
















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

Week	1 06.01.25	2 13.01.25	3 20.01.25	4 27.01.25	5 3.2.25	6 10.02.25
handwriting focus	<ul style="list-style-type: none"> • 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 • 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]. 					
Guided Reading	<p>To identify new words and their meaning</p> <p>To retrieve and record information</p> <p>To justify inferences from the text</p>	<p>To identify new words and their meaning</p> <p>To retrieve and record information</p> <p>To justify inferences from the text</p>	<p>To identify new words and their meaning</p> <p>To retrieve and record information</p> <p>To justify inferences from the text</p>	<p>To identify new words and their meaning</p> <p>To retrieve and record information</p> <p>To justify inferences from the text</p>	<p>To identify new words and their meaning</p> <p>To retrieve and record information</p> <p>To justify inferences from the text</p>	<p>To identify new words and their meaning</p> <p>To retrieve and record information</p> <p>To justify inferences from the text</p>
English	<p><u>Fiction</u></p> <p><u>Text focus:</u> The Great Kapok Tree (Lynne Cherry)</p> <p><u>Fiction:</u> Setting description (Rainforest)</p> <p><u>Writing Outcome</u> Write your own description of a great tree setting using the wow features discussed in class.</p>	<p><u>Fiction</u></p> <p><u>Text focus:</u> The Great Kapok Tree (Lynne Cherry)</p> <p><u>Fiction:</u> follow-on narrative</p> <p><u>Writing Outcome</u> 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 to balance narrative and dialogue to continue the story.</p>	<p><u>Fiction</u></p> <p><u>Text focus:</u> The Great Kapok Tree (Lynne Cherry)</p> <p><u>Fiction:</u> follow on narrative</p> <p><u>Writing Outcome</u> 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 to balance narrative and dialogue to continue the story.</p>	<p><u>Non-Fiction:</u></p> <p><u>Text focus:</u> The Great Kapok Tree (Lynne Cherry)</p> <p><u>Non-Fiction:</u> Information text</p> <p><u>Writing Outcome:</u> Children will be writing an information text based on their topic knowledge.</p>	<p><u>Non-Fiction:</u></p> <p><u>Text focus:</u> The Great Kapok Tree (Lynne Cherry)</p> <p><u>Non-Fiction:</u> Persuasive Writing</p> <p><u>Writing Outcome:</u> Write a persuasive letter to the president of Brazil why we need to look after the rainforest.</p>	<p><u>Non-Fiction:</u></p> <p><u>Text focus:</u> The Great Kapok Tree (Lynne Cherry)</p> <p><u>Non-Fiction:</u> Persuasive Writing</p> <p><u>Writing Outcome:</u> Write a persuasive letter to the president of Brazil why we need to look after the rainforest</p>
	<p>I develop my ideas with some imaginative detail.</p>  <p>expanded noun phrases with prepositional phrases.</p> <p>I am starting to use simile, personification, metaphors and alliteration effectively.</p>	<p>My writing suggests insight into character development through describing how characters look, react, talk or behave.</p> 	<p>My writing suggests insight into character development through describing how characters look, react, talk or behave.</p> 	<p>I am using “Tricks of the Trade” for a given style to ensure that the style of writing is evident.</p>  <p>(persuasive devices)</p>	<p>I am using “Tricks of the Trade” for a given style to ensure that the style of writing is evident.</p>  <p>(persuasive devices)</p>	<p>My paragraphs have a relevant opening.</p>  <p>In non-fiction: I can write a clear introduction, followed by logical points, drawing to a defined conclusion.</p>

	 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. 	I am starting to use a follow up sentence to elaborate on most points.  Starting to use parts of PEE structures: 	I am starting to use a follow up sentence to elaborate on most points.  Starting to use parts of PEE structures: 		
Maths	Addition and subtraction <ul style="list-style-type: none"> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 		Geometry <ul style="list-style-type: none"> 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 identify lines of symmetry in 2-D shapes presented in different orientations. 		Measurement (time) <ul style="list-style-type: none"> read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days convert between different units of measure [for example, hour to minute] 		
Geography	<ul style="list-style-type: none"> To indicate different climate zones (tropical, temperate and polar), and describe their characteristics Name countries where rainforests are found describe the location of rainforests (near the equator) 	<ul style="list-style-type: none"> Label the four rainforest layers and describe each climate To be able to talk about the animals and plants found in each layer of the rainforest 	<ul style="list-style-type: none"> To understand and explain deforestation along with the issues surrounding it 				
Art				<ul style="list-style-type: none"> Become an independent Artist Vary the thickness of lines when sketching and painting Build up layers of colour Work on top of a background Variety of line strokes (free-flowing, sweeping, broken, faint & hard) Select an appropriate brush size and type Mix and match colours 			
PSHE	Theme: Dreams and Goals Hopes and dreams: I can tell you about some of my hopes and dreams	Theme: Dreams and Goals Broken dreams: I understand that sometimes hopes and	Theme: Dreams and Goals Overcoming disappointment: I know that reflecting on positive and happy experiences	Theme: Dreams and Goals Creating new dreams: I know how to make a new plan and set new goals even if I have been	Theme: Dreams and Goals Achieving goals: I know how to work out the steps to take to achieve a goal, and can do this	Theme: Dreams and Goals We did it! (assessment) I can identify the contributions made	

		dreams do not come true and that this can hurt	can help me to counteract disappointment	disappointed	successfully as part of a group	by myself and others to the group achievement
R.E	People of God What is it like to follow God?	People of God What is it like to follow God?	People of God What is it like to follow God?	People of God What is it like to follow God?	Gospel What kind of world did Jesus want?	Gospel What kind of world did Jesus want?
Computing	To identify that accuracy in programming is important I can program a computer by typing commands I can explain the effect of changing a value of a command I can create a code snippet for a given purpose	To create a program in a text-based language I can use a template to draw what I want my program to do I can write an algorithm to produce a given outcome I can test my algorithm in a text-based language	To explain what 'repeat' means I can identify repetition in everyday tasks I can identify patterns in a sequence I can use a count-controlled loop to produce a given outcome	To modify a count-controlled loop to produce a given outcome I can identify the effect of changing the number of times a task is repeated I can predict the outcome of a program containing a count-controlled loop I can choose which values to change in a loop	To decompose a task into small steps I can identify 'chunks' of actions in the real world I can use a procedure in a program I can explain that a computer can repeatedly call a procedure	To create a program that uses count-controlled loops to produce a given outcome I can design a program that includes count-controlled loops I can make use of my design to write a program I can develop my program by debugging it
Music		DASP Concert Practise		DASP Concert Practise		DASP Concert Practise
Modern Foreign Languages French	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
PE	Dance: with a PH Sports coach. Netball: To develop passing and moving and play within the footwork rule.	Dance: with a PH Sports coach. Netball: To use a variety of passess to move towards a goal.	Dance: with a PH Sports coach. Netball: To develop movement skills to lose a defender.	Dance: with a PH Sports coach. Netball: To defend an opponent and try to win the ball.	Dance: with a PH Sports coach. Netball: To develop the shooting action.	Dance: with a PH Sports coach. Netball: To apply skills and knowledge to play games using netball rules.