



Girton Glebe Primary School Curriculum Inquiry

Cherry Class (Y4) – Spring 1

<p>English:</p> <p>In English we will be focusing on the text 'The Indian in the Cupboard' as inspiration for our writing. Opportunities for reading and writing will include:</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feeling, thoughts, and motives from their actions. Predicting what might happen from details stated and implied. Checking the text makes sense to them through discussions. Planning their own writing by discussing writing similar to that which they are writing about. Creating settings, characters and plots using a range of descriptive devices. Using simple organisational devices e.g. headings and subheadings. Using fronted adverbials to show feelings. Using commas after fronted adverbials. Using paragraphs to organise their writing. 	<p>How we express ourselves</p> <p>Central Idea:</p> <p>Different cultures can help us discover new beliefs and values.</p> <p>Lines of Inquiry:</p> <p>An inquiry into what the similarities and differences are between several cultural traditions? (form).</p> <p>An inquiry into how different values and beliefs create a more diverse society? (connection).</p> <p>An inquiry into how people express different beliefs and values? (perspectives).</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"> 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 <p>Length and Perimeter:</p> <ul style="list-style-type: none"> 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>Key Concepts:</p> <ul style="list-style-type: none"> Connection – How is it linked to other things? Form – What is it like? Perspective – What are the points of view? 	Similarities	North America	Continents	Differences	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> Social Skills – Interpersonal – I have an open-mind and understand the power of appreciating difference through practicing respect. Communication skills – I listen to information and the perspectives of others respectfully. Thinking skills – critical – analysis – I can look for patterns, similarities, and differences.
	Formation	Desert	Native American	Iroquois peoples	
	Compare	Contrast	Source	Features	



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<p>Line of Inquiry: An inquiry into what the similarities and differences are between several cultural traditions? (form).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In History:</p> <ul style="list-style-type: none"> To know who the Iroquois people are and how they lived. 	<p>Line of Inquiry: An inquiry into how different values and beliefs create a more diverse society? (connection).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In Geography</p> <ul style="list-style-type: none"> Understand geographical similarities/differences by studying a region of the UK, a region in Europe, and a region in North or South America Locate world countries (focus on Europe, Russia, and the Americas), looking at environmental regions, key physical/human characteristics, countries, major cities. <p>In Art/DT/Food Technology:</p> <p>How do international cuisines impact diet in the UK?</p> <ul style="list-style-type: none"> In this enquiry, children will explore different international cuisines and will learn about which ingredients are imported. Throughout this unit, children will have a go at following simple recipes and create their own recipe 'fusion' recipe which integrates international influences.
<p>Line of Inquiry: An inquiry into how people express different beliefs and values? (perspectives).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In RE:</p> <p>This half term we will be looking at Sikhism. 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. 	



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- 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.

In PSHE:

In PSHE we will be thinking about 'Dreams and Goals'.

[We will cover the following skills:](#)

- 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.

In PE:

In PE the children will be developing their OAA and Dance skills.

OAA:

- 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
- To be able to orientate and navigate around a map and draw a route using directions.

Dance:

- 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 order and structure phrases to create a dance performance.



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<p>French: In French the children will study the unit 'Les Saisons'.</p> <ul style="list-style-type: none"> • The children will learn to name, recognise, and remember all four seasons in French. • Say what their favourite season is in French and why. • Start to recognise and use the conjunctions 'et' (and) and 'car' (because) in our spoken and written responses. <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. 	<p>Computing In Computing the children will learn about 'Repetition of shapes'</p> <p>During this topic will be covering the following skills:</p> <ul style="list-style-type: none"> • List an everyday task as a set of instructions including repetition. • Use an indefinite loop to produce a given outcome. • Use a count-controlled loop to produce a given outcome. • Plan a program that includes appropriate loops to produce a given outcome. • Recognise tools that enable more than one process to be run at the same time. • Create two or more sequences that run at the same time 	<p>Science The topic this half-term will be Electricity.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • recognise which appliances uses electricity and sources of electricity. • to construct operational simple series circuits using a range of components and switches for control. • recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. <p>Describe materials as electrical conductors or insulators.</p> <p>Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately.</p>
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