



Friars Primary School and Nursery

Year 4 - National Curriculum Coverage by subject

Year 4 Connected Curriculum	Autumn 1: Anglo Saxons	Autumn 2: British Artists & Values	Spring 1: Ancient Greek Mythology	Spring 2: Mountains	Summer 1: WW2	Summer 2: Our Environment
Art & Design	<p>Portraits</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	<p>Street art design</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	<p>Painting, drawing & mixed media colour work</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	<p>Digital artwork Sketching skills</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	<p>Painting & mixed media colour work</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	<p>Collage based work</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>
Design & Technology		<p>Cross Stitch crowns on binca</p> <p>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</p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p>	<p>Trojan Horse</p> <p>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</p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p>Make - select from and use a wider range of tools and</p>		<p>WWII cooking</p> <p>Cooking and nutrition - understand and apply the principles of a healthy and varied diet</p> <p><i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i></p>	



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		<p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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>Evaluate - investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Making afternoon tea – sandwiches, shortbread and fairy cakes</p> <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>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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>Evaluate - investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>			
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		<i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i>				
Geography	<p>Locational Geography Europe & Britain</p> <p><i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p>	<p>Walk around school and local area</p> <p><i>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</i></p>	<p>KS1 Hill</p> <p><i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p> <p><i>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i></p> <p><i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</i></p>	<p>KS1 Hill</p> <p><i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p> <p><i>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i></p> <p><i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</i></p>	<p>Friars Park Visit</p> <p><i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p>	<p>Shoebury East Beach</p> <p><i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p>



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	Continuous through the year					
History	<p>Anglo Saxon Hook day, comparing past to modern day</p> <p><i>Learn about Britain's settlement by Anglo-Saxons and Scots i.e Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne</i></p> <p><i>Learn about the Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor i.e. laws and justice</i></p>	<p>British Monarchy & History of Law</p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs</i></p>	<p>Ancient Greek Hook day</p> <p>Comparing Ancient Greek lifestyle to present day</p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day,</i></p> <p><i>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>	<p>Geography focus for this topic</p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day,</i></p> <p><i>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>	<p>WW2 Hook day</p> <p>Lifestyle comparison past and present</p> <p><i>Learn about a local history study i.e. a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p> <p><i>Learn about a study of a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>	<p>Geography focus and how the environment has changed over time</p> <p><i>Learn about a local history study i.e. a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p> <p><i>Learn about a study of a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>
	<p>Continuous throughout the year</p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>understand how our knowledge of the past is constructed from a range of sources.</i></p>					



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Science	<p>Animals including humans</p> <p><i>describe the simple functions of the basic parts of the digestive system in humans</i></p> <p><i>identify the different types of teeth in humans and their simple functions</i></p> <p><i>construct and interpret a variety of food chains, identifying producers, predators and prey</i></p>	<p>Animals and their habitats</p> <p><i>recognise that living things can be grouped in a variety of ways</i></p> <p><i>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</i></p> <p><i>recognise that environments can change and that this can sometimes pose dangers to living things</i></p>	<p>Sound</p> <p><i>identify how sounds are made, associating some of them with something vibrating</i></p> <p><i>recognise that vibrations from sounds travel through a medium to the ear</i></p> <p><i>find patterns between the pitch of a sound and features of the object that produced it</i></p> <p><i>find patterns between the volume of a sound and the strength of the vibrations that produced it</i></p> <p><i>recognise that sounds get fainter as the distance from the sound source increases</i></p>		<p>States of matter</p> <p><i>compare and group materials together, according to whether they are solids, liquids or gases</i></p> <p><i>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</i></p> <p><i>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</i></p>	<p>Electricity</p> <p><i>identify common appliances that run on electricity</i></p> <p><i>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</i></p> <p><i>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</i></p> <p><i>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</i></p> <p><i>recognise some common conductors and insulators, and associate metals with being good conductors</i></p>
	<p>Continuous throughout the year</p> <p>Working scientifically</p> <ul style="list-style-type: none"> • <i>asking relevant questions and using different types of scientific enquiries to answer them</i> • <i>setting up simple practical enquiries, comparative and fair tests</i> • <i>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</i> • <i>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</i> • <i>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i> • <i>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</i> • <i>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i> • <i>identifying differences, similarities or changes related to simple scientific ideas and processes</i> • <i>using straightforward scientific evidence to answer questions or to support their findings.</i> 					



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