



# Girton Glebe Primary School Curriculum Precis

Year 4

Maple Class

Autumn 1 - 2017

<p><b>English:</b> In literacy we will be reading <i>The Lion and the Unicorn</i> by Shirley Hughes and <i>The Suitcase Kid</i> by Jaqueline Wilson. Children will create their own evacuee character and write their own stories. We will also read information texts about evacuees and the Battle of Britain and write our own information texts.</p> <p><u>Opportunities for writing will include:</u></p> <ul style="list-style-type: none"> <li>• Using expanded noun phrases.</li> <li>• Using a range of conjunctions to write longer sentences, including: when, if, because, although.</li> <li>• Using commas after fronted adverbials.</li> <li>• Plan our writing in paragraphs organised around a theme.</li> <li>• Proof read to check for spelling and punctuation errors.</li> <li>• Re-read our own and others' writing and suggest improvements and edit our writing.</li> <li>• Discuss words and phrases that capture the readers' interest and imagination.</li> <li>• Spelling homophones and words with the ending –sure.</li> <li>• Use apostrophes and speech punctuation correctly.</li> <li>• Use the terms noun and pronoun correctly.</li> <li>• Choose nouns and pronouns carefully to aid cohesion and avoid repetition.</li> </ul>	<div style="background-color: yellow; text-align: center; padding: 5px;"> <p><b>Topic Title</b> <b>Battle of Britain</b></p> </div> <p><b>PE:</b> It is outdoor PE this half term and children will be playing tennis and games.</p> <p><u>In Games (Striking and Fielding) we will cover the following skills:</u></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><u>In tennis we will cover the following skills:</u></p> <ul style="list-style-type: none"> <li>• Backhand / forehand.</li> <li>• Rules of the game.</li> <li>• Co-ordination whilst moving.</li> </ul>	<p><b>Maths:</b> In Maths we will be focusing on place value, addition and subtraction.</p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>• Counting in multiples of 6, 7, 9, 25 and 1000.</li> <li>• Find 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> <li>• Count backwards through zero to include negative numbers.</li> <li>• Read Roman numerals to 100 and know that over time the system changed to include the concept of zero and place value.</li> </ul> <p><u>Addition and Subtraction</u></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>
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<p><b>Computing and Music:</b> In ICT we will be carrying out a project using Sonic Pi with Peter Ord from Cambridgeshire Music on Monday afternoons. <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 and PSHE:</b> As linguists <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. <b>We will cover the following skills:</b></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>	<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>ART/DT:</b> <b>We will cover the following skills:</b> In art we will be exploring Ben-Day dots, used by the pop artist Lichtenstein and the types of marks Van Gough used in his paintings. <b>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>In DT we will be baking. We will be investigating baking with sugar substitutes. <b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Research sugar substitutes and recipes using them.</li> <li>• Use good hygiene when baking.</li> <li>• Use cooking tools/ equipment safely and effectively.</li> <li>• Understand that food is grown, reared and caught in the UK and the wider world.</li> </ul>	<p><b>Class notices:</b></p> <ul style="list-style-type: none"> <li>• PE will be on a Monday and a Wednesday. 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 on Wednesdays when your child can choose a library book. He /she will also have a guided reading book with a task to complete each week.</li> </ul>	<p><b>History:</b> As historians we will be investigating life in Britain during World War II. We will visit IWM Duxford on Wednesday 4<sup>th</sup> October dressed as evacuees. <b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Look at the evidence available</li> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Place events on a timeline.</li> <li>• Use evidence to reconstruct life in time studied.</li> <li>• Explain why children were evacuated.</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>• Use dates and terms accurately in describing events.</li> <li>• Use appropriate historical vocabulary to communicate:: dates, time period, era, chronology, continuity, change, century, decade</li> </ul>