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

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| **Guided reading** | Ice Palace | Ice Palace | | Ice Palace | | | Ice Palace | The Little Match Girl | Christmas Trees | The Yule Lads |
| **Literacy**  **Theme** | Escape from Pompeii; Roman Myths | | | | | | | | | |
| **Written Outcomes** | Setting description of Pompeii. | Letter of advice. | | Vivid setting description of Vesuvius. | | Newspaper article. | | Recount a Roman myth. | Create own myth. | Instructions – how to take care of mythical creature. |
| **SPaG** | Verb tenses. | Plural and possessive ‘s’ | | Dictation. | | | Direct speech. | Coordinating conjunctions | Subordinating conjunctions | Types of sentences |
| **Spelling** | Prefix il | Prefix in | | Prefix im | | | Prefix ir | Words with ei, eigh, ey | Suffix -ed | Suffix -en |
| **History** | Why did Julius Caesar invade Britain? | | | | | | | | | |
| Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?  WALT: give reasons for the Roman invasion of Britain. | | Why did Boudica stand up to the Romans and what image do we have of her today?  WALT: compare interpretations of historical people. | | | | How were the Romans able to keep control over such a vast empire?  WALT: give reasons for why the Roman army was so successful. | How far did the Romans change the life of people living in Britain after the conquest?  WALT: name some of the Roman influences that we still see and use today. | | What can we tell about Roman life from a study of this Roman town?  WALT: investigate life in a Roman town and compare with Iron Age settlements. |
| **Computing** | What is programming? | | | | | | | | | |
| What is Scratch?  WALT: recall the key features of Scratch | | What is code?  WALT: understand how a Scratch game works by using decomposition to identify key features | | What is a variable?  WALT: understand what a variable is and how to make one | | | How do you make variables?  WALT: understand how to make a variable in Scratch | How do you create a quiz?  WALT: use knowledge of how variables work to create a quiz | |

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| **Art and Design** | What is a power print? | | | | | | | | | | | |
| How can I use tone in my drawings?  WALT: draw using tone to create a 3D effect | | What is proportion?  WALT: explore proportion and tone when drawing | | | How can we use scissors to draw?  WALT: plan a composition for a mixed media drawing | | What is a wax resist?  WALT: use shading techniques to create pattern and contrast | | | What is a showcase?  WALT: work collaboratively to develop drawings | |
| **Music** | How do we play a Viola? Taught by Mr Davies | | | | | | | | | | | |
| What is a viola?  WALT: recognise musical instruments | | | What notes does a viola play?  WALT: read musical notations | | | How do we pluck a viola?  WALT: make sounds in time with others | How do we use a bow?  WALT: use a bow with control and rhythm | | How can we cooperate for a performance?  WALT: work together to perform | | |
| **RE** | L2.4 What kind of World did Jesus Want? | | | | | | | | | | | |
| What are fishers of people?  WALT: understand how the disciples were ‘fishers of people’. | How do Christians show love to all?  WALT: Give examples of how Christians try to show love to all | | | How does the bible teach us about love?  WALT: Make links between the importance of love in the Bible and life in the world today. | | | | What is a good Samaritan?  WALT: understand the meaning of the Good Samaritan story to Christians. | | | What makes a good neighbour?  WALT: understand how charities support neighbourly actions |

**Critical Path - Other YEAR 4 Term: Autumn 2**

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| **Maths** | **Addition and Subtraction**  Equivalent Difference  Estimate Answers  Check Strategies | **Addition and Subtraction**  Problem Solving  One step  Comparison  Two steps  Multi steps | | | | **Addition and Subtraction**  End of unit check  **Measure – Area**  What is area?  Measure using squares  Count squares  Make shapes | | | **Measure – Area**  Compare area  End of unit check | | | **Multiplication and Division**  Multiples of 3  Multiply and divide by 6  6 times table facts  Multiply and divide by 9  9 times table facts | | | | **Multiplication and Division**  3, 6 and 9 times tables  Multiply and divide by 7  7 times table facts  11 and 12 times table facts  Multiply by 1 and 0 | | | | **Multiplication and Division**  Multiply 3 numbers  End of unit check | |
| **Science** | States of Matter - Can materials change state? | | | | | | | | | | | | | | | | | | | | |
| What are solids, liquids and gases?  WALT: explore solids liquids and gasses | | | How do materials change state?  WALT: change states | | | | What is a thermometer used for?  WALT: use equipment | | | | | | How can we prove ice changes to water?WALT: plan a melting experiment  WALT: investigate | | | | | What is the water cycle?  WALT: understand the water cycle | | |
| **PE/Games/**  **Dance** | Games – Rugby League (Invasion) (AR) | | | | | | | | | | | | | | | | | | | | |
| How can I pass the ball in rugby?  WALT: pass a rugby ball | How can I move away from defenders?  WALT: change in direction and run into space | | | | How can I improve my passing?  WALT: develop confidence in picking the ball up on the move | | | | How do I play tag rugby?  WALT: understand the rules of Rugby League/ Tag Rugby | | | | | How can I show off the skills and knowledge I have learned?  WALT: experience adapted game play and scenarios | | | | | | |
| Games – moving and passing (EP) | | | | | | | | | | | | | | | | | | | | |
| How can I quickly change direction?  WALT: travel using change of direction and speed. | How can I use space effectively?  WALT: be aware of space. | | | | | Should I move and pass?  WALT: know when to move and pass in a game. | | | | Which pass should I use?  WALT: know how to move and pass in a game. | | | | | | How can I use space effectively in games?  WALT: be aware of space within mini games. | | | | Consolidate and assessment. |
| **French** | La famille - How can I talk about my family in French? | | | | | | | | | | | | | | | | | | | | |
| Lesson 5b of Je me presente.  Start on slide 32.  How can I say my nationality?  WALT: say our nationality, making the adjective agree. | Assessment of Je me presente. | | | Lesson 1  How do I say the words for family members (e.g. mother)?  WALT: say the nouns for family members with the correct article/determiner. | | | | Lesson 2  Why are there three words for ‘my’ in French? WALT: to say the three words for ‘my’ and investigate why there are three words for ‘my.’ | | | | | 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?’ | | | | Lesson 4  How do I introduce my family members in French?  WALT: introduce family members using the third person singular. | | | Lesson 5a  How do I say the numbers up to 100 in French?  WALT: say the numbers 1 to 100. |
| **PSHE** | What happens to our thoughts and bodies as we get older? | | | | | | | | | | | | | | | | | | | | |
| What changes have happened to us?  WALT: Describe some of the changes that happen to people during their lives;  Moving House lesson | | What is a compromise and why is it important?  WALT: Suggest reasons why young people sometimes fall out with their parents  My feelings are all over the place lesson. | | | | What happens to our bodies as we get older?  WALT: Identify parts of the body that males and females have in common and those that are different  All change lesson  Y4 girls period chat | | | | | | What are secrets and what are surprises?  WALT: Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.  Secret or surprise lesson | | | Why do people get married?  WALT: understand the commitment of marriage.  Together lesson | | | | | |