



# Girton Glebe Primary School Curriculum Organiser

Year 3/4 (Lime Class) – Spring Term 1 2020

Key Skills	Romans				Key Knowledge
<ul style="list-style-type: none"> <li>• Use historic terms for the period studied.</li> <li>• Ask questions about historical sources.</li> <li>• Understand that some sources are primary and others are secondary and know which is which.</li> </ul>					<ul style="list-style-type: none"> <li>• To know that Romans had a society order that included slaves.</li> <li>• To understand what life was like for a slave.</li> <li>• To know that the Romans were great engineers and some of the structures they built.</li> <li>• To know that Romans worshipped lots of Gods and Goddesses.</li> <li>• To understand what life was like for people in Britain after the Roman's invaded.</li> </ul>
<ul style="list-style-type: none"> <li>• Compare and contrast life in Roman Britain with their lives today.</li> </ul>	<b>Key Vocabulary</b>				
	empire	emperor	slaves	plebians	
<ul style="list-style-type: none"> <li>• Draw conclusions about the impact Roman Britain has on our lives today.</li> </ul>	gladiator	legacy	amphitheatre	taxes	
	villa	temple	mosaic	aqueduct	



<p><b>English:</b></p> <p>In English we will be focusing on the text 'Krindlekrax' before writing explanations.</p> <p>Opportunities for writing will include:</p> <ul style="list-style-type: none"> <li>• Identifying themes and conventions in a wide range of books.</li> <li>• Drawing inferences such as inferring characters' feeling, thoughts and motives from their actions.</li> <li>• Predicting what might happen from details stated and implied.</li> <li>• Summarising parts of a text.</li> <li>• Planning their own writing by discussing writing similar to that which they are writing about.</li> <li>• Building a varied and rich vocabulary.</li> <li>• Creating settings, characters and plots using a range of descriptive devices.</li> <li>• Using simple organisational devices e.g. headings and subheadings.</li> <li>• Using fronted adverbials.</li> <li>• Using a range of causal conjunctions to show how one event leads to another.</li> <li>• Using paragraphs to organise their writing.</li> <li>• Using a dictionary to check the spelling and meaning of words as well as using a thesaurus to find synonyms and antonyms.</li> </ul>	<p><b>Science:</b></p> <p>This half term we will be focusing on 'Sound'. Over the next few weeks we will be discovering how we can hear and learning about the different qualities and features of sound.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Identifying how sounds are made, associating some of them with something vibrating.</li> <li>• Recognising that vibrations from sounds travel through a medium to the ear.</li> <li>• Finding patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Finding patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognising that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>Maths:</b></p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p><u>Year 3</u></p> <p>Number – Multiplication and Division:</p> <ul style="list-style-type: none"> <li>• Multiplying two-digit numbers by one-digit numbers using mental and formal written methods.</li> <li>• Dividing two-digit numbers by one-digit numbers using mental and formal written methods.</li> <li>• Solving problems, including missing number problems, involving multiplication and division.</li> </ul> <p>Statistics:</p> <ul style="list-style-type: none"> <li>• Interpreting and presenting data using bar charts, pictograms and tables.</li> <li>• Solving one-step and two-step problems using information presented in scaled bar charts, pictograms and tables.</li> </ul> <p><u>Year 4</u></p> <p>Number – Multiplication and division:</p> <ul style="list-style-type: none"> <li>• Multiplying up to three-digit numbers by one-digit numbers using mental and formal written methods.</li> <li>• Dividing up to three-digit by one-digit numbers using mental and formal written methods.</li> <li>• Recognising and using factor pairs.</li> <li>• Solving problems, including missing number problems, involving multiplication and division.</li> </ul> <p>Area:</p> <ul style="list-style-type: none"> <li>• Finding the area of rectilinear shapes by counting squares.</li> <li>• Estimating, comparing and calculating different measures, including money in pence and punds.</li> </ul>
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<p><b>Music:</b></p> <p>In music, we will be learning about how rivers have been portrayed in music by studying the piece 'Moldau' by Bedrich Smetana.</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> <li>• Listening to and appraising a piece of classical music.</li> <li>• Considering how we feel when listening to this music.</li> <li>• Discussing the different sounds instruments can make and how this makes us think of a river.</li> <li>• Making different sounds to create the idea of a river.</li> <li>• Composing short, simple music by ourselves and in a group.</li> </ul>		<p><b>R.E:</b></p> <p>This half term we will be looking Hinduism: Stories and Symbols. This will involve us learning some of the key stories from Hinduism and identifying some of their beliefs from the stories.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Exploring some of the beliefs Hindus have from stories and how they provide examples of how to live.</li> <li>• Learning about some of the main festivals celebrated by Hindus.</li> <li>• Finding out about stories, symbols and rituals associated with the festivals.</li> </ul>
<p><b>Computing:</b></p> <p>In ICT we will use PowerPoint to prepare presentations.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Using ICT to present information in a variety of forms.</li> <li>• Acquiring images from the internet for a purpose.</li> <li>• Using the print screen function to capture an image.</li> <li>• Selecting certain areas of the image and resizing, rotating and inverting the image.</li> <li>• Using a variety of font sizes, styles and colours.</li> <li>• Aligning text left, right and centre.</li> </ul>	<p><b>DT:</b></p> <p>As designers we will be exploring using different resources to design and then create our own Roman chariot.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Generating ideas for an item, considering its purpose and the user.</li> <li>• Making labelled drawings showing the specific features.</li> <li>• Planning how to use materials and equipment.</li> <li>• Explaining their choice of materials for the product.</li> <li>• Working safely and accurately with a range of tools.</li> <li>• Measuring, marking and assembling components.</li> <li>• Evaluating their product.</li> </ul>	<p><b>PE:</b></p> <p>In PE the children will be continuing with dance and gym units.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Improvising freely on my own and with a partner.</li> <li>• Translating ideas from a variety of stimuli into movement.</li> <li>• Comparing, adapting and developing movement motifs to create longer dances.</li> <li>• Selecting and linking gymnastic actions fluently and into longer movement phrases.</li> </ul>
<p><b>PSHE:</b></p> <p>In PSHE we will be thinking about 'working together'.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Considering how well we communicate with others.</li> <li>• Managing our feelings when working with others.</li> <li>• Planning ideas using good communication.</li> <li>• Carrying out a team challenge.</li> </ul>	<p><b>French:</b></p> <p>In French the children will be focusing on the unit 'Mon Corps'. The children will recognise ways to describe others physically and learn the names of body parts.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Building our vocabulary aurally through discussion and songs.</li> <li>• Understanding the main points from a spoken passage in French.</li> <li>• Asking and answering questions with developing pronunciation.</li> <li>• Communicating with others through the French language.</li> </ul>	<p><b>Class notices</b></p> <p><b>PE:</b> Sessions take place on Monday &amp; Thursday.</p> <p><b>PPA:</b> your child will be taught by Mrs Tate on Tuesday morning, Mrs Storer on Wednesday afternoon and Mrs Derry on Thursday.</p>

