



Girton Glebe Primary School Curriculum Inquiry

Cherry Class (Y4) – Spring 2

<p>English:</p> <p>In English we will be focusing on the text 'Kensuke's Kingdom' as inspiration for our writing.</p> <p>Opportunities for reading and writing will include:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, and non-fiction texts. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. Spelling homophones. Using the first two or three letters from a word to check its spelling in a dictionary. Organising paragraphs around a theme. Assessing the effectiveness of their own and others' writing and suggesting improvements. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs, and prepositions to express time and cause. 	<p>How The World Works</p> <p>Central Idea:</p> <p>Water is a natural resource that humans need to conserve.</p> <p>Lines of Inquiry:</p> <p>An inquiry into how water shapes our physical and human landscape (form).</p> <p>An inquiry into the need to look after water (responsibility).</p> <p>An inquiry into what happens when society doesn't have enough water. (causation).</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>Fractions:</p> <p>Count beyond 1 in fractions</p> <p>Partition a mixed number.</p> <p>Look at number lines with mixed numbers.</p> <p>Compare and order mixed numbers.</p> <p>Understand improper fractions.</p> <p>Convert mixed numbers to improper fractions and vice versa.</p> <p>Look at equivalent fractions on a number line.</p> <p>Add two or more fractions together.</p> <p>Add fractions and mixed numbers.</p> <p>Subtract two fractions.</p> <p>Subtract from mixed numbers.</p> <p>Decimals</p> <p>Tenths as fractions and decimals.</p> <p>Tenths on a place value chart and number line.</p> <p>Divide a 1-digit and 2-digit number by 10 and 100.</p> <p>Hundredths as fractions and decimals.</p> <p>Hundredths on a place value chart.</p>
<p>Key Concepts:</p> <ul style="list-style-type: none"> Form – What is it like? Responsibility – What is our responsibility? Causation - Why is it the way it is? 	<p>contour</p> <p>fault - block mountain</p> <p>erosional mountains</p>	<p>plateau</p> <p>fold mountains</p> <p>dome mountain</p>	<p>summit</p> <p>volcanic mountains</p> <p>ox bow lake</p>	<p>outcrop</p> <p>plateau mountains</p> <p>river mouth</p>	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> Social Skills – Collaboration, respectful communication, listening. Self-Management skills – Organisation, time management, following processes and instructions. Research skills – Observing, collecting data, formulating questions, evaluating sources.



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<p>Line of Inquiry: An inquiry into how water shapes our physical and human landscape (form).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In Geography:</p> <ul style="list-style-type: none"> • To understand how rivers are formed. • To know some features of rivers, including ox bow lakes. • To understand the water cycle. • Use maps and atlases to locate rivers. • Use digital resources to investigate rivers. • Use grid references on maps to find river sources. 	<p>Line of Inquiry: An inquiry into the need to look after water (responsibility).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In Science:</p> <p>Look into the power of water and health issues through lack of water.</p> <p>In Art:</p> <p>Is water essential to art?</p> <p>This inquiry will dive into the history of water-based paints, exploring how it began in the caves of palaeolithic Europe and the evidence which can be found in many different forms across the world – e.g., scroll painting in East Asia, manuscript illustration in Egypt and Europe, and landscape painting. Throughout the unit, children will experiment with different types of water-based paints including drawing inks, watercolours, and gouache. They will also delve deeper into the words of JMW Turner watercolours to inspire their own water-based landscape of Girton.</p>
<p>Line of Inquiry: An inquiry into what happens when society doesn't have enough water (causation).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In Science: States of Matter:</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids, or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Use the scientific vocabulary relating to this programme of study correctly. • Read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge. • Look at climate change and causes over of water scarcity and how it affects different societies. 	<p>PSHE:</p> <p>In PSHE we will be thinking about 'Healthy Me'.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> •To recognise how different friendship groups are formed, how I fit into them and the friends I value the most •To understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations •To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke •To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol •To recognise when people are putting me under pressure and can explain ways to resist this when I want •To know myself well enough to have a clear picture of what I believe is right and wrong



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<p>French: In French the children will study the unit 'En Classe'</p> <p>During this topic we will learn how to:</p> <ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. Learn how to use the negative in French. Describe what we have and do not have in our pencil case/rucksack. 	<p>PE: In PE the children will be developing the following skills:</p> <p>Fitness</p> <ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina. <p>Cricket</p> <ul style="list-style-type: none"> To develop overarm throwing and catching. To learn how to grip the bat and develop batting technique. To be able to field a ball using a two-handed pick up and a short barrier. To develop overarm and underarm bowling technique. <ul style="list-style-type: none"> To play apply skills learnt to mini cricket. 	<p>RE This half term we will look at 'Christianity'. Holy Week and Easter</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. 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 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. 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. 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.
<p>Computing: In computing the children will look at 'data logging'</p> <ul style="list-style-type: none"> Use a digital device to collect data automatically. Choose how often to automatically collect data samples. Use a set of logged data to find information. Use a computer program to sort data by one attribute. Export information in different formats 		