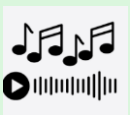
Year 4 Autumn 2 Foundation Curriculum Overview		
Subject	Focus	Sticky Knowledge
PE	Dance Health and Fitness	
Science	States of Matter	**Sticky Knowledge** • I can identify the states of solids, liquids and gases using their properties. • I can describe melting, freezing, condensing and evaporating. • I can describe the different stages of the water cycle. • I can describe how temperature affects the rate of evaporation and, therefore, the water cycle. **Working Scientifically** • I can ask relevant questions. • I can use results to draw simple conclusions. • I can use thermometers to take accurate measurements. • I can make predictions for new values. • I can record findings using labelled diagrams. • I can research using more than one source.
RE	Love (Christianity)	• I can describe clearly, in simple terms, the meaning of the concept of love. • I can begin to express ideas about the benefits of love. • I can retell the key parts of Christianity and love. • I can begin to identify why love is important for Christians. • I can compare similarities and differences with my views on love and Christians. • I can express my view on the importance/value of love. • I can identify the importance of love to the world around me. • I can express whether an understanding of the concept of love 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 love relates to my own life and the lives of others.
PSHE	Relationships: • I can explain how knowing someone online is different from knowing someone face to face. • I can identify risks in communicating with someone I don't know. • I can identify ways to communicate respectfully. • I can explain what to do if I am worried about any contact online. • I can identify the difference between playful teasing, hurtful behaviour and bullying, including online. • I can explain how to respond if I see or experience hurtful behaviour or bullying, including online. Living in the wider world: • I can explain what a community is. • I can identify a community I belong to. • I can identify how a community can be strong. Health and wellbeing: • I can explain how to brush and floss my teeth correctly.	

	• I can explain the importance of regular visits to the dentist. • I can explain the effects of different foods and drinks on dental health. •	
DT	Textiles with electrics	• I know about the designer Cath Kidston and her designs. • I know what is needed to make an electrical circuit • I know explain what a LED is • I know that a battery contains stored electricity and can be used to power products • I know that breaks in a circuit will stop it from working • I can create a working LED circuit using pressure as a switch • I can thread needles independently • I can use a blanket and backstitch accurately • I can produce a product plan for a purpose. • I can persevere and adapt work when original ideas do not work. • I know which materials are likely to give the best outcome. • I can evaluate a product for both appearance and purpose.
Geography	Food distribution in Europe	• I can explain the different climates in Europe and locate them on a map. • I can interpret a simple climatic map. • I can explain describe where the equator, Tropic of Cancer are in relation to European climates. • I can explain the difference between grown, reared, and processed foods. • I can explain what import, export, and trade means. • I can give examples of food that are imported to the UK from Europe. • I can explain why countries would choose to trade certain food rather than grow their own. • I can give examples of human geographical features that might impact food distribution. • I can give examples of physical geographical features that might impact food distribution. • I can present my findings about European food distribution using Power point
Computing	**<u>Digital Literacy</u>** • I know that my online actions leave a digital footprint. • I know that information online can last a long time. • I can make choices that create a positive digital footprint. **<u>Information Technology</u>** I know that audio can be recorded digitally. I know that audio can be edited and improved. I know that digital recordings can be saved and shared. I know that audio can be created for different purposes.	
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	Quelle est la date?	• I can recognise, recall from memory and spell the seven days of the week in French • I can recognise, recall from memory and spell the twelve months of the year in French • I can recognise, recall from memory and spell the numbers from one to thirty one in French • I can ask and answer the question 'What is the date?' in French • I can formulate the date, using the days of the week, months of the year and numbers one to thirty one in French • I can say when my birthday is using months of the year and numbers one to thirty one in French • I know the French noun for today