




Girton Glebe Primary School Curriculum Inquiry

Cherry Class (Y4) – Summer 2

<p>English:</p> <p>In English we will be reading 'I was there... 1066' by Jim Eldridge.</p> <p>This is a heart-stopping Anglo-Saxon adventure. Can Edwin survive the dangers of the fight?</p> <p>Opportunities for reading, writing and discussion will include:</p> <ul style="list-style-type: none"> Planning, writing and editing newspaper reports: The Battle of Hastings Planning, writing and editing job applications to become the next King of England Planning, discussing and writing a balanced argument on 'Who should take the throne?' Retrieving information from a text Looking at non-fiction texts on Motte and Bailey castles 	<p>Sharing the Planet</p> <p>Central Idea:</p> <p>Communities can be created by invasion and settlement.</p> <p>Lines of Inquiry:</p> <p>1) An inquiry into how invasions lead to new communities? (causation)</p> <p>2) An inquiry into what systems are created in new communities? (function)</p> <p>3) An inquiry into what changes have taken place when new settlements have been created? (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>Money:</p> <ul style="list-style-type: none"> Write money using decimals. Convert between pounds and pence. Compare amounts of money Estimate and calculate with money. <p>Time:</p> <ul style="list-style-type: none"> 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. <p>Shape</p> <ul style="list-style-type: none"> Understand angles as turns. Identify angles. Compare and order angles Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure
<p>Key Concepts:</p> <ul style="list-style-type: none"> Function – How does it work? Causation – Why is it like it is? 	Anglo Saxon	Bailey	Bayeux Tapestry	Witan	<p>Approaches to Learning:</p>



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<ul style="list-style-type: none">Change – How is it changing?	Castle	Claim to the throne	conqueror	Domesday book	<u>Social Skills – Social intelligence</u> I am aware of how my actions impact a group. I practice and encourage cooperative behaviours when working in a group. I vary the roles that I take on when cooperating or collaborating. <u>Communication Skills – Exchanging information.</u> Speaking – I am able to speak clearly to express ideas so they make sense to others. I am able to share your ideas and opinions in small and large groups. I can discuss and negotiate ideas and facts with others fact to face. <u>Thinking Skills – Critical</u> I am able to formulate an argument based on evidence and question those that are not. I can make connections between ideas, perspectives and challenges. I can test generalisations and conclusions.
	Keep	Motte	Norman	Rebellion	



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<p>Line of Inquiry: An inquiry into how invasions lead to new communities? (causation)</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In History:</p> <ul style="list-style-type: none">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.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. <p>In Art:</p> <ul style="list-style-type: none">To explore ways in which stories can be told visually.To experiment with creating artwork using fabric and stitch.		<p>Line of Inquiry: An inquiry into what systems are created in new communities? (function)</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In History:</p> <ul style="list-style-type: none">Explain in detail the multiple causes and effects of significant events. <p>In Music:</p> <p>Looking at 1066</p> <p>Spain & Epoca</p> <p>Texture, articulation, rhythm and the Tango</p> <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>	
<p>Line of Inquiry: An inquiry into what changes have taken place when new settlements have been created? (change)</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In History:</p> <ul style="list-style-type: none">Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.			
<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.Learn at least three adjectives in French.Tell somebody in French at least two things about their family.	<p>Computing</p> <p>iTech</p> <p>iTech is all about exploring how technology can be used in the wider world. 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. 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</p>	<p>RE</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.	



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	<p>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>	<ul style="list-style-type: none"> • 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>In 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>	<p>In 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</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>	<p>In Science:</p> <p>This half term we will be looking at sound covering the following aspects of the science curriculum:</p> <ul style="list-style-type: none"> • 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