










Year 4 Summer 2 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
PE 	Net and Wall Striking and Field	
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 	Justice	<ul style="list-style-type: none"> I can describe clearly, in simple terms, the meaning of the concept of justice. I can begin to express ideas about the benefits of justice within the Buddhist faith and Christianity. I can retell the key parts of the Buddhist and Christian beliefs in relation to justice. I can begin to identify why justice is important for the Buddhist and Christians. I can compare similarities and differences with my views on justice with Buddhists and Christians. I can express my view on the importance/value of justice. I can identify the importance of justice to the world around me. I can express whether an understanding of the concept of justice 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 justice relates to my own life and the lives of others.
PSHE 	Relationships: <ul style="list-style-type: none"> I can explain the term diversity. I can explain why we should discuss difference respectfully. Living in the wider world: <ul style="list-style-type: none"> I can identify cash, card and e-payments as way of payment. I can identify a positive a negative effect of money. I can explain how to seek support with money. Health and wellbeing: <ul style="list-style-type: none"> I can explain why personal hygiene routines are important. I can identify ways that I look after my personal hygiene. I can explain how to get information, help and advice about puberty. I can recognise the emotional changes I may experience with puberty. I can identify a trusted adult I would discuss the challenges of puberty with. 	
DT 	Pneumatics	<ul style="list-style-type: none"> I can explain what a pneumatic system is and that it is part of a mechanism. I can demonstrate how a pneumatic system forces air to create movement. I can name an inventor who has used pneumatics within their design. (Otto Von Gueriche) I can communicate my design ideas using sketching and labelling. I can design a product which will need to support weight. I can create a product that meets a set design brief.

		<ul style="list-style-type: none"> • I can accurately measure my materials to minimise wastage. • I can evaluate and improve my design. • I can use a computer aided design software to create a net for a product.
Geography 	Changes to climate and Land Use	<ul style="list-style-type: none"> • I can identify key areas of the planet and what that means for the climate there. • I can use simple climatic maps effectively. • I can give examples of different weather types for different climates. • I can explain different weather patterns in Europe. • I can explain how land use has changed in my local area throughout history. • I can describe the impact humans are having on the world's climate. • I can draw a local aerial map using Ordnance Survey symbols.
Computing 	Digital Literacy: <ul style="list-style-type: none"> • I know how to use technology safely • I know what acceptable and unacceptable behaviour means • I know what acceptable and unacceptable behaviour is when using technology • I know what inappropriate behaviour looks like in school • I know who to report concerns and inappropriate behaviour to in school and at home Information Technology: <ul style="list-style-type: none"> • I can collect and record data using a data logger. • I can ask questions that can be answered using data. • I can organize and sort data to find information. • I can explain what the data shows and draw conclusions. 	
Music 	World Tour Part 2	<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 	Quel temps fait-il?	<ul style="list-style-type: none"> • I can ask what the weather is like in French • I can describe the weather (ten key terms) in spoken and written French • I can read and understand/listen to and understand ten key terms describing the weather in French • I can write the four main points of the compass in French • I can use numbers 1-31 in French to express temperature • I can read and understand days of the week and times of day (morning, afternoon) in French • I can read and write the conjunctions 'et' (and) and 'mais' (but) in French