
















Manor Park First School Year 4 Curriculum Map: Spring 1, [Geography and Art](#)

Week	1 01.01.24	2 08.01.24	3 15.01.24	4 22.01.24	5 29.01.24	6 05.02.24
<a href="#">Handwriting focus</a>	cursive letter v cursive letter w	cursive letter n cursive letter m	cursive letter h cursive letter b	cursive letter p cursive letter u	cursive letter i cursive letter y	cursive letter f cursive letter k
SPAG <a href="#">Pip &amp; Pop</a>	<b>Purple phase</b> 17. /m/ 18. /n/ 19. /s/	<b>Purple phase</b> 20. /s/ & /z/ 21. /r/ 22. /u/	<b>Purple phase</b> Assessment 3 23. /ar/ 24. /eer/	<b>Purple phase</b> 25. /air/ 26. /or/ 27. /or/	<b>Purple phase</b> 28. /or/ 29. /ur/ 30. /sh/ & /zh/	<b>Purple phase</b> 31. /zh/ 32. /oo/ 33. Earth words
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>					
<b>Guided Reading</b>	Wildlife - Stage 4 loss of habitat - Stage 3 Rainforest tree - Stage 2 Doc's job - pink phase					
<b>English</b>	<p><b>Fiction</b></p> <p><u>Text focus:</u> The Great Kapok Tree (Lynne Cherry)</p> <p><u>Fiction:</u> Setting description (Rainforest)</p> <p><b>Writing Outcome</b> Write your own description of a great tree setting using the wow features discussed in class.</p>	<p><b>Fiction</b></p> <p><u>Text focus:</u> The Great Kapok Tree (Lynne Cherry)</p> <p><u>Fiction:</u> follow-on narrative</p> <p><b>Writing Outcome</b> Children will write the next part of the story, to describe what happens after the man leaves the forest. The narrative will be written as a third person narrative in the style of the rest of the book. · Through shared writing, model how <b>to balance narrative and dialogue to continue the story.</b></p>	<p><b>Fiction</b></p> <p><u>Text focus:</u> The Great Kapok Tree (Lynne Cherry)</p> <p><u>Fiction:</u> follow on narrative</p> <p><b>Writing Outcome</b> Children will write the next part of the story, to describe what happens after the man leaves the forest. The narrative will be written as a third person narrative in the style of the rest of the book. · Through shared writing, model how <b>to balance narrative and dialogue to continue the story.</b></p>	<p><b>Non-Fiction</b></p> <p><u>Text focus:</u> The Great Kapok Tree (Lynne Cherry)</p> <p><u>Non-Fiction:</u> Persuasive Writing</p> <p><b>Writing Outcome</b> Write a persuasive letter to the president of Brazil why we need to look after the rainforest.</p>	<p><b>Non-Fiction:</b></p> <p><u>Text focus:</u> The Great Kapok Tree (Lynne Cherry)</p> <p><u>Non-Fiction:</u> Persuasive Writing</p> <p><b>Writing Outcome:</b> Write a persuasive letter to the president of Brazil why we need to look after the rainforest.</p>	<p><b>Non-Fiction:</b></p> <p><u>Text focus:</u> The Great Kapok Tree (Lynne Cherry)</p> <p><u>Non-Fiction:</u> Information text</p> <p><b>Writing Outcome:</b> Children will be writing an information text based on their topic knowledge.</p>
	I develop my ideas with some imaginative detail.	My writing suggests insight into character development through describing how characters look, react, talk or behave.	My writing suggests insight into character development through describing how characters look, react, talk or behave.	I am using "Tricks of the Trade" for a given style to ensure that the style of writing is evident.	I am using "Tricks of the Trade" for a given style to ensure that the style of writing is evident.	My paragraphs have a relevant opening. 

	 expanded noun phrases with prepositional phrases.  I am starting to use simile, personification, metaphors and alliteration effectively.    I can use the four senses to describe a setting.  	  (balance between narrative and dialogue)  I can use and punctuate direct speech.  	  (balance between narrative and dialogue)  I can use and punctuate direct speech.  	  (persuasive devices)  I am starting to use a follow up sentence to elaborate on most points.    Starting to use parts of PEE structures: 	  (persuasive devices)  I am starting to use a follow up sentence to elaborate on most points.    Starting to use parts of PEE structures: 	In non-fiction: I can write a clear introduction, followed by logical points, drawing to a defined conclusion.  
<b>Maths</b>	<b>Addition and subtraction</b> <ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul>	<b>Geometry</b> <ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>identify lines of symmetry in 2-D shapes presented in different orientations.</li> </ul>		<b>Measurement (time)</b> <ul style="list-style-type: none"> <li>read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> <li>convert between different units of measure [for example, hour to minute]</li> </ul>		
<b>Geography</b>						
<b>Art</b>						
<b>PSHE</b>	<b>Theme: Dreams and Goals</b>  Hopes and dreams: I can tell you about some of my hopes and dreams	<b>Theme: Dreams and Goals</b>  Broken dreams: I understand that sometimes hopes and dreams do not come true and that this can hurt	<b>Theme: Dreams and Goals</b>  Overcoming disappointment: I know that reflecting on positive and happy experiences can help me to	<b>Theme: Dreams and Goals</b>  Creating new dreams: I know how to make a new plan and set new goals even if I have been disappointed	<b>Theme: Dreams and Goals</b>  Achieving goals: I know how to work out the steps to take to achieve a goal, and can do this	<b>Theme: Dreams and Goals</b>  We did it! (assessment) I can identify the contributions made by myself and others to the group

			counteract disappointment		successfully as part of a group	achievement
<a href="#">R.E</a>	<b>Judaism</b> To be able to correctly name different objects in a synagogue and explain their purpose	<b>Judaism</b> To be able to explain why the Torah is special to the Jewish people	<b>Judaism</b> To be able to describe how a mezuzah used in Jewish homes and why	<b>Judaism</b> To be able to describe how a mezuzah is used in Jewish homes and why	<b>Judaism</b> To be able to describe the practise of Bar/ Bat Mitzvah	<b>Judaism: assessment</b>
<b>Computing</b>	To identify that sound can be recorded <ul style="list-style-type: none"> <li>I can identify the input and output devices used to record and play sound</li> <li>I can use a computer to record audio</li> <li>I can explain that the person who records the sound can say who is allowed to use it</li> </ul>	To explain that audio recordings can be edited <ul style="list-style-type: none"> <li>I can re-record my voice to improve my recording</li> <li>I can inspect the soundwave view to know where to trim my recording</li> <li>I can discuss what sounds can be added to a podcast</li> </ul>	To recognise the different parts of creating a podcast project <ul style="list-style-type: none"> <li>I can explain how sounds can be combined to make a podcast more engaging</li> <li>I can save my project so the different parts remain editable</li> <li>I can plan appropriate content for a podcast</li> </ul>	To apply audio editing skills independently <ul style="list-style-type: none"> <li>I can record content following my plan</li> <li>I can review the quality of my recordings</li> <li>I can improve my voice recordings</li> </ul>	To combine audio to enhance my podcast project <ul style="list-style-type: none"> <li>I can open my project to continue working on it</li> <li>I can arrange multiple sounds to create the effect I want</li> <li>I can explain the difference between saving a project and exporting an audio file</li> </ul>	To evaluate the effective use of audio <ul style="list-style-type: none"> <li>I can listen to an audio recording to identify its strengths</li> <li>I can suggest improvements to an audio recording</li> <li>I can choose appropriate edits to improve my podcast</li> </ul>
<b>Music</b>		<b>DASP Concert Practise</b>		<b>DASP Concert Practise</b>		<b>DASP Concert Practise</b>
<b>Modern Foreign Languages</b> <a href="#">French</a>	To learn the words for key shapes	To combine colour and other adjectives with shapes	To learn how to describe where things are in a picture	To use the language to describe pictures	To create own picture and description	To learn the nouns for parts of the face
<a href="#">PE</a>	<b>Dance:</b> with a PH Sports coach.  <b>Yoga:</b> To be able to explore connecting breath and movement.	<b>Dance:</b> with a PH Sports coach.  <b>Yoga:</b> To be able to explore new yoga poses and begin to connect them.	<b>Dance:</b> with a PH Sports coach.  <b>Yoga:</b> To be able to explore gratitude when remembering and repeating a yoga flow.	<b>Dance:</b> with a PH Sports coach.  <b>Yoga:</b> To be able to develop flexibility and strength in a positive summer flow.	<b>Dance:</b> with a PH Sports coach.  <b>Yoga:</b> To be able to develop flexibility and wellbeing in an individual yoga flow.	<b>Dance:</b> with a PH Sports coach.  <b>Yoga:</b> To be able to develop confidence and strength through arm balances.