



Girton Glebe Primary School Curriculum Organiser

Year 3&4 (Lime Class) – Spring 2 2020

Key Skills	Anglo Saxons and Vikings	Key Knowledge												
<p>Develop our chronology of events between 410- 1066AD.</p> <p>Ask and answer historical questions about changes that happened in that period.</p> <p>Gather and present information learnt.</p> <p>Draw simple conclusions about life in Anglo Saxons.</p> <p>Make comparisons to other time periods known or lived.</p>		<p>That the Anglo Saxons arrived when the Romans left.</p> <p>Where the Angles, Saxons and Jutes came from.</p> <p>What life was like in Anglo Saxon Britain.</p> <p>How the Vikings raided Britain.</p> <p>How the kings ruled Britain.</p> <p>That the Anglo Saxons were defeated by the Normans at the Battle of Hastings.</p>												
	Key Vocabulary													
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">Anglo Saxons</td> <td style="width: 25%;">Vikings</td> <td style="width: 25%;">Angles</td> <td style="width: 25%;">Saxons</td> </tr> <tr> <td>Jutes</td> <td>Runes</td> <td>Alfred the Great</td> <td>Battle of Hastings</td> </tr> <tr> <td>Raiders</td> <td>Offa's Dyke</td> <td>Invasion</td> <td>Long boat</td> </tr> </table>	Anglo Saxons	Vikings	Angles	Saxons	Jutes	Runes	Alfred the Great	Battle of Hastings	Raiders	Offa's Dyke	Invasion	Long boat	
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<p>English:</p> <p>In English we will be finishing our explanations before writing Kenning poems relating to Thor. We will then be focusing on using the dialogue in our writing through the text 'Into the Forest'.</p> <p>Opportunities for writing will include:</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feeling, thoughts and motives from their actions. • Predicting what might happen from details stated and implied. • Summarising parts of a text. • Planning their own writing by discussing writing similar to that which they are writing about. • Building a varied and rich vocabulary. • Creating settings, characters and plots using a range of descriptive devices, such as expanded noun phrases. • Using simple organisational devices e.g. headings and subheadings. • Using direct speech, correctly demarcated. • Using a range of adverbs that link with the verb. • Using a range of causal conjunctions to show how one event leads to another. • Using nouns or pronouns for clarity and cohesion to avoid repetition. • Using paragraphs to organise their writing. • Using a dictionary to check the spelling and meaning of words as well as using a thesaurus to find synonyms and antonyms. 	<p>Science:</p> <p>This half term we will be working on a variety of STEM projects to enhance our 'working scientifically' skills.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Using straightforward scientific evidence to answer questions or to support my findings. • Explaining differences, similarities or changes related to simple scientific ideas and processes. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Reporting on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions. 	<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p><u>Year 3</u></p> <p>Fractions:</p> <ul style="list-style-type: none"> • Identifying and creating unit and non-unit fractions. • Counting up and down in tenths. • Making the whole (1). • Recognising and showing, using diagrams, families of common equivalent fractions. • Adding and subtracting fractions with the same denominator. • Comparing and ordering fractions. • Identifying fractions as numbers and as sets of objects. <p><u>Year 4</u></p> <p>Fractions:</p> <ul style="list-style-type: none"> • Recognising and showing, using diagrams, families of common equivalent fractions. • Counting up and down in hundredths. • Adding and subtracting fractions with the same denominator. • Simplifying fractions. • Identifying fractions greater than 1. • Calculating fractions of a quantity. • Solving problems relating to all of the above.
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<p>Music:</p> <p>In music, we will be learning songs for Big Sing.</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> • Singing in tune, breathing well, pronouncing words and changing pitch and dynamics. • Performing with control and awareness of what others are singing. • Improvising with a group. 		<p>R.E:</p> <p>This half term we will be looking Christian Worship. This will involve us learning about how and why churches are different.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Recalling some actions and gestures used in worship. • Retelling some things Christians d during worship to show how they feel about God. • Reflecting on their feelings before and after seeing acts of worship.
<p>Computing:</p> <p>In ICT we will using GarageBand to compose our own pieces of music.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Storing and combining sounds. • Adding musical animations. • Editing using a range of tools in a graphics program. • Planning what they would like to happen in their music animation. 	<p>Art:</p> <p>As designers we will be exploring using different resources to design and then create props for the scene for Hansel and Gretel.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Generating ideas for an item, considering its purpose and the user. • Planning how to use materials and equipment. • Explaining their choice of materials for the product. • Working safely and accurately with a range of tools. • Developing intricate patterns using different grades of pencil. • Experimenting with pencils to achieve variations in tone. 	<p>PE:</p> <p>In PE the children will be focusing on Tag Rugby and Ball Handling Skills.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Controlling, striking and catching a ball whilst moving. • Accurately passing to someone. • Being aware of space and how to use it. • Taking part in conditioned games with an understanding of tactics and rules.
<p>PSHE:</p> <p>In PSHE we will be thinking about 'Zones of regulation'</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> • Considering how we feel at different times. • Understanding how feelings affect our behaviour and thinking. • Finding ways to help us manage our feelings. 	<p>French:</p> <p>In French the children will be focusing on the unit 'Les animaux'. The children will recognise ways to introduce others, names for animals and pets and numbers beyond 20.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Building our vocabulary aurally through discussion and songs. • Understanding the main points from a spoken passage in French. • Asking and answering questions with developing pronunciation. 	<p>Class notices</p> <p>PE: Sessions take place on Monday & Thursday.</p> <p>PPA: your child will be taught by Mrs Tate on Tuesday, Mrs Storer on Wednesday and Mrs Derry on Thursday.</p>

