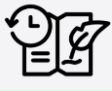


Year 4 Autumn 1 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
PE 	Gymnastics Invasion Games	
Science 	Electricity	- I can recall a range of electrical appliances and classify them as mains or battery powered. - I can identify symbols for bulb, battery, motor, open and closed switches. - I can identify a simple circuit and a series circuit. - I can explain how to test if a circuit works and identify when simple electric circuits will work. - I can predict whether a circuit will work based on whether the switch is open or closed. - I can describe a material that is a good electrical conductor and a good electrical insulator. - I know that metals are good electrical conductors and plastics are good electrical insulators. - I can explain that adding another bulb to a series circuit will make the bulbs dimmer as less energy is transferred. - I can give examples of different ways to stay safe around electrical circuits. Working Scientifically - I can draw a table and correctly complete it by classifying electrical appliances. - I can identify and draw electric circuit symbols and use these to draw a complete circuit. - I can write the method for an investigation that considers equipment and safety. - I can pose questions relating to bulbs in a circuit. - I can explain why a question is a good question to test.
RE 	Community through the Buddhist faith	- I can describe clearly, in simple terms, the meaning of the concept of community. - I can begin to express ideas about the benefits of community in the Buddhist faith. - I can explain what the Buddhist Sangha is. - I can begin to identify why community is important for those of the Buddhist faith. - I can compare similarities and differences with my views on community and those of the Buddhist faith. - I can express my view on the importance/value of community. - I can identify the importance of community in the world around me. - I can express whether an understanding of the concept of community 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 community relates to my own life and the lives of others.
PSHE 	Relationships: - I can identify qualities that make a positive friendship. - I can explain what to do/who to talk to if a friendship is making me feel unsafe or unhappy. - I can explain how positive qualities can build a strong, positive friendship. Living in the wider world: - I can explain what a community is. - I can identify features of a community. Health and wellbeing: - I can explain what a balanced healthy lifestyle means. - I can explain why it is important to have a balanced lifestyle for both our physical and mental health - I can identify one way to treat myself if I became ill.	
Art 	Study of Great Artists	- I know how to compare the work of different artists. - I know how to identify the techniques used by different artists. - I know how to explain some of the features of art from historical periods. - I can identify the media used by an artist.

		• I can make thoughtful observations about a piece of art. • I can use some elements of the artist or genre.
History 	Shang Dynasty	• I can explain where the Shang Dynasty fits on a timeline of the ancient world and when it was rediscovered • I know that they are the earliest Chinese civilisation from 1600 to 1046 BCE • I can know and identify where the Shang Dynasty was in the Yellow River Valley in Ancient China and what is the modern location today. • I can name another Ancient Civilisation that was happening at a similar time to the Shang Dynasty in a different part of the world. • I can identify key characteristics about the Shang Dynasty and how they lived. • I can explain the differences between the social statuses and roles in the Shang Dynasty. • I can explore how the Shang people used oracle bones, as a form of an earlier writing system, to communicate with their ancestors and predict the future. • I can understand the importance of bronze metal works and artefacts to the Shang people. • I can understand who Lady Fu Hao was and why her tomb is significant • I can explain how historians and archaeologists can use artefacts to explain life in the past.
Computing 	• I can contribute to a class discussion to create e – safety rules. • I know how to use technology safely. • I know what acceptable and unacceptable behaviour is when using technology. • I know what inappropriate behaviour looks like in school. • I know who and how to report concerns and inappropriate behaviour to in school. and at home. • I know who my trusted adults are in school and outside of school. • I know the purpose of programming. • I know I use programming in technology. • I can use text commands to programme. • I can include repetition in programming using text commands. • I can include loops in programming using text commands. • I can identify problems in an algorithm. • I can debug an algorithm. • I can predict an outcome of an algorithm. • I can explain the outcome of an algorithm.	
Music 	Orchestra	• Identify how dynamics can be used descriptively. • Identify how tempo can be used descriptively • Know that the pulse can be grouped e.g. 2/4, 3/4, 4/4 (metre) • Know that music can be organised using a range of structures • Know how pitch is shown on stave notation. • Create layers of sound within musical structures, showing an understanding of how sounds fit together. • Demonstrate correct techniques when playing melodic and rhythmic patterns with expression. • Pupils can read from basic western notation, with a growing awareness of pitch. • Confidently and fluently sing in tune with clear diction, breath control and tone. • Pupils can play using a range of tuned and untuned percussion, showing good rhythmic and melodic control. • Create melodic and rhythmic patterns, melodies using voice, instruments and technology. • Aurally identify, recognise and respond to standard and invented composition • Offer comments from own and others' work and ways to improve, accept feedback and suggestions from others. • Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
French	Presenting Themselves	• I can ask and answer personal questions in French: Quel âge as-tu? Où habites-tu? • I can say the numbers eleven to twenty in French • I can ask someone's nationality in French



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| | | | <ul style="list-style-type: none">• I can read and understand and write simple sentences describing name, age and nationality in French |
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