



# Girton Glebe Primary School Curriculum Organiser

Year 4 (Cherry Class) – Autumn Term 1

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;"><b>Key Vocabulary</b></p> <table border="1" data-bbox="741 458 1478 962"> <tr> <td data-bbox="741 458 913 517">equator</td> <td data-bbox="913 458 1086 517">North America</td> <td data-bbox="1086 458 1258 517">continent</td> <td data-bbox="1258 458 1478 517">tropics</td> </tr> <tr> <td data-bbox="741 517 913 576">formation</td> <td data-bbox="913 517 1086 576">desert</td> <td data-bbox="1086 517 1258 576">native american</td> <td data-bbox="1258 517 1478 576">Iroquois people</td> </tr> <tr> <td data-bbox="741 576 913 635">compare</td> <td data-bbox="913 576 1086 635">contrast</td> <td data-bbox="1086 576 1258 635">source</td> <td data-bbox="1258 576 1478 635">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>To research a famous person from America.</p>				<p>To know some of the key geographical features of a chosen state in America.</p>												
<p>Compare and contrast a place in America with Girton.</p>					<p>To know who the Iroquois people are and how they lived.</p>				<p>To know who the Iroquois people are and how they lived.</p>								
<p>Draw conclusions from our research.</p>																	

<p><b>English:</b></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><b>Opportunities for reading and writing will include:</b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a widerange of fiction and non-fiction texts.</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>• Checking the text makes sense to them through discussions.</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 to show feelings.</li> <li>• Using commas after fronted adverbials.</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>The topic this half-term will be Electricity.</p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• recognise which appliances uses electricity and sources of electricity.</li> <li>• to construct operational simple series circuits using a range of components and switches for control.</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit.</li> </ul> <p>Describe materials as electrical conductors or insulators.</p> <p>Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately.</p> 	<p><b>Maths:</b></p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p><b>Number – Place Value:</b></p> <ul style="list-style-type: none"> <li>• Identifying and representing numbers in different ways.</li> <li>• Finding 1000 more or less than a given number.</li> <li>• Recognising the place value of each digit in a four-digit number.</li> <li>• Comparing and ordering numbers to 10,000.</li> <li>• Rounding any number to the nearest 10,100 or 1000.</li> <li>• Beginning to look at Roman Numerals to 100</li> <li>• Counting in 25s</li> <li>• Looking at negative numbers.</li> </ul> <p><b>Number – Addition and Subtraction:</b></p> <ul style="list-style-type: none"> <li>• Adding and subtracting 1s, 10s, 100s and 1000s.</li> <li>• Adding two 4-digit numbers</li> <li>• Subtracting two 4-digit numbers.</li> <li>• Estimating answers to addition and subtraction calculations.</li> <li>• Problem solving</li> </ul>
<p><b>Music:</b></p> <p>In music, we will listen to a range of Iroquois traditional songs and music.</p> <p><b>We will be covering the following skills:</b></p> <ul style="list-style-type: none"> <li>• Listening to and appraising a range of high-quality live and recorded music drawn from different traditions.</li> <li>• Considering how we feel when listening to this music.</li> <li>• Developing an understanding of the history of music.</li> </ul>	<p><b>DT:</b></p> <p>As designers we will be exploring using different resources to design and then create our own dream catchers and then a Longhouse.</p> <p><b>During this topic we will cover the following skills:</b></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 and analysing 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>R.E:</b></p> <p>The topic this half-term will be Hinduism.</p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• .Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> <li>• Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> <li>• Observe and consider different dimensions of</li> </ul>

		<p>religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.</p> <ul style="list-style-type: none"><li>• Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.</li><li>• Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li><li>• Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.</li></ul>
--	--	--

<p><b>Computing:</b></p> <p>In Computing we will be looking at iJam, Level 2 iDance -</p> <p><b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Pupils know the meaning of the word genre.</li> <li>• To use the beat sequencer to create a drumbeat.</li> <li>• To understand key sounds of a drum kit.</li> <li>• To name three different dance sub-genres.</li> <li>• To explain why the drop is the most important section of a dance song.</li> <li>• To create a 'wobble bass' sound.</li> <li>• To understand that a 'wobble bass' is a characteristic of Dubstep.</li> <li>• To know what BPM stands for.</li> <li>• To explain what a 4-to-the-floor drumbeat is.</li> <li>• To explain why a snare on beat 3</li> </ul>		<p><b>PE:</b></p> <p>In PE the children will be developing skills in Handball and Yoga.</p> <p><b>During this topic we will cover the following skills:</b></p> <p><b>Handball:</b></p> <ul style="list-style-type: none"> <li>• To begin to throw and catch while on the move.</li> <li>• To learn how to move towards goal or away from a defender.</li> <li>• To develop accuracy when shooting.</li> <li>• To be able to apply individual and team defending skills.</li> <li>• To use a change of direction and speed to lose a defender and move into space.</li> <li>• To maintain possession when in attack.</li> </ul> <p><b>Yoga:</b></p> <ul style="list-style-type: none"> <li>• To explore connecting breath and movement.</li> <li>• To explore new yoga poses and begin to connect them.</li> <li>• To explore gratitude when remembering and repeating a yoga flow.</li> <li>• To develop flexibility and strength in a positive summer flow.</li> <li>• To develop flexibility in an individual yoga flow.</li> <li>• To develop confidence and strength in arm balances.</li> </ul>
<p><b>PSHE:</b></p> <p>In PSHE we will be thinking about 'Beginning and Belonging'.</p> <p><b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• know my attitudes and actions make a difference to the class team.</li> <li>• To understand who is in my school community, the roles they play and how I fit in.</li> <li>• To understand how democracy works through the School Council.</li> <li>• To understand that my actions affect myself and others; I care about other people's feelings and to empathise with them.</li> <li>• To understand how groups come together to make decisions.</li> </ul>	<p><b>French:</b></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><b>During this topic we will cover the following skills:</b></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> </ul>	