Y4 Autumn 2 curriculum	
English	The Iron Man by Ted Hughes Reading, writing and grammar skills will be taught through this novel study. At the end of the unit, the children will write a narrative. Children will practice reading fluency and build upon their reading skills through the book, The Creature Writing and grammar skills will be taught through this short film. At the end of the unit, the children will write a newspaper report. How To train Your Dragon. Children will practice reading fluency and build upon their reading skills through the book, How to Train Your Dragon
Maths	**Area**: find the area of rectilinear shapes by counting squares **Multiplication and division:** This is the first of two units. Recall multiplication and division facts for multiplication tables up to 12 × 12. Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1. Multiplying together three numbers. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit.
Music	The children will continue with their clarinet lessons, further developing their clarinet playing skills and reading music.
Science	**Electricity and circuits** The children will be able to Explain how to test if a circuit works and identify when simple electric circuits will work. Identify symbols for open and closed switches and give examples of how switches are useful. Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit. Describe that a material is a good electrical conductor when it is added to an electric circuit Recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators. Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be We will be working scientifically to; Draw a results table and record a range of appliances under the correct headings 'Mains' or 'Batteries'. Identify and draw simplified electric circuit symbols and use these to draw a simplified circuit diagram. Write a method for the investigation that considers appropriate equipment, orders clearly written steps and considers safety. Pose questions relating to bulbs in an electrical circuit. Explain why a selected question is testable. Suggest that new inventions will change safety advice.

PSHE	**How can we respect each other?** Recognise how words, tone and behaviour show respect in different places and situations. Use positive self-talk to stay calm, build confidence and manage frustration. Explain what trust looks like in friendships and how to strengthen or repair it when problems arise. Set and respect personal boundaries and respond assertively when something feels unfair or unsafe. Practise resolving disagreements fairly, including through compromise. Understand what a bystander is and describe safe, appropriate ways to act if they witness or experience bullying. Learn what stereotypes are and how they can be unfair.
Computing - including online safety	**Logo - programming** To know key commands and input simple instructions. To use a variety of commands to create shapes using multi-line mode. To use the Repeat command. To change the line thickness and colour. To use procedures to write instructions. Online safety **Self Image and Identity** explain how my online identity can be different to my offline identity. describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. **Online relationships** describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviour explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and belief
History	**How have children's lives changed?** Make inferences and deductions from primary and secondary sources. Explain why children needed to work. Identify the jobs Tudor and Victorian children had. Describe the working conditions of Tudor and Victorian children.

	Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. Use sources to identify leisure activities and compare them over time. Identify diseases past children suffered from and discuss how effective the treatments were.
DT	Torches Identify electrical products and explain why they are useful. Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria. Create a functioning torch with a switch according to their design criteria.
PE	Football Football is an invasion game. Pupils develop their understanding of the attacking and defending principles of invasion games. The children will develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules. Dance The children will focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.