




Girton Glebe Primary School Curriculum Organiser

Year 4 (Cherry Class) – Spring 1

Key Skills					Key Knowledge
Use maps and atlases to locate mountain ranges and rivers.	<h2 style="text-align: center;">Misty Mountain, Winding River</h2>				To know how different types of mountains are formed.
Use maps to find out how high mountains are.					To know key features of mountains e.g. peak, outcrop, summit, plateau, snow line, and tree line.
Use digital resources to investigate mountains and rivers.	<h3>Key Vocabulary</h3>				To understand how rivers are formed.
Use grid references on map to find river sources.	contour	plateau	summit	outcrop	To know some features of rivers, including ox bow lakes.
Use contour lines.	fault -block mountain	fold mountains	volcanic mountains	plateau mountains	To understand the water cycle.
	erosional mountains	dome mountain	ox bow lake	river mouth	
	evaporation	condensation	precipitation	relief	



English: We will be finishing the Boy at the back of the class first.

In English we will be focusing on the text 'Kensuke's Kingdom', which we will use as inspiration for our writing.

Opportunities for reading and writing will include:

- Listening to and discussing a wide range of fiction, poetry and non-fiction texts.
- Asking questions to improve their understanding of a text.
- Identifying main ideas drawn from more than one paragraph and summarising these.
- Spelling homophones.
- Using the first two or three letters from a word to check its spelling in a dictionary.
- Organising paragraphs around a theme.
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.

Science:

This half term we will be focusing on 'Grouping and Classifying'.

In the Grouping and Classifying we will learn why we sort and group things and the important classification skills of observing and questioning.

During this topic we will cover the following skills

- What classification keys are and how they identify living things.
- **The characteristics of the five vertebrate groups and the six main invertebrate groups.**
- **They will learn how to identify vascular and non-vascular plants and sort vascular plants into the three main groups.**
- **They will examine and classify real plants and create a classification key based on their observations.**
- **They will learn about some newly discovered plants and animals and use a classification key to classify each discovery.**

Maths:

This half term we shall be covering the following aspects of the maths curriculum:

Number – Multiplication and division:

- Finding and using factor pairs
- Multiplying by 10 and 100
- Dividing by 10 and 100
- Multiplying a two-digit number by a one-digit number
- Multiplying a three-digit number by a one-digit number
- Dividing a two-digit number by a one-digit number
- Dividing a three-digit number by a one-digit number

Length and Perimeter:

- To measure in kilometres and metres
- To convert between kilometres and metres
- To find the perimeter of a rectangle
- To find and calculate the perimeter of rectilinear shapes
- To find missing lengths in rectilinear shapes
- To find the perimeter of regular polygons



<p>Music:</p> <p>In music, we will continue singing topic songs</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> • Listening with attention to detail and recall sounds with increasing accuracy. • Appreciating and understanding a wide range of music. 	<p>Art:</p> <p>As artists, they will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. They will also Learn about great artists, architects and designers in history, especially John Dyer.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Use and create sketch books to record their observations and use them to review and revisit ideas. • Learn about John Dyer (Learn about great artists, architects and designers in history.) • To experiment with a range or art materials and techniques, including different colours. • To create your own piece of modern art – using information and skills learnt. 	<p>R.E:</p> <p>This half term we will be looking at Sikhism.</p> <p>During this topic we will cover the following:</p> <ul style="list-style-type: none"> • To 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. • To describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. • To understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. • To 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.
<p>Computing:</p> <p>In computing we will be looking at 'IOffice'</p> <p>We will cover the following skills:</p> <p>Pupils will be presented with a hypothetical scenario where all social media platforms have been removed from the internet.</p> <p>They will then be tasked with designing and creating their own social media platform to fill the gap in the market.</p>		<p>PE:</p> <p>In PE the children will be developing their OAA and Dance skills.</p> <p>OAA:</p> <ul style="list-style-type: none"> • To develop co-ordination and teamwork • To orientate a map and navigate around a grid • To develop trust and teamwork • To listen to others and follow instructions • To be able to identify objects on a map • To draw and follow a simple map



<p>Throughout the half term, pupils will use more advanced functions in word processors to plan their ideas before finally collating them into a Keynote ready to be presented to their peers.</p>		<ul style="list-style-type: none"> To be able to orientate and navigate around a map and draw a route using directions. <p>Dance:</p> <ul style="list-style-type: none"> To copy and create actions in response to an idea and be able to adapt this using changes of space To choose actions which relate to the theme To develop a dance using matching and mirroring To understand how dynamics, space and relationships can be used to represent a state of matter. To use actions, dynamics, space and relationships to represent a state of matter. To order and structure phrases to create a dance performance.
<p>PSHE:</p> <p>In PSHE we will be thinking about 'Dreams and Goals'.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> To know how it feels to have hopes and dreams. To know how disappointment feels and identify when they have felt that way. To know how to cope with disappointment and how to help others cope with theirs. To know what it means to be resilient and to have a positive attitude To enjoy being part of a group challenge To know how to share in the success of a group and how to store this success experience in an internal chest 	<p>French:</p> <p>In French the children will study the unit 'Les Saisons'.</p> <p>The children will learn to name, recognise, and remember all four seasons in French.</p> <p>Say what our favourite season is in French and why.</p> <p>Start to recognise and use the conjunctions 'et' (and) and 'car' (because) in our spoken and written responses.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> Exploring the patterns and sounds of language through repetition of the words. Engaging in conversations by asking and answering questions. Developing accurate pronunciation and intonation. 	