



# Girton Glebe Primary School Curriculum Inquiry

Cherry Class (Y4) – Autumn 2

<p><b>English: To finish the book The Boy at the back of the Class</b></p> <p>In English we will be reading 'The Boy at the Back of the Class' by Onjali Q Rauf. This focuses on issues of refugees and migration.</p> <p>Opportunities for reading, writing and discussion will include:</p> <ul style="list-style-type: none"> <li>Planning and writing persuasive letters to a real person (during anti-bullying week)</li> <li>Retrieving information from a text</li> <li>Researching and plan an information text</li> <li>Planning and write a newspaper article</li> </ul>	<p><b>Where We Are In Time And Place</b></p> <p><b>Central Idea:</b> Evidence of past societies can be used to make connections to present day societies.</p> <p><b>Lines of Inquiry:</b> An inquiry into how migration is influenced by resource availability and environmental factors? (connection) An inquiry into how migration impacts societies? (perspective) An Inquiry into what it means to be a world citizen today? (responsibility)</p> <p><b>Key Vocabulary</b></p>				<p><b>Maths:</b> This half term we shall be covering the following aspects of the maths curriculum:</p> <p><b>Area:</b></p> <ul style="list-style-type: none"> <li>What is area?</li> <li>Counting squares to find the area of a shape</li> <li>Making shapes</li> <li>Comparing area of shapes</li> </ul> <p><b>Number – Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>Looking at multiples of 3</li> <li>Multiply and divide by 6</li> <li>Multiply and divide by 9</li> <li>Multiply and divide by 7</li> <li>Multiply and divide by 11</li> <li>Multiply and divide by 12</li> <li>Multiply by 1 and 0</li> <li>Divide a number by 1 and itself</li> <li>Multiply 3 numbers together</li> </ul>
<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Connection – How is it linked to other things?</li> <li>Responsibility – What are our obligations?</li> <li>perspective – What are the points of view?</li> </ul>	Angle	Anglo-Saxon	conquer	invade	<p><b>Approaches to Learning:</b></p> <ul style="list-style-type: none"> <li>Research skills - Evaluating and Communicating - Draw conclusions from relationships and patterns that emerge from data.</li> <li>Communication Skills - Make informed choices about modes of communication based on audience.</li> <li>Self-management skills - Emotional Management - Take responsibility for one's own actions. Resilience - Work through adversity.</li> </ul>
	Germanic	Jute	longhouse	Pagan	
	Offa's Dyke	Saxon	Monastery	Viking	



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<p><b>Line of Inquiry:</b> An inquiry into how migration is influenced by resource availability and environmental factors? (connection)</p> <p><b>In this Line of Inquiry, we will cover the following skills:</b></p> <p><b>In History:</b></p> <p>This half term we will continue to look at Traders and Raiders. This will focus on Vikings particularly on how migration impacted their society.</p> <ul style="list-style-type: none"> <li>• To find out about the Viking Invasion of Britain and what impact this had on the people.</li> <li>• Find out about the Viking settlement of Britain and how this affected the Anglos-Saxons.</li> <li>• To explore what life was like for Vikings in Britain.</li> <li>• To find out how and when England became a unified country and what this meant for the people of the time.</li> <li>• To explore how the Vikings expansion was driven by the research for resources</li> </ul> <p><b>In Science:</b></p> <p>This half term we will be focusing on 'Grouping and Classifying'.</p> <ul style="list-style-type: none"> <li>• In the Grouping and Classifying we will learn why we sort and group things and the important classification skills of observing and questioning.</li> <li>• During this topic we will cover the following skills</li> <li>• What classification keys are and how they identify living things.</li> <li>• The characteristics of the five vertebrate groups and the six main invertebrate groups.</li> <li>• They will learn about some newly discovered plants and animals and use a classification key to classify each discovery.</li> <li>• What does migration look like for humans? Animals?</li> <li>• Recognise that environments can change, and this can sometimes pose dangers to living things linked to animal migration.</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment e.g. bird migration</li> </ul>	<p><b>Line of Inquiry:</b> An inquiry into how migration impacts societies? (perspective)</p> <p><b>In this Line of Inquiry, we will cover the following skills:</b></p> <p><b>In History:</b></p> <p>We will learn the following facts:</p> <ul style="list-style-type: none"> <li>• The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.</li> <li>• They raided and pillaged expensive items to trade.</li> <li>• They also wanted to claim land, starting in Scotland and heading South. By AD 878 they had settled permanently in Britain.</li> <li>• Anglo Saxon kings ruled their own Kingdoms but they were overrun by the Vikings.</li> </ul>



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- We will look at animal migration patterns using maps to locate world's countries

**Line of Inquiry:** An Inquiry into what it means to be a world citizen today? (responsibility)

**In this Line of Inquiry, we will cover the following skills:**

## In RE:

This half term we will look at Buddhism.

- 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.
- Explore and describe a range of beliefs, symbols, and actions so that they can understand different ways of life and ways of expressing meaning.
- 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.
- 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, to reflect on their significance.
- Explore and describe a range of beliefs, symbols, and actions so that they can understand different ways of life and ways of expressing meaning.

## In Science:

Is it the responsibility of a world citizen to address environmental dangers to living things?

Recognise that environments can change, and this can sometimes pose dangers to living things linked to animal migration caused by environmental change.

## In PSHE:

In PSHE we will be celebrating differences.

**We will cover the following skills:**

- Accept that everyone is different – judging by appearance
- Include others when working and playing – understanding influences
- Know how to help if someone is being bullied – understanding bullying
- Try to solve problems – problem solving
- Try to use kind words – special me
- Know how to give and receive compliments – celebrating difference: How we look.

## In PE:

In PE the children will be developing Handball and gymnastics skills.



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### Handball:

- To begin to throw and catch while on the move.
- To learn how to move towards goal or away from a defender.
- To develop accuracy when shooting.
- To be able to apply individual and team defending skills.
- To use a change of direction and speed to lose a defender and move into space.
- To maintain possession when in attack.

### Gymnastics:

- To develop individual and partner balances.
- To develop control in performing and landing rotation jumps.
- To develop the straight, barrel, forward and straddle roll.
- To develop the straight, barrel, forward and straddle roll.
- To develop strength in inverted movements.
- To be able to create a partner sequence to include apparatus.

### In Art:

How do artists express their emotions and thoughts through visual arts?

#### Drawing

- Experiment with a full range of B pencils and charcoal to show tone and texture in observational sketches.
- Identify and draw simple objects and use marks and lines to produce tone and texture.
- Consider scale and proportion
- Work on a variety of scales

#### Painting

- Understand which colours are primary, secondary and tertiary and create secondary and tertiary colours by mixing.
- Know where each of the primary and secondary colours sits on the colour wheel.
- Use different colours to create a certain mood.

In this unit, children will engage with two artist studies: **Vincent van Gogh** and **Frida Kahlo**.

They will analyse and compare the work of both artists, focusing on how they used creative expression to help their mental health and portray their current struggles.

Throughout the unit, children will begin to think about how art can trigger different feelings and will link this to colour theory. At the end of the unit, children will create their own piece, using well-planned colours and composition to evoke a certain emotion in the viewer.



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<p><b>French:</b> In French the children will revise the unit 'Les animaux'.</p> <p>The children will recognise ways to introduce others, names for animals and pets and numbers beyond 20.</p> <p>During this topic we will cover the following skills:</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>	<p><b>Computing</b></p> <p>In Computing the children will learn about 'Audio Production'</p> <p>During this topic will be covering the following skills:</p> <ul style="list-style-type: none"><li>• Record sound using a computer.</li><li>• Play recorded audio.</li><li>• Import audio into a project.</li><li>• Delete a selection of audio.</li><li>• Change the volume of tracks in a project</li></ul>	
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