

Key Knowledge Overview

Term: Summer 1

Topic: You are what you eat

Year: 4

Subject	Key Knowledge	Rag rated at end of unit
Science	<p style="text-align: center;">Animals including humans –teeth -digestive system</p> <ul style="list-style-type: none"> ● To able to describe the simple functions of the basic parts of the digestive system in humans ● To be able to identify the different types of teeth in humans and their simple functions ● To be able to construct and interpret a variety of food chains, identifying producers, predators and prey. 	
History	<p style="text-align: center;">Local History</p> <ul style="list-style-type: none"> ● a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. ● To be able to identify a significant turning point in British history to include transportation of food – canal, footpaths 	
Geography	N/A	
Art and Design	N/A	
Design Technology	<p style="text-align: center;">Food Healthy and varied diet</p> <ul style="list-style-type: none"> ● Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ● Make - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ● Evaluate - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 	
RE	<p style="text-align: center;">Buddhism</p> <ul style="list-style-type: none"> ● To explore The Buddha’s life story ● To understand The middle way ● To be able to explain The Noble Eightfold Path 	
Computing	<p style="text-align: center;">LOGO</p> <ul style="list-style-type: none"> ● To learn the structure of the language of Logo. To input simple instructions in Logo. Using 2Logo to create letter shapes. To use the Repeat function in Logo to create shapes. To use and build procedures in Logo ● Children know what the common instructions are in Logo and how to type them. Following simple Logo instructions to create shapes on paper. Then to follow simple instructions to create shapes in Logo. Then creating Logo instructions to draw patterns of increasing complexity. ● Children understand the pu and pd commands. Children can write Logo instructions for a word of four letters. Children can follow Logo code to predict the outcome. Children can create shapes using the Repeat function. • Children can find the most efficient way to draw shapes. Children can use the Procedure feature. • Children can create ‘flowers’ or ‘crystals’ using Logo. 	
MFL	<p style="text-align: center;">Hobbies</p> <ul style="list-style-type: none"> ● Identify a common sound in a list of verbs ● Identify strategies for learning vocabulary ● Attempt to write short phrases from memory 	
PE	<p style="text-align: center;">Swimming -</p> <ul style="list-style-type: none"> ● swim competently, confidently and proficiently over a distance of at least 25 metres ● use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ● perform safe self-rescue in different water-based situations. <p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	

<p>PHSE</p>	<p style="text-align: center;">How can we keep safe in our local area?</p> <ul style="list-style-type: none"> Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe <p>To learn about making choices in relation to health.</p> <p>To learn about what makes up a balanced diet.</p> <p>To learn about opportunities they have to make their own choices about food. To learn about what influences their choices about food.</p> <p>Linked to Science and RSE</p>	
<p>Music</p>	<p style="text-align: center;">Lean on Me</p> <ul style="list-style-type: none"> Listen and Appraise to the song Lean On Me and other gospel-based songs learn and/or build on your knowledge and understanding about the interrelated dimensions of music perform and share your learning as you progress through the Unit of Work. 	