



# Girton Glebe Primary School Curriculum Precis

Y3/4

Lime Class

Autumn Term 1 - 2017

<p><b>English:</b> In literacy we will be reading <i>Wave Me Goodbye</i> by Jacqueline Wilson and <i>The Lion and the Unicorn</i> by Shirley Hughes. The children will retell the story of the main character or write their story in role as if they are the evacuee.</p> <p><b>Opportunities for writing will also include:</b></p> <ul style="list-style-type: none"> <li>• Letter writing to or from evacuees, troops or land girls</li> <li>• Instructions – recipes WW2 cookery.</li> <li>• Lists for suitcases (troops, evacuees) ingredients for recipes (rationing!)</li> <li>• Book/chapter reviews.</li> <li>• Character profiles.</li> <li>• Persuasion texts – advertisements (Anderson Shelters) and propaganda posters (evacuation, grow your own, land girls, join up).</li> <li>• Recounts, diaries.</li> </ul>	<p style="text-align: center;"><b>Topic Title &amp; Learning Hook:</b> <b>Battle of Britain</b></p> <p><b>Class notices:</b></p> <ul style="list-style-type: none"> <li>• PE will be on a Thursday and a Friday. Your child will need outdoor PE kit and please remember to remove earrings.</li> <li>• Homework is given out on a Friday and due in on the following Tuesday.</li> <li>• New spellings are given out on a Friday and tested the following Friday. Please practise the spelling pattern and encourage your child to look for other words which fit the pattern.</li> <li>• We strongly encourage reading at home and would ask for this to be recorded in the reading records so that it can be celebrated. We will visit the library weekly when your child can choose a library book. He /she will also have a guided reading book.</li> </ul>	<p><b>Maths:</b> In Maths we will be focusing on place value, addition and subtraction.</p> <p><a href="#">Place Value</a></p> <ul style="list-style-type: none"> <li>• Counting in multiples of 3, 4, 6, 7, and 50.</li> <li>• Find 10, 100 and 1000 more and less than a given number.</li> <li>• Recognise the place value of each digit in a 4 digit number (thousands, hundreds, tens and ones).</li> <li>• Identify, represent and estimate numbers using different representations.</li> <li>• Order and compare numbers beyond 1000.</li> <li>• Round any number to the nearest 10, 100 or 1000.</li> <li>• Solve number and practical problems using place value.</li> </ul> <p><a href="#">Addition and Subtraction</a></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers with up to 4 digits using the formal.</li> <li>• Choosing written methods of columnar addition and subtraction, jottings or mental methods where appropriate and explaining our choices.</li> <li>• Estimate and use inverse operations to check answers to a calculation.</li> <li>• Solve problems using addition and subtraction.</li> </ul>
--	--	---



<p><b>ART/DT:</b>  <b>In Art we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Experiment with variations in tone and make marks using a range of media.</li> <li>• Use sketchbooks to collect and record visual information from different sources.</li> <li>• Confidently control the types of marks made and experiment with different effects and textures.</li> </ul> <p><b>In DT we will be:</b>  <b>Learning to use tools safely:</b></p> <ul style="list-style-type: none"> <li>• Building models, structures (Anderson shelter, gas mask box).</li> <li>• Cutting materials (scissors, stanley knife).</li> <li>• Measuring using a ruler (cms).</li> <li>• Designing a WW2 Garden.</li> </ul> <p><b>Learning to work hygienically:</b></p> <ul style="list-style-type: none"> <li>• Following a recipe.</li> <li>• Writing a recipe.</li> <li>• Measuring amounts (mls, grams).</li> <li>• Reading scales.</li> </ul> <p>NB: Children will be made aware of imperial measures but develop their own skills in accordance with 2014 NC.</p>	<p><b>PE:</b>          It is outdoor PE this half term and children will be playing tennis and invasion games.  <b>In Games: striking and fielding or invasion we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Experience small-sided and modified competitive net, striking/fielding and invasion games.</li> <li>• Use simple tactics; apply simple rules and conventions.</li> <li>• Develop into making up small-sided games; playing games in pairs/small groups.</li> <li>• Improve skills of travel, travel with, send chase, receive, aim, chase, dribble, avoid, dodge, attack, defend, movement into/out of space.</li> </ul>	<p><b>History:</b>          As historians we will be investigating life.  <b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Seek out and analyse a range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Use dates and terms accurately in describing events.</li> </ul> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p><b>Geography:</b>  <b>In Geography we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Read and write coordinates (for ships and planes).</li> <li>• Read, write and compare simple maps (city view, country view).</li> <li>• Read and write map keys.</li> <li>• Read and write compass directions.</li> <li>• Draw an aerial/birds eye view (plan a WW2 garden).</li> <li>• Label a European map.</li> <li>• Label counties in the United Kingdom map.</li> </ul>
<p><b>Science:</b>          As scientists we will be investigating sound.  <b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating.</li> <li>• recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>Music:</b>  <b>In Music Y3 will be:</b></p> <ul style="list-style-type: none"> <li>• Learning to hold a recorder correctly.</li> <li>• Reading music notes A and B.</li> <li>• Recognising quavers and crochets.</li> <li>• Playing a range of simple songs.</li> <li>• Keeping time with other musicians.</li> </ul> <p><b>In Music Y4 will be:</b></p> <ul style="list-style-type: none"> <li>• Learning about the purposes of song (to raise troop morale, propaganda, hymns/prayer).</li> <li>• Critically analyse lyrics.</li> <li>• Learn lyrics and sing songs to raise morale.</li> <li>• Perform for an audience.</li> <li>• Learn the terms rhythm and tempo.</li> </ul>	<p><b>R.E:</b>          This half term we will be looking at Judaism.  <b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Use the vocabulary learned in this unit to show an understanding of the importance to Jewish people of God and following the Torah. Show understanding of words like 'Shabbat', 'God', 'Torah', 'Identity' and 'Commitment.'</li> <li>• Describe the impact of Jewish beliefs about God and keeping the Sabbath day holy on people's lifestyles.</li> </ul>



<p><b>Computing:</b> In ICT we will be discussing E-Safety and using PowerPoint to create presentations.</p> <p><b>We will cover the following skills:</b></p> <ul style="list-style-type: none"><li>• Create a title slide and choose a style.</li><li>• Change the layout of a slide.</li><li>• Insert a picture/text/graph from the Internet or personal files.</li><li>• Decide upon and use effective transitions.</li></ul> <p>In addition the Year 4's will be carrying out a project using Sonic Pi with Peter Ord from Cambridgeshire Music on Monday afternoons.</p> <p><b>We will cover the following music and computing skills:</b></p> <ul style="list-style-type: none"><li>• Use of musical devices such as rhythm and melody to compose songs.</li><li>• Understanding of basic music technology terms and how to apply them.</li><li>• An understanding of code and how to use it to create music.</li><li>• Experience in operating unfamiliar ICT equipment.</li></ul>	<p><b>French:</b> As linguists</p> <p><b>We will cover the following skills:</b></p> <ul style="list-style-type: none"><li>• Greetings.</li><li>• Numbers 1—20.</li><li>• Asking answering questions about our opinions.</li><li>• Days of the week.</li></ul>	<p><b>PSHCE</b> In PSHE the children will be learning about rights, rules and responsibilities through:</p> <ul style="list-style-type: none"><li>• Understanding the difference between rights, wants and needs.</li><li>• Understanding why rules are needed at home and at school.</li><li>• Understanding how children might be democratically elected at school to represent or act on behalf of others.</li></ul>
--	--	---