Manor Park First School Year 4 Curriculum Map: Spring 2, Science and History

Week	1 19.02.24	2 26.02.24	3 04.03.24	4 11.03.24	5 18.03.24	6 25.03.24
Other		HT in for concert practise Parents evening Tues 27th 3:30-6 Weds 28th 4-7	7th World Book Day The Matilda Effect	12th Concert rehearsal morning and performance evening 14th Tag Rugby festival	Hooke Court residential 18th, 19th and 20th.	27th Easter Service 29th Good Friday
Handwriting focus	Purple phase joins: ow, ie, ea, ou	Purple phase joins: ch, ey, ture, dge	Purple phase joins: ge, mb, kn, gn	Purple phase joins: st, se, wr, al	Purple phase joins: ere, ear, are, oor	Purple phase joins: our, oar, ore, augh
SPAG Pip & Pap Additional grammar work:	Purple phase: 1. adjectives (ENP) 2. conjunctions 3. 4. 5.	Purple phase: ???? 1. 2. 3.	Purple phase: ???? 1. 2. 3.	Purple phase: ???? 1. 2. 3.	Purple phase: ???? 1. 2. 3.	Purple phase: ???? 1. 2. 3.
Guided Reading	Pip & Pap:Green Stage 2: Stage 3: Stage 4: Stage 5:	Pip & Pap: Green Stage 2: Stage 3: Stage 4: Stage 5:	Pip & Pap:Green Stage 2: Stage 3: Stage 4: Stage 5:	Pip & Pap:Green Stage 2: Stage 3: Stage 4: Stage 5:	Pip & Pap:Green Stage 2: Stage 3: Stage 4: Stage 5:	Pip & Pap:Green Stage 2: Stage 3: Stage 4: Stage 5:
English	**Fiction:** Beowulf **Writing Outcome:** Write sections of narratives focusing on the characters. Develop "Show rather than tell" technique. Use imaginative and relevant vocabulary.	**Fiction:** Beowulf **Writing Outcome:** Write sections of narratives focusing on the setting. Develop "Show rather than tell" technique. Use imaginative and relevant vocabulary.	**Fiction:** Beowulf **Writing Outcome**: Understand the key features of a myth. Write their own myth using key features and detailed character and setting descriptions.		**Non-Fiction:** Beowulf **Writing outcome:** Understand the key features of a persuasive letter and use this knowledge to write a persuasive letter to King Hrothgar to fight Grendel.	
	Use paragraphs for change in action, setting and time. Paragraphs have a relevant opening.		Use paragraphs for change in action, setting and time. Paragraphs have a relevant opening.		Use "Tricks of the Trade" for a given style to ensure that the style of writing is evident (persuasive devices). Use a follow up sentence to elaborate on most points.	

	Start to use a variety of sentence types eg. simple, compound, complex, relative Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases.		Start to use a variety of sentence types eg. simple, compound, complex, relative Develop ideas with some imaginative detail. Expanded noun phrases with prepositional phrases.		Embed to use parts of PEE
Maths	Multiplication and division			Fluency / retrieval / fluency	
Science: Animals including humans					
History: Anglo Saxons					
PSHE	Theme: Healthy me Friendship groups and feeling involved	Theme: Healthy me Our place in friendship groups and impact on that group	Theme: Healthy me Facts about smoking and vaping including peer pressure	Theme: Healthy me Facts about alcohol including peer pressure	Theme: Healthy me Feelings associated with peer pressure and how to develop strategies to resist if needed	Theme: Healthy me To have a clear sense of right and wrong and develop inner strength
R.E	Salvation Why do Christian believe God Friday was good? Events of Holy Week	Salvation Why do Christian believe God Friday was good? Mary's story through Holy Week	Salvation Why do Christian believe God Friday was good? Good Friday's part in the Big story	Salvation Why do Christian believe God Friday was good? Christians today and the Easter story – What would Christians tell others about Salvation?	Salvation Why do Christian believe God Friday was good? Holy week through art	Salvation Why do Christian believe God Friday was good? How Christians mark Easter in the church community

Computing: Online Safety	Rings of responsibility	Password power up	This is me	Our digital citizenship pledge	The power of words	Is seeing believing?
	To be able to: ● Examine both online and in-person responsibilities. ● Describe the "Rings of Responsibility" as a way to think about how our behaviour affects ourselves and others. ● Identify examples of online responsibilities to others.	To be able to: ● Define the term "password" and describe its purpose. ● Understand why a strong password is important. ● Practise creating a memorable and strong password.	To be able to: ● Consider how posting selfies or other images will lead others to make assumptions about them. ● Reflect on the most important parts of their unique identities. ● Identify ways they can post online to best reflect who they are.	To be able to: ● Define what a community is, both in person and online. ● Explain how having norms helps people in a community achieve their goals. ● Create and pledge to adhere to shared norms for being in an online community.	To be able to: ● Understand that it's important to think about the words we use, because everyone interprets things differently. ● Identify ways to respond to mean words online, using S-T-O-P. ● Decide what kinds of statements are OK to say online and which are not.	To be able to: ● Recognise that photos and videos can be altered digitally. ● Identify different reasons why someone might alter a photo or video. ● Analyse altered photos and videos to try to determine why.
Music	Concert practise	Concert practise with HT	Concert practise	Concert practise and show		
Modern Foreign Languages French	To be able to combine adjectives and nouns to describe faces	To be able to combine adjectives and nouns to describe faces	To be able to learn the nouns for parts of the body	To be able to learn the nouns for parts of the body	To be able to design and describe a monster picture	Revisit the language covered so far
PE	???: with a PH Sports coach. ??: ????	???: with a PH Sports coach. ??: ????	???: with a PH Sports coach. ??: ????	???: with a PH Sports coach. ??: ????	???: with a PH Sports coach. ??: ????	???: with a PH Sports coach. ??: ????