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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **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 informationWALT: 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 |

|  |  |
| --- | --- |
| **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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **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. |