





Girton Glebe Primary School Curriculum Inquiry

Lime Class (Y3) Spring 1

<p>English:</p> <p>Book Club</p> <p>In our daily Book Club sessions, children will develop their reading comprehension skills using VIPERS strategies. We will focus on <i>The Lost Words</i> and <i>The Firework-maker's Daughter</i>, texts that link directly to our inquiry.</p>  <p>Writing and Grammar – Writing Roots (The Barnbus Project, Cloud Tea Monkeys and Small in the City)</p>  <p>Writing Skills & Objectives</p> <ul style="list-style-type: none"> Grammar: present perfect tense; conjunctions/adverbs for time, place and cause; fronted adverbials with commas; expanded noun phrases, using and punctuating direct speech, use of the forms a or an, headings and sub-headings to aid presentation, expressing time, place and cause using conjunctions, beginning to use paragraphs as a way to group related material, Use of the present perfect form of verbs instead of the simple past Composition: discussing and recording ideas; build varied vocabulary and sentence structures. Organisation: use headings, subheadings and simple devices; organising paragraphs around a theme, in non-narrative material, using simple organisational devices 	<h2 style="text-align: center;">How we express ourselves</h2>	<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>Central Idea:</p> <p>Artists and writers use different methods to influence how people interpret their works.</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>	
	<h2 style="text-align: center;">Key Vocabulary</h2>	



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<ul style="list-style-type: none"> Editing & presentation: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Outcomes: Descriptive passages, writing in role, 'how to' guides (instructions), letters, discussions</p> <p>Main outcome: Brochure and non-chronological report</p>					
<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. Social Skills: Collaborating respectfully, giving and receiving feedback, and acknowledging various cultural expressions.
	muscles	choreography	skeleton	rituals	
	metaphors	rhythm	rhyme	similes	
<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"> Recognising that artists and writers communicate beliefs, values, and viewpoints through creative work Interpreting symbols and meaning in still life artworks Understanding that the same artwork can be viewed and interpreted differently by different people 			<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"> Identifying how colour, objects, composition, and light are used to communicate meaning Exploring still life as an art form across different cultures and time periods Using artistic techniques intentionally to express ideas and values 		



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<ul style="list-style-type: none"> • Comparing how different religions and cultures use visual imagery to express beliefs • Reflecting on how personal experiences influence interpretation and understanding 	<ul style="list-style-type: none"> • Understanding how light, shadow, and reflection affect visual impact and perception • Developing skills in observing, describing, and analysing visual art 	
<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"> • Exploring how art reflects changing societal and cultural beliefs over time • Comparing artistic styles and forms from different historical periods and regions • Recognising how traditions influence artistic choices and expression • Identifying similarities and differences in cultural expression across the world • Reflecting on how art continues to evolve as societies and beliefs change 		
<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.



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<p>Music:</p> <p>In music we will be focusing on ‘Three Little Birds’</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people’s thoughts about the music. 	<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"> • Understand that we need light in order to see, and that darkness is the absence of light • Recognise different sources of light, including natural (e.g. the Sun) and artificial (e.g. lamps, torches) • Know that the Sun can be dangerous and understand basic ways to protect their eyes • Understand that light is reflected from surfaces • Identify materials that are: <ul style="list-style-type: none"> • Transparent (let light pass through) • Translucent (let some light through) • Opaque (block light) • Explore how shadows are formed when light is blocked • Notice that shadows change size and shape depending on the position of the light source