazard)  WALT: Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them | | [How dare you!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-dare-you)  WALT: Define what is meant by the word 'dare' | | | | [Keeping ourselves safe](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/keeping-ourselves-safe)  WALT: Describe stages of identifying and managing risk | | | | | [Raisin challenge (2)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/raisin-challenge-2)  WALT: Understand that we can be influenced both positively and negatively | | | [Picture wise](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/picture-wise)  WALT: Understand and explain the implications of sharing images online without consent | | | | [Medicines: check the label](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/medicines-check-the-label-1)  WALT: Understand that medicines are drugs |