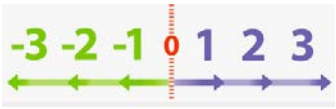
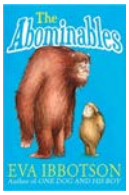
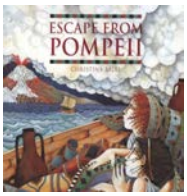
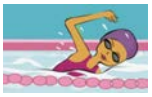
Our Year 4 Curriculum - Autumn 2

Big Question 	**Should people's rights change during a natural disaster?**
Maths 	We will be learning Roman Numerals, solving problems using rounding and begin to use negative numbers. We will continue working on column addition & subtraction, including exchanging. We will also focus on multiplying and dividing by 10 and 100 and ensure we know our 3, 6, 9 and 7 multiplication and division facts.
English  	**The Abominables by Eva Ibbotson- Destination Reader** Inference Prediction **Escape from Pompeii by Christina Balit- Writing Stimulus** Writing a diary entry from the perspective of a Roman boy in Pompeii. Writing a non-chronological report about a yeti (The Abominables) Grammar points: verb tenses, adverbial sentence starters, using pronouns to avoid repetition, paragraphs, conjunctions. Proof-reading and editing. Using ambitious vocabulary from models.
Geography 	**Extreme Earth -** Volcanoes, Earthquakes and Natural Disasters. We will explore tectonic plate lines and the pacific ring of fire. We will look at where natural disasters are most likely to occur and why. We will learn how to plot four figure grid references. We will describe and explain the physical formation and parts of volcanoes and identify the different layers of the Earth and their significance to earthquakes and volcanoes. Finally, we will explain how settlements are affected by earthquakes and volcanoes.
Science 	**Electricity -** Circuits, insulators & conductors **Does electricity flow easily through all objects?** 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.
Religious Education 	**Judaism** Building on our knowledge of Judaism learnt through Autumn 1, we are continuing to focus our RE discovery by studying how Jewish people Worship and the role of the synagogue. Though our focus this term is Judaism we will take time to compare with other religions.
PSHE 	**How can we manage risk in different places?** 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 my rights and understand that a person's right to be safe might change during a natural disaster.

Music 	**Showcase of songs and musical performances from each class.** Year 4 Show: 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 Buildinging confidence Projecting voice Responsibility for costumes Perform solos and ensembles using our voices and instruments to a large audience.
Computing 	**Further Coding with Scratch - Variables** 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. **Online Safety -** 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.
French 	**En classe** We will learn numbers to 20 and the days of the week. We will learn to follow simple commands and all about classroom objects.
Outdoor PE 	**Tag Rugby** We will learn the rules of the game and begin to use them to play honestly and fairly. We will learn how to delay an opponent and help prevent the other team from scoring. We will also focus on how to gain and keep possession using simple tactics and score tries. We will begin to pass and receive the ball with increasing control. We will share ideas and work with others to manage a game and begin to give feedback to help with improvement. We will explain what happens to the body when we exercise and how this helps to make me healthy
Indoor PE  	**Dance** We will use simple movement patterns to structure dance phrases on our own, with a partner and in a group. We will copy and remember set choreography and choose actions and dynamics to convey a character or idea. We will respond imaginatively to a range of stimuli relating to character and narrative and use changes in timing and spacing to develop a dance. We will use counts to keep in time with others and the music.
Design and Technology 	**Yeti Alarms** We will be creating our own alarms to alert others about yetis! We will generate ideas, learn how to draw exploded diagrams and design a product using a design brief. We will consider aesthetic quality and how to ensure the circuit is disguised. We will plan the order of work and use our learning from science to create a simple circuit. We will use equipment to cut and join accurately and of course, evaluate throughout.