

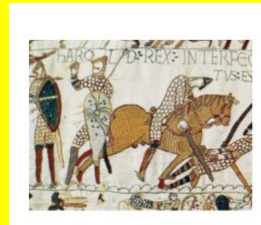


Girton Glebe Primary School Curriculum Organiser

Year 4 (Cherry Class) – Summer 2

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 (This project continues from Summer 1)

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 (This is carrying on from Summer 1):

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 diary entries
- Retrieving information from a text
- To look at poetry by Kennings and create our own versions.



Science:

This half term we will be looking at sound covering the following aspects of the science curriculum:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases



Maths:

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

Time:

- Years, months, weeks, days
- Hours, minutes, seconds
- Converting between analogue and digital times
- Convert to the 24-hour clock
- Convert from the 24-hour clock

Shape

- Understand angles as turns
- Identify angles
- Compare and order angles
- Triangles
- Quadrilaterals
- Polygons
- Lines of symmetry
- Complete a symmetric figure


Statistics

- Interpret charts
- Comparison, sum, and difference
- Interpret line graphs
- Draw line graphs

Position and Direction

- Describe position using co-ordinates
- Plot co-ordinates
- Draw 2-D shapes on a grid



<p>Music (This is carrying on from Summer 1):</p> <p>1066</p> <p>Sing Up! - Spain & Epoca</p> <p>Texture</p> <p>Articulation</p> <ul style="list-style-type: none"> • Rhythm • Tango <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"> • Work creatively with movement in small groups learning to share and develop ideas. • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. • Demonstrate an understanding of the history of Argentine Tango. 	<p>Art</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Use research to develop ideas for a plan to add to the Bayeux Tapestry • Generate, develop and communicate ideas for their picture • select from and use a wide range of mediums to complete their picture [for example, oil pastels, paint etc]. • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; 	<p>R.E:</p> <p>This half term we will look at Islam.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
<p>Computing:</p> <p>In computing we will begin to look at iTech.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> • Over this course, pupils will look at how technology is used by the police and associated organisations, like CSI teams. • Pupils will learn what skills and characteristics benefit this line of work and examine the skills they use every day in school to see if they are transferable. • During iCSI, pupils will solve a crime using technology available to them. 		<p>PE:</p> <p>In PE the children will be developing swimming skills</p> <p>During our time in the pool, we will cover the following skills: taking the children on from wherever they are starting.</p> <ul style="list-style-type: none"> • Ensuring safe self-rescue in our pool • Work towards improving strokes to eventually swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. <p>This will be achieved through water based fun activities to improve confidence.</p>



<ul style="list-style-type: none">• Pupils will take fingerprints, create photo fits, crack codes and hack digital devices. They will also use a mind mapping tool to store all their data digitally, this will be added to as more information comes to light.• Pupils will need to be thorough whilst they carry out their investigation. Science and Maths skills are put to the test in a real-life scenario...who will solve the crime?		
<p>PSHE:</p> <p>In PSHE we will be thinking about elements of SRE 'Changing Me'.</p> <p>We will cover the following:</p> <p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>	<p>French:</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">• Continue applying the knowledge, skills and understanding of the language as covered in units 1 and 2.• Sit and listen attentively to Tudor history for as long as they can, concentrating on the facts told to them in French, learning how to decode longer spoken and written French that is harder and unknown to them.• Learn at least three adjectives in French.• Tell somebody in French at least two key facts of Tudor history.	