



# THE NATIONAL CURRICULUM OUTDOORS: YEAR 4

The following table gives an overview of the topics and links to the Curriculum for Wales for the Year 4 units from *The National Curriculum Outdoors: Year 4*, written by Deborah Lambert, Michelle Roberts and Sue Waite.

**The four purposes:** All progressions in this book meet the four purposes of the Curriculum for Wales to some extent: healthy, confident individuals; enterprising, creative contributors; ambitious, capable learners, ethical informed citizens.

**Integral skills:** All progressions in this book develop the following integral skills: creativity and innovation; critical thinking and problem solving; planning and organising; personal effectiveness.

The lesson plans within The National Curriculum Outdoors series have been mapped by outdoor learning consultant Dawn Thomas. Dawn runs Nature Days, which provides curriculum-linked field days on the Gower Peninsula in South Wales and teacher training. She has been involved in outdoor education for over 20 years and has developed numerous resources to support educators in teaching the Curriculum for Wales outdoors.

# The National Curriculum Outdoors: Year 4 English

| <p>The National Curriculum Outdoors: Year 4</p> <p>Topic coverage</p>  | <p>How does this link to the Curriculum for Wales?</p> <p>Language, Literacy and Communication</p>   | <p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>   |
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| <p>Lesson 1: Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say. Ask questions to improve their understanding of the text.</p> <p>Lesson 2: Draft and write by composing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Lesson 3: Draft and write by composing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Lesson 4: Increase their familiarity with a wide range of books, including myths and legends, and retell some of these orally. Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Lesson 5: Draft and write in narratives, creating settings, characters and plot.</p> <p>Lesson 6: Prepare playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Draft and write in narrative, creating settings, characters and plot.</p> | <p>The following statements of what matters are explored:</p> <p>2. Understanding languages is key to understanding the world around us.</p> <p>3: Expressing ourselves through languages is key to communication.</p> <p>4: Literature fires imagination and inspires creativity.</p> | <p><b>Science and Technology</b></p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3. The world around us is full of living things which depend on each other for survival.</p> <p><b>Expressive Arts</b></p> <p>The following statements of what matters are explored:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p><b>Humanities</b></p> <p>The following statements of what matters are explored:</p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p> |

# The National Curriculum Outdoors: Year 4 Maths

| <p>The National Curriculum Outdoors: Year 4</p> <p>Topic coverage</p>  | <p>How does this link to the Curriculum for Wales?</p> <p>Mathematics and Numeracy</p>   | <p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>  |
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| <p>Lesson 1: Compare and classify geometric shapes based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size.<br/>Identify lines of symmetry in 2D shapes presented in different orientations.</p> <p>Lesson 2: Compare and classify geometric shapes based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size.<br/>Identify lines of symmetry in 2D shapes presented in different orientations</p> <p>Lesson 3: Compare and classify geometric shapes based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size.<br/>Identify lines of symmetry in 2D shapes presented in different orientations.</p> <p>Lesson 4: Complete a simple symmetric figure with respect to a specific line of symmetry.<br/>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Lesson 5: Complete a simple symmetric figure with respect to a specific line of symmetry.<br/>Identify acute and obtuse angles and compare and order angles up to two right angles by size.<br/>Identify acute and obtuse angles and compare and order angles.</p> <p>Lesson 6: Identify lines of symmetry in 2D shapes presented in different orientations.<br/>Make 3D shapes using modelling materials.</p> | <p>The following statements of what matters are explored:</p> <p>2. Algebra uses symbol systems to express the structure of mathematical relationships.</p> <p>3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p> | <p><b>Expressive Arts</b></p> <p>The following statements of what matters are explored:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> <p><b>Health and Wellbeing</b></p> <p>The following statements of what matters are explored:</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p> <p><b>Language, Literacy and Communication</b></p> <p>The following statements of what matters are explored:</p> <p>2. Understanding languages is key to understanding the world around us. Science and Technology</p> <p><b>The following statements of what matters are explored:</b></p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3. The world around us is full of living things which depend on each other for survival.</p> |

# The National Curriculum Outdoors: Year 4 Science

| <p>The National Curriculum Outdoors: Year 4</p> <p>Topic coverage</p>  | <p>How does this link to the Curriculum for Wales?</p> <p>Science and Technology</p>  | <p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>   |
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| <p>Lesson 1: Compare and group materials together according to whether they are solids, liquids or gases.</p> <p>Lesson 2: Observe that some materials can change state when they are heated, and measure the temperature at which this happens in degrees Celsius.</p> <p>Lesson 3: Observe that some materials can change state when they are heated and cooled, and measure the temperature at which this happens in degrees Celsius.</p> <p>Lesson 4: Identify the part played by evaporation and condensation in the water cycle.</p> <p>Lesson 5: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Lesson 6: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>The following statements of what matters are covered:</p> <p>1: Being curious and searching for answers is essential to understanding and predicting phenomena.</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>4. Matter and the way it behaves defines our universe and shapes our lives.</p> <p>5. Forces and energy provide a foundation for understanding our universe.</p> | <p><b>Humanities</b></p> <p>The following statements of what matters are covered:</p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p><b>Expressive Arts</b></p> <p>The following statements of what matters are covered:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> |

# The National Curriculum Outdoors: Year 4 Geography

| <p>The National Curriculum Outdoors: Year 4</p> <p>Topic coverage</p>   | <p>How does this link to the Curriculum for Wales?</p> <p>Humanities</p>   | <p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>  |
|---|--|--|
| <p>Lesson 1: Use fieldwork to observe human and physical features in the local area using maps and plans.</p> <p>Lesson 2: Use maps to focus on Europe (countries and major cities).<br/>Use maps, atlases, globes and digital/computer mapping to locate countries.<br/>Use fieldwork to observe human and physical features in the local area.</p> <p>Lesson 3: Use maps to focus on Europe (countries and major cities).<br/>Use maps, atlases, globes and digital/computer mapping to locate countries.<br/>Use fieldwork to observe human and physical features in the local area.</p> <p>Lesson 4: Name and locate counties and cities of the United Kingdom.<br/>Use fieldwork to observe human and physical features in the local area.</p> <p>Lesson 5: Name and locate counties and cities of the United Kingdom.<br/>Use fieldwork to observe human and physical features in the local area.</p> <p>Lesson 6: Name and locate counties and cities of the United Kingdom.<br/>Use fieldwork to observe human and physical features in the local area.</p> | <p>The following statements of what matters are explored:</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>Special considerations:</p> <p>Equip learners with the skills to question, use and analyse maps, images, and Geographical Information Systems.</p> | <p><b>Health and Wellbeing</b></p> <p>The following statements of what matters are explored:</p> <p>1: Developing physical health and well-being has lifelong benefits.</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p> |

# The National Curriculum Outdoors: Year 4 History

| <p>The National Curriculum Outdoors: Year 4</p> <p>Topic coverage</p>  | <p>How does this link to the Curriculum for Wales?</p> <p>Humanities</p>  | <p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>   |
|--|---|---|
| <p>Lesson 1: Develop a chronologically secure knowledge and understanding of British and local history relating to significant events in World War 2.</p> <p>Lesson 2: Devise historically valid questions about change, cause, similarity, difference and significance relating to events that happened during World War 2.</p> <p>Lesson 3: Devise historically valid questions about change, cause, similarity, difference and significance relating to events that happened during World War 2</p> <p>Lesson 4: Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Lesson 5: Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Lesson 6: Study an aspect of British history that extends pupils' chronological knowledge beyond 1066 and is a significant turning point in British history.</p> | <p>The following statements of what matters are explored:</p> <p>1. Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.</p> <p>2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>4: Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>Special considerations:</p> <p>Develop historical interpretation understanding and source-based skills.</p> | <p><b>Science and Technology</b></p> <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3. The world around us is full of living things which depend on each other for survival.</p> <p><b>Language, Literacy and Communication</b></p> <p>The following statements of what matters are explored:</p> <p>2. Understanding languages is key to understanding the world around us.</p> <p>4: Literature fires imagination and inspires creativity.</p> <p><b>Health and Wellbeing</b></p> <p>The following statements of what matters are explored:</p> <p>1: Developing physical health and well-being has lifelong benefits.</p> <p>2: How we process and respond to our experiences affects our mental health and emotional well-being.</p> |

# The National Curriculum Outdoors: Year 4 Art and Design

| <p>The National Curriculum Outdoors: Year 4</p> <p>Topic coverage</p>  | <p>How does this link to the Curriculum for Wales?</p> <p>Expressive Arts</p>  | <p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>  |
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| <p>Lesson 1: To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>To learn about great artists in history.</p> <p>Lesson 2: To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Lesson 3: To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, with a range of materials</p> <p>Lesson 4: To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>To learn about great artists in history.</p> <p>Lesson 5: To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>To learn about great artists in history.</p> <p>Lesson 6: To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> | <p>The following statements of what matters are explored:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> | <p><b>Mathematics and Numeracy</b></p> <p>The following statements of what matters are explored:</p> <p>3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p> <p><b>Humanities</b></p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p><b>Science and Technology</b></p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3. The world around us is full of living things which depend on each other for survival.</p> <p><b>Health and Wellbeing</b></p> <p>2: How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p><b>Language, Literacy and Communication</b></p> <p>The following statements of what matters are explored:</p> <p>2. Understanding languages is key to understanding the world around us.</p> |

# The National Curriculum Outdoors: Year 4 Design and Technology

| <p>The National Curriculum Outdoors: Year 4</p> <p>Topic coverage</p>  | <p>How does this link to the Curriculum for Wales?</p> <p>Science and Technology</p>   | <p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>   |
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| <p>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>Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes (begin to use cross-sectional drawings and computer-aided design).</p> <p>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, according to their functional properties and aesthetic qualities.</p> <p>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>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> | <p>The following statements of what matters are explored:</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3. The world around us is full of living things which depend on each other for survival.</p> <p>4. Matter and the way it behaves defines our universe and shapes our lives.</p> <p>5. Forces and energy provide a foundation for understanding our universe.</p> | <p><b>Health and Wellbeing</b></p> <p>The following statements of what matters are explored:</p> <p>1: Developing physical health and well-being has lifelong benefits.</p> <p>3: Our decision-making impacts on the quality of our lives and the lives of others.</p> <p><b>Expressive Arts</b></p> <p>The following statements of what matters are explored:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> |



# The National Curriculum Outdoors: Year 4 French

| <p>The National Curriculum Outdoors: Year 4</p> <p>Topic coverage</p>  | <p>How does this link to the Curriculum for Wales?</p> <p>Science and Technology</p>   | <p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>  |
|--|--|--|
| <p>Lesson 1: Listen attentively to spoken language and show understanding by joining in and responding.<br/>Begin to engage in conversations, ask and answer questions, express opinions and respond to those of others, and see clarification and help.<br/>Begin to speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Lesson 2: Listen attentively to spoken language and show understanding by joining in and responding.<br/>Begin to speak in sentences, using familiar vocabulary, phrases and basic language structures.<br/>Describe people, places, things and actions orally.</p> <p>Lesson 3 – 6: Listen attentively to spoken language and show understanding by joining in and responding.<br/>Present ideas and information orally.<br/>Begin to speak in sentences, using familiar vocabulary, phrases and basic language structures.<br/>Describe people, places, things and actions orally.<br/>Begin to understand basic French grammar, including feminine and masculine genders, key features and patterns of the language and how to apply these – for instance, to build sentences – and how these differ from or are similar to English.</p> | <p>The following statements of what matters are explored:</p> <ol style="list-style-type: none"> <li>1. Languages connect us.</li> <li>2. Understanding languages is key to understanding the world around us.</li> </ol> <p><b>International Languages</b></p> <ol style="list-style-type: none"> <li>3: Expressing ourselves through languages is key to communication.</li> </ol> | <p><b>Science and Technology</b></p> <p>The following statements of what matters are explored:</p> <ol style="list-style-type: none"> <li>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</li> <li>3: The world around us is full of living things which depend on each other for survival.</li> </ol> <p><b>Humanities</b></p> <p>The following statements of what matters are explored:</p> <ol style="list-style-type: none"> <li>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</li> </ol> <p><b>Expressive Arts</b></p> <p>The following statements of what matters are explored:</p> <ol style="list-style-type: none"> <li>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</li> </ol> |

# The National Curriculum Outdoors: Year 4 Music

| <p>The National Curriculum Outdoors: Year 4</p> <p>Topic coverage</p>   | <p>How does this link to the Curriculum for Wales?</p> <p>Language, Literacy and Communication</p>   | <p>How does this link to the Curriculum for Wales?</p> <p>Other subject areas</p>  |
|---|--|--|
| <p>The series of progressions across Key stage 2 music all address the following curriculum content: 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 interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> | <p>The following statements of what matters are explored:</p> <p>1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> | <p><b>Humanities</b></p> <p>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p><b>Science and Technology</b></p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>5. Forces and energy provide a foundation for understanding our universe.</p> |

# The National Curriculum Outdoors: Year 4 Religious Education

| The National Curriculum Outdoors: Year 4  | How does this link to the Curriculum for Wales?  | How does this link to the Curriculum for Wales?   |
|---|--|---|
| Topic coverage  | Humanities   | Other subject areas   |
| <p>The lessons in this unit cover the following:</p> <p>A: Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p> <p>B: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.</p> <p>C: Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</p> | <p>The following statements of what matters are explored:</p> <p>2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</p> <p>3: Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>4. Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>5. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</p> <p>Special considerations:</p> <p>Develop rich contexts for exploring the concepts of identity, belonging, relationships, community, cynefin, diversity, pluralism and interconnectedness which can enable learners to gain a sense of self and develop spirituality.</p> <p>Provide rich contexts for engaging with concepts of belief, faith, truth, purpose, meaning.</p> | <p><b>Science and Technology</b></p> <p>The following statements of what matters are explored:</p> <p>1: Being curious and searching for answers is essential to understanding and predicting phenomena.</p> <p>2: Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>3. The world around us is full of living things which depend on each other for survival.</p> <p><b>Language, Literacy and Communication</b></p> <p>The following statements of what matters are explored:</p> <p>2: Understanding languages is key to understanding the world around us.</p> <p>3: Expressing ourselves through languages is key to communication.</p> <p>4: Literature fires imagination and inspires creativity.</p> <p><b>Health and Wellbeing</b></p> <p>The following statements of what matters are explored:</p> <p>2: How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>5. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</p> <p><b>Expressive Arts</b></p> <p>The following statements of what matters are explored:</p> <p>3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p> |