

Summary Curriculum Termly Overview – Foundation subjects Year 4 Spring Term 2025

Subject	Overview of learning objectives
Humanities	<p><u>The Stone Age (History)</u></p> <ul style="list-style-type: none"> • To place 'The Stone Age' on a timeline in relation to the other historical time periods I have studied • To understand primary and secondary sources of evidence from that time period • To imagine what daily life in the Stone Age might have been like • To explain how stone aged men and women got their food and what kind of things they might have eaten • To investigate the tools and weapons they used in the stone age and how these were made • To describe the animals that existed during the stone age and how they are similar / different to animals that are around now • To explore different ways in which stone aged people communicated, such as the importance of cave paintings and how they were created • To undertake a detailed study of Skara Brae • To make inferences about the changes in the environment that took place during the stone age and how this impacted on the people <p><u>Location Knowledge, Geographical skills and Fieldwork (Geography)</u></p> <ul style="list-style-type: none"> • To describe 'hunting and gathering' as a basis for exploring weather and climate and the difference between the two • To discuss how climate affected the people in the stone age • To show the correct use of the 8 points of a compass to create instructions for a stone aged hunter
RPS	<p><u>Islam/Judaism</u></p> <p>Enquiry: What is the best way for a Muslim to live a good life? Theme: Values</p> <ul style="list-style-type: none"> • To consider what is meant by a good life • To explain actions a muslim might take to lead a good life • To understand how helping others is a way for muslims to lead a good life • To explain how fasting might help a muslim to lead a good life • To explain what a muslim might do to lead a good life • To understand how helping a charity is leading a good life <p>Enquiry: How do Jewish beliefs, teachings and stories impact on daily life? Theme: Belief into action.</p> <ul style="list-style-type: none"> • To discuss reasons for food choices • To understand foods Jews would choose to eat or not eat if keeping kosher • To retell the story of Passover • To share how Passover is celebrated • To explain some of the ways Jews show their beliefs in their daily life • To describe how it would feel to keep kashrut <p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> • To understand how groups come together to make decisions and take on a role in a group and contribute to the overall outcome

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	<ul style="list-style-type: none"> • To know how it feels to have hopes and dreams • To know how disappointment feels and identify when I have felt that way • To know how to cope with disappointment and help others cope • To know what it means to be resilient and to have a positive attitude with theirs • To enjoy being part of a group challenge • To identify the feelings, I have about my friends and my different friendship groups • To recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others • To identify feelings of anxiety and fear associated with peer pressure • To tap into my inner strength and know how to be assertive
Music	<ul style="list-style-type: none"> • To be able to play notes on a clarinet with increasing accuracy • To develop correct embouchure when playing a clarinet • To understand musical structure; including tempo, dynamics, duration • To be able to singing and perform as a group
Computing	<ul style="list-style-type: none"> • To plan and create an extended project using multiple pieces of software • To create, edit and evaluate digital music • To export and apply digital music to alternative software packages • To import and clean assets from online sources • To code and develop planned pieces of software
Art	<ul style="list-style-type: none"> • To learn about Stonehenge and create a collage using paper and a 'whirlpool' of paint. • Look at cave paintings and start to understand how they were painted and what materials were used. The children will attempt to recreate their own works of art in this style. • Learn about the jewellery that was worn during the Stone age and what it was made from. They will then design and make their own Stone age style necklace.
P.E.	<ul style="list-style-type: none"> • To apply attacking principles of support play in Tag Rugby to get past a defender • To be able to defend as part of a defensive line • To play 5 v 5 games with all appropriate rules applies • To develop and extend their movement range of travelling, balances, rolls, and jumps • To perform choreographed 6 skill sequences with a partner and in a small group • To critique own/partner's performance accordingly against set criteria
Languages	<p>French:</p> <ul style="list-style-type: none"> • To learn and use the vocabulary for some fruit and vegetables • To express opinions on fruit and vegetables • To learn and use the vocabulary for some typical café foods and drinks • To role play a café scene – ordering foods and drinks • To learn about French café culture and French speciality foods • To learn and research facts on the Eiffel Tower

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	<p>Spanish</p> <ul style="list-style-type: none">• To analyse similarities and differences of the education systems in Spain and in the UK• To express and justify opinions on school subjects• To talk about school life and routines• To learn about Easter celebrations in Spain and in Spanish speaking countries
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