**Critical Path - Creative**  **YEAR 4** **Term: Autumn 1 2025**

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| **Guided reading** | Non-fiction  Record Breakers | Fiction  Coming to England | | | Nonfiction  The digestive system | | Fiction  Fright at the museum | | Non-fiction  Shackleton / Shackleton Endurance (LS+) | | Poetry  Larks with sharks | | Poetry Maggie the Dinosaur | | Assessment |
| **Literacy**  **Theme** | The Lost Happy Endings by Carol Ann Duffy | | | | | | | | | | | | | | |
| **Written Outcomes** | Interpret and respond to a text with likes and dislikes, giving reasons. | Explore characterisation in various ways. Write a character description. | | | Write a diary entry, using expanded noun phrases to enhance description. | | Use the outdoors to inspire writing a setting description. | | Plan and write a story. Revise and edit. | | Sequence traditional fairy tales and plan an alternative unhappy ending to the book. | | Write an alternative ending. | | Revise and edit alternative endings.  Respond to the story. |
| **SPaG** | Revision: what is a sentence?  Capital letters and full stops. | Revision: question and exclamation marks. | | | Use the forms a or an according to whether the next word begins with a consonant or a vowel. | | Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. | | Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]. | | Express time, place and cause using adverbs [for example, then, next, soon, therefore]. | | Express time, place and cause using prepositions [for example, before, after, during, in, because of]. | | |
| **Spelling** | Strategies for learning spellings | ‘ure’ spelling pattern | | | Year 4 spelling list | | Apostrophes for possession with singular nouns | | Homophones | | Statutory list | | Statutory list | | Prefix il- |
| **Geography** | Who lives in Antarctica? | | | | | | | | | | | | | | |
| What is climate? WALT: understand the significance of lines of latitude and longitude. | | Where is Antarctica?  WALT: describe the physical features of Antarctica, | | | Who lives in Antarctica?  WALT: describe the human features of Antarctica, | | | Who was Shackleton and how can four figure grid references help us map his route?  WALT: use four figure grid references, | | | Can we plan an exhibition around our school?  WALT: use compass points when planning and following a simple route | | | |
| **Computing** | Computing systems and networks – The Internet | | | | | | | | | | | | | | |
| Connecting Networks  WALT: describe how networks physically connect to other networks | | | What is the internet made of?  WALT: recognise how networked devices make up the internet | | | | Sharing information  WALT: outline how websites can be shared via the World Wide Web (WWW) | | What is a website?  WALT: describe how content can be added and accessed on the World Wide Web (WWW) | | | | Who owns the web?  WALT: recognise how the content of the WWW is created by people | |

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| **DT** | How can we design and build a bridge using different shapes and materials? | | | | | | | | | | | |
| Why are arches and beams needed?  WALT: explore how to reinforce a beam (structure) to improve its strength. | | | What is a spaghetti truss bridge?  WALT: build a spaghetti truss bridge | | | How can we build a bridge?  WALT: build a wooden truss bridge | | | How to finalise bridges?  WALT: complete, reinforce and evaluate | | |
| **Music** | How can we recreate the sounds and atmosphere of the rainforest? | | | | | | | | | | | |
| Can I spot the structure and texture in a body percussion piece?  WALT: identify structure and texture in music. | | Can I work with my partner to perform a body percussion sequence?  WALT: use body percussion. | | | How can I use body percussion to suit the movements of rainforest animals?  WALT: create body percussion sequences. | | How can I use percussion to represent the rainforest?  WALT: use tuned percussion. | | | How can we combine and improve our compositions?  WALT: build and improve a composition. | |
| **RE** | What do Hindus believe God is like? | | | | | | | | | | | |
| What do Hindu symbols and stories show about belief in Brahman?  WALT: understand what Hindus believe about Brahman | How many gods are there in popular Hinduism? What can we find out about Hindu ideas about Brahman from looking at images of deities?  WALT: Identify some Hindu deities and say how they help Hindus describe God | | | What does the Trimurti represent? Is the cycle of create/preserve/destroy important?  WALT: understand whether it is good to think about the cycle of create/preserve/destroy in the world today | | | | What do Hindu deities show about Brahman?  WALT: Identify some Hindu deities and say how they help Hindus describe God. | | | What can we find out about Hindu worship in the home?  WALT: Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali) |

**Critical Path - Other YEAR 4 Term: Autumn 1 2024**

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| **Maths** | Place Value | | | | | | | | | | | | | | Addition and subtraction | | | | | | | | | | | | | | | | |
| - Represent, partition and order numbers to 1000.  - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). | - Count in multiples of 1000. Read, write and partition numbers to 10,000 (thousands, hundreds, tens and ones).   - Assessment of Y3 objectives. | | | | | - Find 1, 10, 100 and 1000 more or less than a given number.  - Compare and order numbers to 10,000. | | | | - Round to the nearest 10, 100 and 1000.  - Assessment of place value. | | | | - Add and subtract numbers mentally, including:   a three-digit number and ones;   a three-digit number and tens;  a three digit number and hundreds.    -Add numbers with up to four digits, using formal written methods of columnar addition.    - Subtract numbers with up to four digits, using formal written methods of columnar subtraction. | | | | | | | | | | | | | | | | - Place Value WR Step 13: Roman Numerals    - Assessment and consolidation. |
| **Science** | How do we group and classify living things? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| How are animals grouped?  WALT: group animals | | | | What is a vertebrate  WALT: identify vertebrate and invertebrate | | | | What features do animals have?  WALT: sort animals | | | | | | | | Why are animals classified with keys?  WALT: use classification keys for animals | | | | | | | What is a type of plants?  WALT: group plants | | | | | | Why are plants classified with keys?  WALT: use classification keys for plants | |
| **PE/Games/**  **Dance** | Outdoor and adventurous activities: making decisions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| How can we follow this map?  WALT: create and follow simple course maps. | What do these symbols mean?  WALT: develop knowledge of OS map symbols | | | | | How can we improve our knowledge of orienteering?  WALT: build on overall knowledge of orienteering | | | | | | Can we create our own courses?  WALT: create own course/path for others to attempt to follow | | | | | What strategies would be helpful?  WALT: choose and apply different strategies and tactics in order to achieve success | | | | How can we demonstrate our orienteering skills?  WALT: confidently create and follow a simple course on a map as well as learn some common map symbols | | | | | | | | | |
| Games – moving and passing in netball and basketball (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** | Je me presente - How can I introduce myself? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| How do I pronounce the sounds i, in, ique and ille?  WALT: pronounce i, in, ique and ille. | | How do I respond to the question ‘Ca va?’  WALT: ask and answer the question ‘How are you?’ | | | | | How do I ask someone’s name and tell them my name?  WALT: ask and answer the question ‘What is your name?’ | | | | | | How do I count to 20?  WALT: count to 20 in French. | | | | | How do I ask and answer the question ‘Quel age as-tu?’  WALT: to ask and answer the question ‘How old are you?’ | | | | | | How do I ask and answer the question ‘Où habites-tu?’  WALT: to say where we live. | | | | Assessment | | |
| **PSHE** | Me and my relationships: what is a positive and healthy relationship with myself and others? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| How can I work collaboratively?  WALT: Demonstrate strategies for working on a collaborative task | | | | | What is a positive, healthy relationship?  WALT: Explain what we mean by a ‘positive, healthy relationship | | | | | | How I can assert boundaries and say ‘no’ to a friend?  WALT: Recognise that there are times when they might need to say 'no' to a friend | | | | | | | | How can our feelings affect us?  WALT: Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; | | | | | | | Why do people respond differently to the same situation?  WALT: Recognise that different people can have different feelings in the same situation;  Explain how feelings can be linked to physical state. | | | | |