




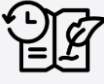





Year 4 Summer 1 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
PE 	Transferable Skills Athletics	
Science 	Animals including humans: Digestion and food	<ul style="list-style-type: none"> Label key organs found in the digestive system and describe each of their functions. Describe the functions of the four different types of adult human teeth using key vocabulary. Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush. Produce a food chain that begins with a plant and has arrows that move up the food chain. Define a producer, predator and prey and identify examples in food chains. Describe digestion, teeth and diets when talking about the observed poo clues. Write a letter that uses a range of scientific vocabulary from the unit. <p>Working Scientifically</p> <ul style="list-style-type: none"> Evaluate a strength or weakness of the digestive system model. Describe an example of evidence that can be used to study teeth. Evaluate a method by considering its limitations. Recall that scientific research needs repeated results before being used in society. Identify trends in predators and prey. Draw a results table that has space for observations about different poo samples.
RE 	Wisdom through the Buddhist Faith	<ul style="list-style-type: none"> I can describe clearly, in simple terms, the meaning of the concept of wisdom. I can begin to express ideas about the benefits of wisdom within the Buddhist faith. I can retell the key parts of the Buddhist faith in relation to wisdom. I can begin to identify why Buddha is important for Buddhists. I can compare similarities and differences with my views on wisdom and those of the Buddhist faith. I can express my view on the importance/value of wisdom. I can identify the importance of wisdom to the world around me. I can express whether an understanding of the concept of wisdom is important to me and why I think it might be important to others. I can describe simple examples of how responses to the concept of wisdom relates to my own life and the lives of others.
PSHE 	Relationships: <ul style="list-style-type: none"> I can explain the importance of respecting differences and similarities between people. Living in the wider world: <ul style="list-style-type: none"> I can explain what a money budget is. I can explain what an essential payment may be. Health and wellbeing: <ul style="list-style-type: none"> I can explain the term puberty. I can identify a physical change that happens during puberty. I can identify external genitalia I can identify internal reproductive organs I can explain what the menstrual cycle is. 	
Art 	Drawing, painting and sculpting	<ul style="list-style-type: none"> I can begin to manipulate materials for a purpose. I can use a range of brushes to create different effects in painting. I can begin to create texture (pencil, paint and charcoal). I can use my prior knowledge of line and marks to create texture in other media. I can show facial expressions and body language in sketches and paintings. I can use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections. I can manipulate materials to show texture in my work for effect.
History	Vikings – Raiders	<ul style="list-style-type: none"> I know that the Vikings first came to Britain in 793 AD and settled in 850AD. I know that the original meaning of the word Viking was raider or looter.

	or Traders?	<ul style="list-style-type: none"> • I know that the Vikings were from Scandinavia which is now known as Norway, Sweden and Denmark. • I can explain where the Vikings fit into Britain's timeline. • I can give examples of what the Vikings traded around the world. • I know that Vikings used longboats to travel long distances. • I can explain why the Vikings came to Britain and why this was significant. • I can give reasons why the Vikings wanted to stay in Britain. • I can give examples of artefacts that have been found in Britain that tell us about how the Vikings lived. • I can give examples of what was similar and what was different between the Viking and Saxon raids.
Computing 		<ul style="list-style-type: none"> • I know why I should not share personal information online • I know that information about me can be found online • I know that I can search for information about someone online which can include personal information • I know that personal information online can be copied • I know that personal information can be shared • I know that personal information can be created online • I know how sharing certain information online can be unacceptable • I know how to use technology safely • I can crop, rotate, and adjust images using photo editing software. • I can experiment with and choose different colour effects for my images. • I can use tools like cloning to edit and improve photos. • I can combine images and text to create a final project.
Music 	World Tour Part 1	<ul style="list-style-type: none"> • I understand a pentatonic scale. • I know that the pulse can be grouped e.g. 2/4, 3/4, 4/4 (metre) • I know that the downbeat of each group is the strongest beat. • I can identify the downbeat (first beat of the bar). • I know that music can be organised using a range of structures. • I can identify how timbre can be used descriptively. • I know, recognise and read notation for a crotchet, crotchet rest, minim, barred quavers. • I can confidently and fluently sing in tune with clear diction, breath control and tone. • I can create melodic and rhythmic patterns, melodies using voice, instruments and technology. • I can use musical symbols and notation to record and create compositions • Aurally identify, recognise and respond to standard and invented composition. • I can offer comments from own and others' work and ways to improve, accept feedback and suggestions from others. • I will listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
French 	Au salon de thé	<ul style="list-style-type: none"> • I can recall from memory up to 10 different food and drinks in French with the correct article/determiner. • I can recall from memory another 10 different food and drinks in French with the correct article/determiner. • I can say some key phrases to help me to order food and drinks in French. • I can read and write some key phrases used to order food and drinks in French. • I know about French currency and can use my knowledge of numbers to help calculate the bill in French.