



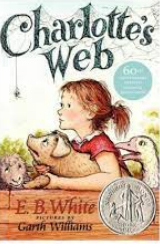
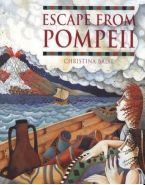













# Our Year 4 Curriculum - Autumn 2



<b>Lens</b> 	<b>Landscape</b>
<b>Big Question</b> 	<b>What landscape clues are there to help protect us from natural disasters?</b>
<b>Year 4 Production</b> 	Year 4 will be performing the pantomime 'A Funny Thing Happened on the way to Camelot' with songs, dance and drama. We will be working on this in PE (dance), music (performance), and English (drama and performance).
<b>Maths</b> 	<b>Multiplication &amp; Division</b> Pupils will learn their multiplication and division facts up to 12 x 12. They are expected to also practice these regularly at home. Pupils will consider the patterns they notice when dividing and multiplying by 1 and 0.
<b>English</b>  	<b>Reading:</b> Charlotte's Web by E.B. White Escape from Pompeii by Christina Balit <b>Writing:</b> <b>Non-fiction text: Should the Parthenon Marbles be in the British Museum?</b> Pupils will focus on nonfiction writing over this half term. Pupils will apply all of the skills learnt in Autumn 1, including fronted adverbials and subordinate conjunctions, and they will be introduced to new structural devices such as subheadings. Weekly spelling lessons will embed previously taught spelling patterns from Years 3 and 4, and children will continue to learn the statutory spelling words. The following punctuation will be revised: apostrophes for possession (singular and plural), commas in a list and after a fronted adverbial.
<b>Geography</b> 	<b>Extreme Earth - Natural Disasters - Floods, Earthquakes and Volcanoes.</b> Our main focus is identifying where natural disasters are most likely to occur and why. We will explore tectonic plate lines, the Pacific Ring of Fire, formation and parts of volcanoes, floodplains and the different layers of the Earth and their significance on natural disasters. Finally, we will explain how settlements are affected by natural disasters.
<b>Science</b> 	<b>Electricity - Circuits, insulators &amp; conductors</b> <b>Does electricity flow easily through all objects?</b> We will learn that electrical current flows well through some materials, called electrical conductors, and poorly through other materials, called electrical insulators. We will know that metals are good electrical conductors. We will know that more than one cell lined up to work together is called a battery. We will know that when an electrical current flows through a circuit, components within that circuit – such as buzzers which make a noise and bulbs which emit light.

<p><b>Religious Education</b></p> 	<p><b>Buddhism and the Eightfold Path</b>  Our enquiry question is: Can the Buddha's teachings make the world a better place? We will learn about the teachings of the Buddha and explore what he taught about change. We will look at why there may be problems in the world and how people could help solve them. We will know one of the Buddha's stories and can start to explain what the Buddha was teaching through it. We can give an example of how Buddhists could learn from this story and put the teaching into practice to make the world a better place.</p>
<p><b>PSHCE</b></p> 	<p><b>How can we manage risk in different places?</b>  We will know how to stay safe around electrical appliances. We will know how to stay safe when out and about and carry out risk assessments for a range of activities. We will understand how people can minimise risks during natural disasters. We will know that being safe at school is one of our rights and understand that a person's right to be safe might change during a natural disaster.</p>
<p><b>Music</b></p> 	<p><b>Year 4 Production</b>  Learning lines: Dedication and commitment  Stage Management: remembering instructions/direction, scene changes, scenery, props  Rehearsal skills: Listening to instructions, patience, working as a team, repeating lines/songs to internalise  Acting: Expression on face, expression in voice when talking and using body movements to convey meaning  Building confidence  Projecting voice  Responsibility for costumes  Perform solos and ensembles using our voices and instruments to a large audience</p>
<p><b>Computing</b></p> 	<p><b>Further Coding with Scratch - Variables</b>  We will develop an understanding of 'sprite' positioning and orientation and rediscover the Scratch interface tools, whilst utilising decomposition skills. We will be introduced to variables and begin to code these to create our own multiplication quizzes.  <b>Online Safety</b> - We will learn how to search for information within a wide group of technologies and make a judgement about the probable accuracy of the results.</p>
<p><b>French</b></p> 	<p><b>En classe</b>  The children will continue to develop their French vocabulary and grammar around the 'En Classe' topic. They will learn the names of other classroom objects and will practise building and adapting sentences by using the positive and negative forms of a verb.</p>
<p><b>PE</b></p> 	<p><b>Outdoor PE</b>  This half term the pupils will be developing their basketball skills, focusing on ball handling, passing, shooting, and tactical awareness. They will also be learning to work effectively as a team, communicate effectively, and make fair and honest decisions.  <b>Swimming</b>  This term we will focus on the push and glide. We will become stronger and more streamlined in our starting position on both front and back. We will introduce the rotation of the hips in both front and back crawl which allows for greater speed and helps with their breathing. We will develop our front crawl arms and the recovery and catch entry of our fingertips whilst swimming.</p>
<p><b>Design and Technology</b></p> 	<p><b>Torches</b>  This term our topic is focussing on electrical systems. We will be creating a light source for Ms V and Zuki walking at night to help her to keep safe. The children will look at different designs and materials to use and have a go at making switches. For their final product, they will make their circuits and design the outer casing of their torch.</p>