

Year 4 - Spring Term 1 - Critical Path

Week:	1 6 th Jan	2 13 th Jan	3 20 th Jan	4 27 th Jan	5 3 rd Feb	6 10 th Feb
Experiences and key information	Assessment week Look who's talking (class heats)	Lesson observations			Mental health fortnight Structured conversations	Mental health fortnight Parents evening Pupil progress
Focus musician	The Beatles and Mozart					
Brainblasters	SP&G Maths Spelling History Spelling	SP&G Maths Spelling Science Spelling	SP&G Maths Spelling Geography Spelling	SP&G Maths Spelling History Spelling	Mental health activities	Mental health activities
Homework (due)						
Newsletter						
English (Writing)	Assessment Week Apostrophes for contractions	Poetry - Haiku TBAT: Identify features of a haiku TBAT: Plan and write a haiku TBAT: Publish and perform a haiku Apostrophes for possession	Explanation - Water cycle TBAT: Understand the stages in the water cycle TK: The purpose and features of an explanation TBAT: Orally rehearse and text map the water cycle process Brackets for parenthesis	Explanation - Water cycle TBAT: Orally rehearse and text map the water cycle process TBAT: Write an explanation Fronted adverbials	Explanation - Water cycle TBAT: Write an explanation Word families	Explanation - Water cycle TBAT: Publish an explanation Past and progressive verbs
Writing target tests	Pre-assessment I can use apostrophes for contraction independently in my writing (SEN) I can use apostrophes to show contraction and singular possession (MUST) I can use apostrophes for plural possession (SHOULD). I can use brackets, dashes or commas to indicate parenthesis (COULD).				Post-assessment I can use apostrophes for contraction independently in my writing (SEN) I can use apostrophes to show contraction and singular possession (MUST) I can use apostrophes for plural possession (SHOULD). I can use brackets, dashes or commas to indicate parenthesis (COULD).	
Cold and Hot write opportunities		Explanation - Egyptian afterlife				
English (reading)	When the mountains roared Choosing a bike	When the mountains roared Peter pan	When the mountains roared Amelia Fang and the Barbaric Ball	When the mountains roared An interview with Tim Peake	When the mountains roared Wayne Rooney	When the mountains roared
Reading Targets focus (VIPERS)	I can apply all my phonics knowledge to read and write 80% of the Next 200 High Frequency Words (SEN). I can work out what a character is feeling by looking for clues in action, speech and description (MUST). I can explain what is inferred about how a character is feeling justifying my answer with the evidence from the text (SHOULD). I can begin to use PEE- point, evidence and explain, to answer inference questions (COULD).					
Spellings	Spelling pattern Year 3/4 statutory spellings	Spelling pattern Homophones and near homophones	Spelling pattern Homophones and near homophones	Spelling pattern Suffix -ation	Spelling pattern Suffix - ation	Spelling pattern Prefixes super- sub-
Mathematics	Assessments (reasoning and arithmetic), Target tests and recap on prior learning	Time and Money (Block F) TBAT identify o'clock and half past TBAT identify quarter past and quarter to TBAT read analogue clocks TBAT read digital times	Time and Money (Block F) TBAT convert between 12-hour and 24-hour notation TBAT solve problems involving converting units of time TBAT know the value of British coins and notes TBAT solve problems involving money	Fractions, decimals and percentages (Block G) TBAT: Identify fractions TBAT: Write tenths as a fraction and a decimal TBAT: Write hundredths as a fraction and a decimal TBAT: Write decimal equivalents of any number of tenths and hundredths	Fractions, decimals and percentages (Block G) TBAT: Count up and down in hundredths TBAT: Divide whole numbers by 10 TBAT: Divide whole numbers by 100 TBAT: Know and use the decimal equivalents to 1/4, 1/2, 3/4	Revisit, revise previous units
Mathematic target tests	Pre-assessment I will know my 2,3,4,5 and 10 times tables, answering with reducing amount of time so that it is closer to the national expectation of 6 seconds. (SEN)				Post-assessment I will know my 2,3,4,5 and 10 times tables, answering with reducing amount of time so that it is closer to the national expectation of 6 seconds. (SEN)	

	I can recall all multiplication facts for 2,3,4, 5, 6, 8 and 10 times tables (MUST) I can recall all multiplication facts up to 12 x 12 times tables (SHOULD) I can recall all multiplication facts up to 12 x 12 times tables within 6 seconds (COULD)				I can recall all multiplication facts for 2,3,4, 5, 6, 8 and 10 times tables (MUST) I can recall all multiplication facts up to 12 x 12 times tables (SHOULD) I can recall all multiplication facts up to 12 x 12 times tables within 6 seconds (COULD)	
Humanities (History and geography)	KWL	TBAT identify the Continents, Oceans, Arctic and Antarctic circle	TBAT explain how volcanoes are formed	TBAT identify and explain the impact of a tsunami	TBAT identify and explain how earthquakes are caused	TBAT name 3 UK rivers and understand different parts of a river
Science (States of matter and the water cycle links with English unit)		TBAT: Understand what a solid, liquid and gas is	TBAT: Compare and group materials together according to whether they are solids, liquids or gases	TBAT: Understand how materials can change state		
Computing (Programming - Scratch)	I can identify the objects in a Scratch project (sprites, backdrops) I can explain that objects in Scratch have attributes (linked to) I can recognise that commands in Scratch are represented as blocks	I can identify that each sprite is controlled by the commands I choose I can choose a word which describes an on-screen action for my plan I can create a program following a design	I can start a program in different ways I can create a sequence of connected commands I can explain that the objects in my project will respond exactly to the code	I can explain what a sequence is I can combine sound commands I can order notes into a sequence	I can build a sequence of commands I can decide the actions for each sprite in a program I can make design choices for my artwork	
Design and Technology	Not taught					
Art and Design (Betty Woodman)		TBAT: Create different effects and textures with paint	TBAT: Analyse and critique some of Betty Woodman's work	TBAT: Create a Betty Woodman inspired clay piece	TBAT: Develop my work further with colour	TBAT: Develop my work further with colour (evaluation)
PSHE Progressive question - What is mental health and mental illness? Progressive question - How can the media influence people?	TBAT: Know how the media influences people					
Music	Not taught this term					
PE (Hockey and Dodgeball)	Hockey - Passing and receiving	Hockey - Moving with the ball	Hockey - Getting past a player	Dodgeball - throwing a ball	Dodgeball - dodging a ball	Dodgeball - to work as part of a team and play in a class dodgeball tournament
MFL: French (Pets and zoo animals, famous landmarks)	TBAT ask and answer questions (age and numbers)	French - TBAT recognize Colours				
Religions Education and world views (Hinduism)			TBAT recognize Creation, Fall, Incarnation and Salvation as key concepts of the Christian 'Big Story'	TBAT: Read and recognize a bible text. Know the three main stages of the Easter story/holy week.	TBAT: Empathise with a bible character and retell the events of Holy weel.	

Year 4 - Spring Term 2 - Critical Path

Week:	1	2	3	4	5	6	7
	24 th Feb	3 rd March	10 th March	17 th March	24 th March	31 st March	7 th April
Experiences and key information	Inset Monday Work life balance We the curious (26 th)	World book week Whole school breakfast			Plant sale		Pupil progress Easter egg hunt
Focus musician	Whitney Houston and Herbert Howells						
Brainblasters	SP&G Maths Spelling History Spelling	World book week activities	SP&G Maths Spelling Science Spelling	SP&G Maths Spelling Geography Spelling	SP&G Maths Spelling History Spelling	SP&G Maths Spelling Science Spelling	SP&G Maths Spelling Geography Spelling
Homework (due)							
Newsletter							
English (Writing)	Disaster story Past and present progressive	Disaster story Progressive verbs	Disaster story Progressive verbs	Disaster story Progressive verbs	Persuasive letter Inverted commas	Persuasive letter Inverted commas	Persuasive letter
Writing target tests	Pre-assessment I can use apostrophes for contraction independently in my writing (SEN). I can use progressive verbs in present and past tense to mark actions in progress. (MUST) I can use present perfect forms of verbs and group related material in paragraphs. (SHOULD) I can use appropriate pronouns or nouns to aid cohesion and avoid repetition. (COULD)					Post-assessment I can use apostrophes for contraction independently in my writing (SEN). I can use progressive verbs in present and past tense to mark actions in progress. (MUST) I can use present perfect forms of verbs and group related material in paragraphs. (SHOULD) I can use appropriate pronouns or nouns to aid cohesion and avoid repetition. (COULD)	
Cold and Hot write opportunities	Explanation - Volcano						
English (reading)	When the mountains roared Panda and the Pangolin	When the mountains roared Artichoke hearts	When the mountains roared Gwen Moffat	When the mountains roared Hurricanes	When the mountains roared Floods	When the mountains roared	When the mountains roared
Reading Targets focus (VIPERS)	I can apply all my phonics knowledge to read and write 80% of the Next 200 High Frequency Words (SEN). I can identify and explain the use of basic organisational features in a range of texts- non-fiction and fiction: title, sub-title, diagram, caption, introduction, conclusion (MUST). I can explain, with evidence, why a writer has chosen to organise a text in a particular way (SHOULD). I can identify how language, structure and presentation can contribute to meaning (COULD).						
Spellings	Spelling pattern Mixture of previous spellings	Spelling pattern Soft 'c' spelt 'ce'	Spelling pattern Soft 'c' spelt with 'ci'	Spelling pattern Common words	Spelling pattern Common words	Spelling pattern 'phone'	Spelling pattern Year 3/4 statutory spellings
Mathematics	Measuring space (Block H) TBAT: Convert between kilometers and meters TBAT: Convert between centimeters and millimeters TBAT: Convert between kilograms and grams TBAT: Convert between liters and milliliters	Measuring space (Block H) TBAT: Solve measurement problems involving fractions TBAT: Solve money problems involving fractions TBAT: Solve measurement problems involving decimals to two decimal places TBAT: Solve money problems involving decimals to two decimal places	Investigating angles (Block I) TBAT: Identify acute angles TBAT: Identify obtuse angles TBAT: Identify acute angles in shapes TBAT: Identify obtuse angles in shapes	Investigating angles (Block I) TBAT: Identify right angles in shapes TBAT: Compare angles up to two right angles in size TBAT: Order angles up to two right angles in size			Revisit, revise previous units
Mathematic target tests	Pre-assessment I will know my 2,3,4,5 and 10 times tables and related division facts, answering with reducing amount of time so that it is closer to the national expectation of 6 seconds (SEN) I can recall all division facts for 2,5&10 and 3,4&8 times tables (MUST)					Post-assessment I will know my 2,3,4,5 and 10 times tables and related division facts, answering with reducing amount of time so that it is closer to the national expectation of 6 seconds (SEN) I can recall all division facts for 2,5&10 and 3,4&8 times tables (MUST)	

	I can recall all division facts for 6,7,9,11 and 12 times tables (SHOULD) I can apply knowledge of division facts to questions like 810 ÷ 90 = 480 ÷ 8 = (COULD)					I can recall all division facts for 6,7,9,11 and 12 times tables (SHOULD) I can apply knowledge of division facts to questions like 810 ÷ 90 = 480 ÷ 8 = (COULD)	
Humanities (History and geography)	TBAT use fieldwork to observe and measure human and physical features within a local area	TBAT explore and understand the impact of natural disasters around the world					
Science	REVISIT AND REVISE						
Computing (publisher and computer networks)	Can I describe how the internet works and that the World Wide Web is the part of the internet that contains websites and web pages?	Can I describe how to access information on the WWW and that I can add content to the WWW?	Can I explain that websites and their content are created by people and that not everything on the WWW is true?				
Design and Technology (Torch)	<u>Lesson 1 - research</u>	<u>Lesson 2 - key person research</u>	<u>Lesson 3 - short focused task</u>	<u>Lesson 4 - design and planning</u>	<u>Lesson 5 - making a labyrinth game</u> <u>Lesson 6 - styling/evaluation</u>		
Art and Design							
PSHE							
Music (Benjamin Britten - Storm from Peter Grimes)	TBAT appreciate how mood is created in music	TBAT explore, choose and organise musical sounds	TBAT use a range of musical notation	TBAT compose a piece of music to create an effect - considering the pulse, pitch and dynamics TBAT record your composition.	TBAT compose a piece of music to create an effect - considering the pulse, pitch and dynamics TBAT record your composition.	TBAT perform a simple tune with un-tuned instrument.	
PE (rugby and tennis)	Rugby - throwing and catching	Rugby - moving and dodging	Rugby - tagging	Tennis - ABCs of tennis and the serve	Tennis - the volley	Tennis - game	
MFL:				Recap and revision of previous learning. Oral work and activities	TBAT: Understand and say 8 parts of the body Know that all nouns have a gender in French		
Religious Education and world views	TBAT: Empathise with a bible character. TBAT retell events of Palm Sunday.	TBAT: Empathise with a bible character. TBAT: Retell events of Good Friday.	TBAT: Empathise with a bible character. TBAT retell events of Easter Sunday				