



Year 4

National Curriculum coverage



National Curriculum coverage – Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	How did the Anglo-Saxons farm and how was this different from today?	How can we prepare for a Tudor banquet?	Where does our energy come from and how much do we use?	What are the cycles of our Solar System?	How did the Ancient Egyptians live in harmony with Nature?	What do different indigenous cultures teach us?
HARMONY PRINCIPLE	The principle of Interdependence	The principle of Adaptation	The principle of Health	The principle of the Cycle	The principle of Oneness	The principle of Diversity
PRINCIPLE QUESTIONS	How did the Anglo-Saxons build community and work together? How did the Anglo-Saxons farm and how was this different from today? What can we learn from how the Anglo-Saxons produced food?	Why did the Tudors use local materials? How has life changed since Tudor times? How might we need to adapt in the future?	What is clean energy? Why should we measure our energy use? What are the advantages and disadvantages of different energy sources?	Why does our Solar System work in cycles? What cycles do we experience throughout our lives? What are the benefits of solar energy?	Why was the River Nile so important to the Ancient Egyptians? Why did Ancient Egyptians eat locally grown food and use locally sourced materials? What can we learn from the Ancient Egyptians about living in a way that is at one with the local environment?	What are some of the ways that cultures differ? What can we learn from the stories of different indigenous cultures? What can we learn from the way different indigenous cultures view Nature?
SUSTAINABILITY THEME	Food & Farming	Adaptation for the Future	Energy & Climate Change	Cycles & Waste	Healthy & Wellbeing	Biodiversity
LINK TO SDGs	15 – Life on land	12 – Responsible consumption and production	7 – Affordable and clean energy 13 – Climate action	13 - Climate action	12 – Responsible consumption and production	15 - Life on land
ENGLISH GENRES	Glossaries with dictionary definitions, Speech bubbles, Diary entries, Explanation texts, Riddles, Newspaper reports	Newspaper articles, Interviews Poetry, Narrative, Setting description, Diary entry	Comic strips, Explanation texts, Interviews, Magazine articles, Persuasive presentations	Setting descriptions, Poetry, Adventure stories, Diary entries, Information texts	Setting Description, Recount, Letter, Story writing, Instructions, Leaflets	Retelling stories, Performance, Story writing, Drama, Non-fiction texts
ENGLISH	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its	Plan their writing by discussing and recording ideas

National Curriculum coverage – Year 4 (continued)



ENGLISH (CONTINUED)	<p>from its structure, vocabulary and grammar</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Organise paragraphs around a theme</p>	<p>from its structure, vocabulary and grammar</p> <p>Draft and rewrite narratives, creating setting, characters and plot</p> <p>Draft and write non-narrative material, using simple organisational devices, for example, headings and subheadings</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proofread writing for spelling and punctuation errors</p>	<p>structure, vocabulary and grammar</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Organise paragraphs around a theme</p>	<p>structure, vocabulary and grammar</p> <p>Draft and rewrite narratives, creating setting, characters and plot</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Organise paragraphs around a theme</p>	<p>structure, vocabulary and grammar</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Draft and write non-narrative material, using simple organisational devices, for example, headings and subheadings</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Draft and rewrite narratives, creating setting, characters and plot</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
GPS FOCUS	<p>Use and punctuate direct speech</p> <p>Use fronted adverbials</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use the present perfect form of verbs in contrast to the past tense</p>	<p>Use and punctuate direct speech</p> <p>Use commas after fronted adverbials</p>	<p>Use and punctuate direct speech</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use fronted adverbials</p>	<p>Use fronted adverbials</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because although</p> <p>Use fronted adverbials</p>

National Curriculum coverage – Year 4 (continued)



GREAT TEXTS	<p><i>Anglo-Saxon boy</i> by Tony Bradman</p> <p><i>When we went wild</i> by Isabella Tree</p> <p><i>What's in the garden?</i> by Marianne Berkes</p> <p><i>A street through time</i> by Steve Noon</p> <p><i>A year on Adam's farm</i> by Adam Henson</p>	<p><i>Get up, Elizabeth!</i> by Shirin Yim Bridges</p> <p><i>The secret diary of Thomas Snoop, Tudor boy spy</i> by Philip Ardagh</p> <p><i>Tudor tales: The actor, the rebel and the wrinkled queen</i> by Terry Deary</p> <p><i>The Lady Grace mysteries: Assassin</i> by Grace Cavendish</p>	<p><i>Invisible Nature: A secret world beyond our senses</i> by Catherine Barr</p> <p><i>An introduction to renewable energy sources</i> by Baby Professor</p> <p><i>Energy island: How one community harnessed the wind and changed their world</i> by Allan Drummond</p>	<p><i>Moon</i> by Britta Teekentrup</p> <p><i>The fox and the star</i> by Coralie Bickford-Smith</p> <p><i>Lights on Cotton Rock</i> by David Litchfield</p> <p><i>Look up!</i> by Nathan Bryon</p> <p><i>Animals in the sky</i> by Sara Gillingham</p> <p><i>The cosmic diary of our incredible universe</i> by Tim Peake</p>	<p><i>A year in the life of Ancient Egypt: The real lives of people who lived there</i> by Donald P Ryan</p> <p><i>The story of Tutankhamun</i> by Patricia Cleveland-Peck</p> <p><i>The genius of the Ancient Egyptians</i> by Sonya Newland</p> <p><i>Secrets of a sun king</i> by Emma Carroll</p>	<p><i>Stories from the billabong</i> by James Vance Marshall & Francis Firebrace</p> <p><i>Native American stories for kids</i> by Tom Pecore</p> <p><i>Weso Native American stories for kids</i> by Tom Pecore Weso</p> <p><i>Poems from the dreamtime</i> by Dom Reyam</p>
MATHS	<p>Measurement Convert between different units of measure; estimate, compare and calculate different measures, including money in pounds and pence; measure and calculate the perimeter of rectilinear figures in cm and m; find the area of rectilinear shapes by counting squares</p> <p>Statistics Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>	<p>Number: Fractions (including decimals) Solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>Measurement Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Geometry: Properties of shape Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p>	<p>Number and place value Count in multiples of 6, 7, 9, 25; recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s); order and compare numbers beyond 1,000</p> <p>Number: Multiplication and division Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>Number: Fractions (including decimals) Find the effect of dividing a one- or two-digit number by 10 and 100, identify the value of the digits in the answer as ones, tenths and hundredths; solve simple measure and money problems involving fractions and decimals to 2 decimal places</p> <p>Measurement Estimate, compare and calculate different measures, including money in pounds and pence</p>	<p>Number and place value Count backwards through zero to include negative numbers; recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s); order and compare numbers beyond 1,000</p> <p>Measurement Estimate, compare and calculate different measures (temperature); solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p>Statistics Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>	<p>Number and place value Recognise the place value of each digit in a four-digit-number (thousands, hundreds, tens and ones); solve number and practical problems</p> <p>Measurement Convert between different units of measure (capacity, length); estimate, compare and calculate different measures (capacity, length)</p> <p>Geometry: Properties of shape Make 3D shapes using modelling materials e.g. square based pyramid (Y3 recap)</p>	<p>Number and place value Solve number and practical problems</p> <p>Number: Multiplication and division Recall multiplication and division facts for multiplication tables up to 12 x 12</p> <p>Geometry: Properties of shape Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes; identify acute and obtuse angles and compare and order angles up to two right angles by size; complete a simple symmetric figure with respect to a specific line of symmetry</p>

National Curriculum coverage – Year 4 (continued)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MATHS (CONTINUED)</p>	<p style="text-align: center;">Statistics Interpret and present discrete data using bar charts; Solve comparison, sum and difference problems using information presented in bar charts</p>					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SCIENCE</p>	<p>Animals, including humans Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions</p>	<p style="text-align: center;">Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases</p>	<p style="text-align: center;">Electricity</p> <p>Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p style="text-align: center;">Earth and space (Y5)</p> <p>Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Light Recognise that we need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect our eyes</p>	<p style="text-align: center;">States of matter</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Light Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change</p>	<p>Living things and their habitats Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things Animals, including humans Construct and interpret a variety of food chains, identifying producers, predators and prey</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HISTORY</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>A local history study</p>	<p>Significant inventors and pioneers of renewable energy (taught within English lessons)</p>	<p>History of space travel</p>	<p>The achievements of an early civilisation: Ancient Egypt</p>	<p style="text-align: center;">-</p>

National Curriculum coverage – Year 4 (continued)



GEOGRAPHY	-	-	<p>Human and physical geography Physical geography including: climate zones, biomes and vegetation belts and mountains</p> <p>Human geography including: the distribution of natural resources including energy</p> <p>Recognise that people have differing quality of life living in different locations and environments</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	-	-	<p>Locational knowledge Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p>
ART & DESIGN	-	<p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	-	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>
DT	<p>Cooking and nutrition Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>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</p>	-	-	<p>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</p> <p>Technical knowledge Understand and use mechanical systems in their products</p> <p>Cooking and nutrition Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	-

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHE</p>	<p>Relationships: Families and close positive relationships</p> <p>R7. Recognise and respect that there are different types of family structure; that families of all types can give family members love, security and stability</p> <p>R8. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>Relationships: Friendships</p> <p>R13. Learn the importance of seeking support if feeling lonely or excluded</p> <p>R14. Learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. Learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>Relationships: Respecting self and others</p> <p>R30. Learn that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>Living in the wider world: Shared responsibilities</p> <p>L5. Consider ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p> <p>Living in the wider world: Economic wellbeing</p> <p>L17. Learn about the different ways to pay for things and the choices people have about this</p> <p>L18. Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. Pupils learn that people's spending decisions can affect others and the environment</p> <p>Relationships: Respecting self and others</p> <p>R33. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>Health and wellbeing: Mental health</p> <p>H15. Learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. Learn strategies and behaviours that support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. Learn about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. Learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H21. Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>	<p>Health and wellbeing: Ourselves, growing and changing</p> <p>H24. Learn problem-solving strategies for dealing with emotions, challenges and change</p> <p>H31. Learn about the physical and emotional changes that happen when approaching and during puberty</p> <p>H32. Learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>Living in the wider world: Shared responsibilities</p> <p>L4. Learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p>	<p>Living in the wider world: Shared responsibilities</p> <p>L2. Recognise there are human rights that are there to protect everyone</p> <p>L3. Pupils learn about the relationship between rights and responsibilities</p> <p>L5. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p> <p>Living in the wider world: Communities</p> <p>L7. Learn to value the different contributions that people and groups make to the community</p> <p>Health and wellbeing: Healthy lifestyles</p> <p>H7. Learn how regular exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H14. Learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>Health and wellbeing: Keeping safe</p> <p>H37. Learn reasons for following and complying with regulations and restrictions</p> <p>H42. Learn about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves or others</p> <p>Relationships: Managing hurtful behaviour and bullying</p> <p>R21. Learn about discrimination: what it means and how to challenge it</p> <p>Relationships: Respecting self and others</p> <p>R32. Respect the differences and similarities between people and recognise what they have in common with others</p> <p>R33. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>Living in the wider world: Shared responsibilities</p> <p>L2. Recognise there are human rights that are there to protect everyone</p> <p>L3. Learn about the relationship between rights and responsibilities</p>

National Curriculum coverage – Year 4 (continued)



<p>PSHE (CONTINUED)</p>						<p>Living in the wider world: Communities L8. Pupils learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>
<p>MUSIC</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Develop an understanding of the history of music</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
<p>PE</p>	<p>Team Games Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>Tennis Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>Yoga Develop flexibility, strength, technique, control and balance</p>	<p>Gymnastics Develop flexibility, strength, technique, control and balance</p>	<p>Handball Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>Dance Perform dances using a range of movement patterns; compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
<p>COMPUTING</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration</p> <p>Select, use and combine a variety of software (including internet services) on a range of</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration</p> <p>Select, use and combine a variety of software (including internet services) on a range of</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Select, use and combine a variety of software (including internet services) on a range of</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to</p>

National Curriculum coverage – Year 4 (continued)



COMPUTING (CONTINUED)		digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	report concerns about content and contact
----------------------------------	--	--	--	--	--	---