



Girton Glebe Primary School Curriculum Organiser

Year 4 (Cherry Class) – Autumn Term 2020

Key Skills	Road Trip USA				Key Knowledge												
<p>Read a variety of maps to gain information about a location.</p>					<p>To know where the continents are on a world map. Locate North America.</p>												
<p>Use ariel maps, such as Google Earth, to explore locations.</p>					<p>To know that different parts of America have different climates and landscapes.</p>												
<p>Ask questions about geographical and historical sources.</p>	<p style="text-align: center;">Key Vocabulary</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>equator</td> <td>North America</td> <td>continent</td> <td>tropics</td> </tr> <tr> <td>formation</td> <td>desert</td> <td>native american</td> <td>Iroquois people</td> </tr> <tr> <td>compare</td> <td>contrast</td> <td>source</td> <td>features</td> </tr> </table>				equator	North America	continent	tropics	formation	desert	native american	Iroquois people	compare	contrast	source	features	<p>To know some key landmarks in the USA such as the Statue of liberty, Hoover Dam and the Golden Gate Bridge.</p>
equator					North America	continent	tropics										
formation	desert	native american	Iroquois people														
compare	contrast	source	features														
<p>Understand that some sources are primary and others are secondary and know which is which.</p>	<p style="text-align: center;">Key Vocabulary</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>equator</td> <td>North America</td> <td>continent</td> <td>tropics</td> </tr> <tr> <td>formation</td> <td>desert</td> <td>native american</td> <td>Iroquois people</td> </tr> <tr> <td>compare</td> <td>contrast</td> <td>source</td> <td>features</td> </tr> </table>				equator	North America	continent	tropics	formation	desert	native american	Iroquois people	compare	contrast	source	features	<p>To research a famous person from America.</p>
equator					North America	continent	tropics										
formation	desert	native american	Iroquois people														
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<p>Compare and contrast a place in America with Girton.</p>	<p style="text-align: center;">Key Vocabulary</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>equator</td> <td>North America</td> <td>continent</td> <td>tropics</td> </tr> <tr> <td>formation</td> <td>desert</td> <td>native american</td> <td>Iroquois people</td> </tr> <tr> <td>compare</td> <td>contrast</td> <td>source</td> <td>features</td> </tr> </table>				equator	North America	continent	tropics	formation	desert	native american	Iroquois people	compare	contrast	source	features	<p>To know some of the key geographical features of a chosen state in America.</p>
equator					North America	continent	tropics										
formation	desert	native american	Iroquois people														
compare	contrast	source	features														
<p>Draw conclusions from our research.</p>	<p style="text-align: center;">Key Vocabulary</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>equator</td> <td>North America</td> <td>continent</td> <td>tropics</td> </tr> <tr> <td>formation</td> <td>desert</td> <td>native american</td> <td>Iroquois people</td> </tr> <tr> <td>compare</td> <td>contrast</td> <td>source</td> <td>features</td> </tr> </table>				equator	North America	continent	tropics	formation	desert	native american	Iroquois people	compare	contrast	source	features	<p>To know who the Iroquois people are and how they lived.</p>
equator					North America	continent	tropics										
formation	desert	native american	Iroquois people														
compare	contrast	source	features														

<p>English:</p> <p>In English we will be focusing on the text 'The Indian in the Cupboard' as inspiration for our writing. Basing our writing on this book, we will write a short narrative, information text and poems.</p> <p>Opportunities for reading and writing will include:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction and non-fiction texts. • Drawing inferences such as inferring characters' feeling, thoughts and motives from their actions. • Predicting what might happen from details stated and implied. • Checking the text makes sense to them through discussions. • 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. • Using simple organisational devices e.g. headings and subheadings. • Using fronted adverbials to show feelings. • Using commas after fronted adverbials. • 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 focusing on 'Living things and their Habitats'. Over the next few weeks we will be discovering different plants and animals and their classification.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Recognising that living things can be grouped in a variety of ways • Exploring and using classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognising that environments can change and that this can sometimes pose dangers to living things. 	<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p>Number – Place Value:</p> <ul style="list-style-type: none"> • Identifying and representing numbers in different ways. • Finding 1000 more or less than a given number. • Recognising the place value of each digit in a four-digit number. • Comparing and ordering numbers beyond 1000. • Rounding any number to the nearest 10,100 or 1000. <p>Number – Addition and Subtraction:</p> <ul style="list-style-type: none"> • Adding and subtracting numbers with up to four digits using formal columnar addition and subtraction. • Estimating and using the inverse to check answers. • Solving addition and subtraction two step problems in context, deciding which operations and methods to use and why.
<p>Music:</p> <p>In music, we will listen to a range of Iroquois traditional songs and music.</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> • Listening to and appraising a range of high-quality live and recorded music drawn from different traditions. • Considering how we feel when listening to this music. • Developing an understanding of the history of music. 	<p>DT:</p> <p>As designers we will be exploring using different resources to design and then create our own Totum Pole and Longhouse.</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. • Making labelled drawings showing the specific features. • Planning how to use materials and equipment. 	<p>R.E:</p> <p>This half term we will be looking at How and why do Jews celebrate Sukkot? This will involve us learning about different symbols and their meanings to the Jewish faith.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Describing the teaching of Judaism in Sukkot through some of the symbols used. • Making links between actions/celebrations/symbols and stories and religious belief.

	<ul style="list-style-type: none"> • Explaining and analysing their choice of materials for the product. • Working safely and accurately with a range of tools. • Measuring, marking and assembling components. • Evaluating their product. 	<ul style="list-style-type: none"> • Identifying things pupils own families do which give a sense of belonging
<p>Computing:</p> <p>In ICT we will use the programme 'PicCollage' to design and create book covers. We will also use the internet as a search engine and discuss using it safely.</p> <p><i>We will cover the following skills:</i></p> <ul style="list-style-type: none"> • Using ICT to present information in a variety of forms. • Acquiring images from the internet for a purpose. • Using the print screen function to capture an image. • Selecting certain areas of the image and resizing, rotating and inverting the image. • Using a variety of font sizes, styles and colours. • Aligning text left, right and centre. • Using a search engine to find a range of media. • Talking about the reliability of information on the internet. 		<p>PE:</p> <p>In PE the children will be developing skills in ball games.</p> <p><i>During this topic we will cover the following skills:</i></p> <ul style="list-style-type: none"> • Controlling, striking and catching a ball whilst moving. • Accurately passing the ball to someone else. • Gaining an awareness of space and how to use it. • Developing a range of techniques to attack and defend in game situations.
<p>PSHE:</p> <p>In PSHE we will be thinking about 'Beginning and Belonging'.</p> <p><i>We will cover the following skills:</i></p> <ul style="list-style-type: none"> • Contributing to class discussions about rules. • Taking an active part in activities to build cooperative relationships. • Identifying emotions that they, or others, will feel. • Identifying people in their support network. 	<p>French:</p> <p>In French the children will revise the unit 'Les animaux'. The children will recognise ways to introduce others, names for animals and pets and numbers beyond 20.</p> <p><i>During this topic we will cover the following skills:</i></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 Storer on Tuesday morning, Mrs Tate on Wednesday afternoon and Mrs Buxton on Thursday.</p>