

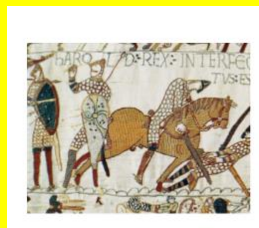


# Girton Glebe Primary School Curriculum Organiser

Year 4 (Cherry Class) – Summer 1

## Key Skills

- Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them
- Construct a profile of a significant leader using a range of historical sources.
- Create an in-depth study of an aspect of British history beyond 1066.
- Explain in detail the multiple causes and effects of significant events.
- Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.
- Use more complex historical terms to explain and present historical information.



## 1066

### Key Vocabulary

Anglo Saxon	Bailey	Bayeux Tapestry	Witan
Castle	Claim to the throne	conqueror	Domesday book
Keep	Motte	Norman	Rebellion
Baron	Barracks	Calligraphy	Monarchy

## Key Knowledge

- Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.
- A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.
- The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.
- Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.



### English:

In English we will be reading 'I was there...1066' by Jim Eldridge. This focuses- a heart-stopping Anglo-Saxon adventure. Can Edwin survive the dangers of the fight?

Opportunities for reading, writing and discussion will include:

- Planning, writing and editing newspaper reports: The Battle of Hastings
- Planning, writing and editing job applications to become the next King of England
- Planning, discussing and writing a balanced argument on 'Who should take the throne?'
- Retrieving information from a text
- Looking at non-fiction texts on Motte and Bailey castles



### Science:

This half term we shall be looking at Animals including humans covering the following aspects of the science curriculum:

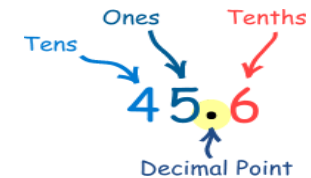
- To discuss how to keep teeth healthy; plan and set up an investigation into tooth decay.
- To draw conclusions from an investigation about keeping teeth healthy and to identify and examine different types of teeth.
- To identify the parts of the digestive system and their function.
- To demonstrate and explain the process of digestion.
- To construct food chains for different habitats and explain findings using the correct scientific language.




### Maths:

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

- Tenth as fractions
- Tenth as decimals
- Tenth on a place value chart
- Tenth on a number line
- Divide a 1-digit number by 10
- Divide a 2-digit number by 10
- Hundredths as fractions
- Hundredths as decimals
- Hundredths on a place value chart
- Divide a 1 or 2-digit number by 100
- Make a whole with tenths
- Make a whole with hundredths
- Partition decimals
- Flexibly partition decimals
- Compare decimals
- Order decimals
- Round to the nearest whole number
- Halves and quarters as decimals





<p><b>Music:</b></p> <p>1066</p> <p>Sing Up! - Spain &amp; Epoca</p> <p>Texture</p> <p>Articulation</p> <ul style="list-style-type: none"><li>• Rhythm</li><li>• Tango</li></ul> <p>Play repeating rhythmic patterns.</p> <p>Count musically.</p> <p>Invent a melody.</p> <p>Fit two patterns together.</p> <p>Structure musical ideas into their own compositions.</p> <ul style="list-style-type: none"><li>• Work creatively with movement in small groups learning to share and develop ideas.</li><li>• Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</li><li>• Demonstrate an understanding of the history of Argentine Tango.</li></ul>	<p><b>Art/DT</b></p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"><li>• Investigate and analyse a range of existing products.</li><li>• Design features are the aspects of a product's design that the designer would like to emphasise, such as the use of a particular material or feature that makes the product easier to use or more durable.</li><li>• Investigate and identify the design features of a familiar product.</li></ul> 	<p><b>R.E:</b></p> <p>This half term we will look at how Jewish people observe Shabbat.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"><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><li>• Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.</li><li>• 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.</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 apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li><li>• Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</li></ul>
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<p><b>Computing:</b></p> <p>In computing we will begin to look at iCommunicate.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Pupils will learn the fundamentals of photography and editing before moving on to the uses for their photography.</li> <li>• They will design and produce a magazine around a theme chosen by the pupils.</li> <li>• To finish off the half term pupils will look at different ways of publishing their magazine in our digital age.</li> </ul>		<p><b>PE:</b></p> <p>In PE the children will be developing Athletics and tennis skills</p> <p>During this topic we will cover the following skills in Athletics</p> <ul style="list-style-type: none"> <li>• To develop stamina and an understanding of speed and pace in relation to distance.</li> <li>• To develop power and speed in the sprinting technique.</li> <li>• To develop technique when jumping for distance.</li> <li>• To develop power and technique when throwing for distance.</li> <li>• To develop a pull throw for distance and accuracy.</li> <li>• To develop officiating and performing skills.</li> </ul> <p>During this topic we will cover the following skills in Tennis</p> <ul style="list-style-type: none"> <li>• To develop hitting the ball using a forehand.</li> <li>• To develop returning the ball using a forehand.</li> <li>• To develop the backhand and understand when to use it.</li> <li>• To work co-operatively with a partner to keep a continuous rally going.</li> <li>• To use simple tactics in a game to outwit an opponent.</li> <li>• To demonstrate honesty and fair play when competing against others.</li> </ul>
<p><b>PSHE:</b></p> <p>In PSHE we will be thinking about 'Relationships'.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> <li>• To identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</li> <li>• To know how most people, feel when they lose someone or something they love</li> <li>• To understand that we can remember people even if we no longer see them</li> <li>• To know how to stand up for myself and how to negotiate and compromise</li> <li>• To understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</li> <li>• To know I can love and be loved</li> </ul>	<p><b>French:</b></p> <p>In French the children will study the unit 'Je me presente'.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul>	



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