



Girton Glebe Primary School Curriculum Inquiry

Lime Class (Y3) Spring 1

<p>English:</p> <p>In English we will be focusing on the text 'The lost words' as inspiration for our writing. We will be creating a variety of our own poems and writing non-chronological reports.</p> <p>Opportunities for reading, writing and discussion will include:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discussing words and phrases that capture the reader's interest and imagination • Recognising some different forms of poetry • Identifying how language, structure, and presentation contribute to meaning • Using simple organisational devices • Assessing the effectiveness of their own and others' writing and suggesting improvements 	<p>How we express ourselves</p> <p>Central Idea:</p> <p>Societies use art as a means to express beliefs .</p> <p>Lines of Inquiry:</p> <p>An inquiry into how artistic expression communicates different beliefs (perspective)</p> <p>An inquiry into how art forms can be used to express beliefs and values (form)</p> <p>An inquiry into how art forms have transformed as a result of changing societal beliefs and values (change)</p> <p>Key Vocabulary</p>				<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p>Number – Multiplication and Division:</p> <ul style="list-style-type: none"> • Using associated multiplication and division facts e.g using $3 \times 4 = 12$ to solve 30×4 • Multiplying a 2-digit number by 2,3,4,5 and 8 • Dividing a 2-digit number by 2,3,4,5 and 8. • Understanding that multiplication and division are the inverse. <p>Length and perimeter:</p> <ul style="list-style-type: none"> • Measuring in metres, centimetres and millimetres. • Finding equivalent lengths between them. • Converting between units of measurement. • Measuring the perimeter of shapes. • Problem solving with length.
<p>Key Concepts:</p> <ul style="list-style-type: none"> • Perspective: What are the points of view? • Form: What is it like? • Change: How is it changing? 	Vesak	imagery	alliteration	symbols	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> • Communication Skills: Sharing ideas effectively through speaking, listening, and performance. • Thinking Skills: Using Harvard Thinking Routines to analyze, interpret, and connect information.
	muscles	choreography	skeleton	rituals	
	metaphors	rhythm	rhyme	similes	



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					<ul style="list-style-type: none">• Social Skills: Collaborating respectfully, giving and receiving feedback, and acknowledging various cultural expressions.
<p>Line of Inquiry: An inquiry into how artistic expression communicates different beliefs (perspective)</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <ul style="list-style-type: none">• Students understand that different societies communicate their beliefs through non-visual art forms such as theatre, music, dance, and poetry. (English and PE)• Students investigate Vesak (Buddhism) as an example of how beliefs are conveyed through rituals, symbols, chanting, or music. (RE)• Students begin to explore the scientific concept of nutrition (linking beliefs about food choices) and how movement can communicate meaning. (Science)			<p>Line of Inquiry: An inquiry into how art forms can be used to express beliefs and values (form)</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <ul style="list-style-type: none">• Recognize that theatre, dance, poetry, and music each use distinct structures or techniques to convey values. (PE)• Deepen study of <i>The Lost Words</i> to see how poetic form expresses environmental beliefs. (English)• Prepare for (or reflect on) the “Lion King” production, focusing on how music, choreography, and staging share cultural beliefs about nature and community. (English and PE)		
<p>Line of Inquiry: An inquiry into how art forms have transformed as a result of changing societal beliefs and values (change)</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <ul style="list-style-type: none">• Explore how art forms, especially performance arts and poetry, have evolved due to cultural, technological, and societal shifts. (PE)• Reflect on changes in Buddhist rituals or modern theatre (e.g., “Lion King” adaptations) to see how beliefs and values influence form. (RE)• Synthesize learning into a final demonstration or presentation. (PE)					



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<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"> • Respecting and admiring people who overcome obstacles. • Imagining how we would feel when we achieve our goals. • Breaking down a goal into steps and know how others can help to achieve it. • Knowing that I am responsible for my own learning. 	<p>PE:</p> <p>In PE the children will be practising Dance and Outdoor Adventure Activities.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Creating actions in response to stimulus. • Moving in unison with a partner. • Selecting and linking appropriate actions and dynamics to show our dance idea. • Developing problem solving skills. • Planning, solving, reflecting and improving strategies. • Learning to be inclusive of others. 	<p>Computing:</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> • Learning how to stay safe while on a digital device • Learning how to operate Office 365 programs. • Our ESafety module covers Cyber Bullying, Online Gaming, Trust, Digital Reputation, Location Permissions, Online Contact and Social Media. All of these topics are covered alongside learning how to use the basic functions within word and spreadsheet processors.
<p>Music:</p> <p>In music we will be focusing on 'Latin Dance' and 'Ukuleles'</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> • Singing songs in a variety of styles with confidence. • Showing increasing accuracy of pitch and awareness of the shape of a melody. • Imitating increasingly longer phrases with accuracy. 	<p>French:</p> <p>Our topic this term is 'Les instruments'.</p> <p>During this topic we will cover:</p> <ul style="list-style-type: none"> • Recognising, recalling and spelling instruments in French with the correct definite article/determiner. • Starting to understand articles/determiners better in French. • Learning to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play). 	<p>Science</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> • Know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Know that humans and some other animals have skeletons and muscles for support, protection and movement. • Making systematic and careful observations. • Recording findings using simple scientific language, drawings, labelled diagrams.



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		<ul style="list-style-type: none">• Identifying differences, similarities or changes related to simple scientific ideas and processes.• Using straightforward scientific evidence to answer questions or to support their findings.• Asking relevant questions and using different types of scientific enquiries to answer them.• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.• Setting up simple practical enquiries, comparative and fair tests.
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