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

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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** | Revision | ‘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** | Online Safety | | | | | | | | | | | | | | |
| What is team work?  WALT: understand that software can be used to work online collaboratively. | | | Why share documents?  WALT: understand how to contribute to someone else’s work effectively. | | | | What is a Microsoft/google form?  WALT: understand how to create a digital survey. | | | What is a survey?  WALT: create and share a Microsoft Form. | | | What is a spreadsheet?  WALT: analyse data | |

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| **DT** | What is a pavilion? | | | | | | | | | | | |
| What makes a good structure?  WALT: create a range of different shaped frame structures | | | Why are plans important?  WALT: design a structure | | | How can we build a structure?  WALT: build a frame structure | | | Why is cladding important?  WALT: add cladding to a frame structure | | |
| **Music** | Rainforests | | | | | | | | | | | |
| 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 | | | | | | | | | |
| Dance: How can we create and perform Charleston style dances? (EP) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What was the Charleston?  WALT: express dynamics through dance. | | | How can I demonstrate Charleston style footwork?  WALT: demonstrate the footwork patterns of Charleston dancing. | | | | | | Is ‘follow my leader’ just a game?  WALT: follow our partner’s movements. | | | | | | What does ‘mirroring’ mean in dance?  WALT: mirror our partner’s movements. | | | | | | | What is the effect of different levels in dance?  WALT: demonstrate different levels in dance. | | | | | What were the strengths and areas to develop in that performance?  WALT: perform and evaluate. | | | |
| **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. | | | | |