



# Girton Glebe Primary School Curriculum Inquiry

Cherry Class (Y4) – Spring 1

<p><b>English:</b></p> <div data-bbox="203 391 383 662"> </div> <p><b>Reading</b></p> <p>We will finish reading <i>Winter of the Wolves</i> by Tony Bradman.</p> <p>We will begin reading <i>Beowulf</i> by Michael Morpurgo.</p> <p>This story follows the legendary hero Beowulf as he battles powerful monsters to protect his people, exploring bravery, loyalty, and the ways stories are used to express identity, values, and what matters most to a community, in line with our theme <i>How We Express Ourselves</i>.</p> <div data-bbox="203 678 383 949"> </div> <p><b>Writing</b></p> <div data-bbox="219 1034 465 1273"> </div> <div data-bbox="510 1034 701 1273"> </div> <p>In English writing lessons, we will be exploring <i>The Crown</i> by Emily Kapff and <i>Tar Beach</i> by Faith</p>	<div data-bbox="772 311 1420 470"> <h2>How we express ourselves</h2> </div> <hr/> <div data-bbox="772 478 1420 638"> <p><b>Central Idea:</b> Art and imagery can express and shape religious and cultural beliefs.</p> </div> <hr/> <div data-bbox="772 646 1420 1157"> <p><b>Lines of Inquiry:</b></p> <p>An inquiry into the symbols and imagery of different religious and cultural traditions (form).</p> <p>An inquiry into the similarities and differences between different cultural and religious symbols and art (connection).</p> <p>An inquiry into how art is interpreted depending on context (perspectives).</p> </div> <hr/> <div data-bbox="772 1165 1420 1364"> <h2>Key Vocabulary</h2> </div>	<p><b>Maths:</b></p> <p>This half term we will be covering the following aspects of the maths curriculum:</p> <p><b>Number – Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>Finding and using factor pairs</li> <li>Multiplying by 10 and 100</li> <li>Dividing by 10 and 100</li> <li>Multiplying a two-digit number by a one-digit number</li> <li>Multiplying a three-digit number by a one-digit number</li> <li>Dividing a two-digit number by a one-digit number</li> <li>Dividing a three-digit number by a one-digit number</li> </ul> <p><b>Length and Perimeter:</b></p> <ul style="list-style-type: none"> <li>To measure in kilometres and metres</li> <li>To convert between kilometres and metres</li> <li>To find the perimeter of a rectangle</li> <li>To find and calculate the perimeter of rectilinear shapes</li> <li>To find missing lengths in rectilinear shapes</li> <li>To find the perimeter of regular polygons</li> </ul>
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Ringgold. These texts explore themes of identity, power, belonging, and aspiration, using symbolism and imagery to show how individuals express who they are and how they see their place in the world.

Opportunities for reading, writing and discussion will include:

- Making predictions and inferences about characters and setting.
- Exploring characters' feelings through diary entries and dialogue.
- Researching the natural world and writing informative explanations.
- Creating descriptive poems and information pages for a class *Book of Wonder* inspired by *The Crown*.
- Planning writing by discussing models of similar texts and recording ideas.
- Writing for different purposes, including diary entries, poetry, scripts, and information texts.
- Using expanded noun phrases, descriptive vocabulary, and figurative language to create effect.
- Writing dialogue and scripts using correct layout, punctuation, and stage directions.
- Organising writing into paragraphs around a clear theme.
- Editing and improving writing by making changes to vocabulary, grammar, and structure.
- Reading writing aloud to check meaning, clarity, and impact on the reader.

**Main Outcomes:**

An information text and Narrative retelling as a script



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<b>Key Concepts:</b> <ul style="list-style-type: none"> <li>Form</li> <li>Connection</li> <li>Perspective</li> </ul>	Conversion	Representation	Symbol	Artefact	<b>Approaches to Learning:</b> <ul style="list-style-type: none"> <li><b>Critical Thinking Skills:</b> Analysing ideas and looking for patterns, similarities, and differences.</li> <li><b>Communication Skills:</b> sharing ideas clearly and listening to others.</li> <li><b>Social Skills:</b> working co-operatively and valuing others' contributions.</li> </ul>
	Identity	Archaeology	Culture	Pagan	
	Tradition	Significance	Imagery	Belief	
<p><b>Line of Inquiry:</b> An inquiry into the symbols and imagery of different religious and cultural traditions (Form)</p> <p><b>In this Line of Inquiry, we will cover the following skills:</b></p> <p><b>History</b> <i>Anglo-Saxon Britain</i></p> <ul style="list-style-type: none"> <li>Explore Anglo-Saxon pagan gods and the symbols associated with them, using historical and archaeological evidence.</li> <li>Examine how early Christian beliefs were introduced to Britain through key centres such as Canterbury, Iona, and Lindisfarne.</li> <li>Use an archaeological lens to identify how beliefs are represented through artefacts, buildings, and religious imagery.</li> </ul> <p><b>Religion and Worldviews</b> <i>Just how important are our beliefs?</i></p> <ul style="list-style-type: none"> <li>Identify symbols, objects, clothing, and ceremonies used to express religious and cultural beliefs.</li> </ul>	<p><b>Line of Inquiry:</b> An inquiry into the similarities and differences between different cultural and religious symbols and art (Connection).</p> <p><b>In this Line of Inquiry, we will cover the following skills:</b></p> <p><b>Religion and Worldviews</b> <i>Just how important are our beliefs?</i></p> <ul style="list-style-type: none"> <li>Compare how different religions and cultures express commitment and belief through symbols, ceremonies, clothing, and diet.</li> <li>Identify similarities and differences between pagan and Christian practices in Anglo-Saxon Britain.</li> <li>Explain how different traditions may express shared ideas such as belonging, faith, or dedication.</li> </ul> <p><b>History</b> <i>Anglo Saxon Britain</i></p> <ul style="list-style-type: none"> <li>Examine how the conversion to Christianity led to changes in artistic symbols while retaining aspects of earlier Anglo-Saxon traditions.</li> <li>Explore connections between religious belief, identity, and cultural production in Anglo-Saxon society.</li> </ul>				



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- Describe how ceremonies such as baby welcoming and commitment ceremonies use symbolic actions to communicate meaning.
- Explain what religious symbols, clothing, or ritual actions may signify about belief, identity, and commitment.

## Art

*Anglo-Saxon symbols and Christian art*

- Identify symbolic motifs and imagery in Anglo-Saxon pagan and early Christian art.
- Explore how visual elements such as pattern, form, and repetition are used to convey belief and meaning.

**Line of Inquiry:** An inquiry into how art is interpreted depending on context (Perspectives)

**In this Line of Inquiry, we will cover the following skills:**

## Art

*Anglo-Saxon symbols and Christian art*

- Study Anglo-Saxon and early Christian artworks (e.g. illuminated manuscripts, stone crosses, metalwork) and interpret their meaning.
- Explore how the meaning of symbols, colours, and imagery can change depending on religious, historical, or cultural context.
- Create artwork inspired by Anglo-Saxon and Christian traditions, making intentional choices to communicate meaning.
- Reflect on how personal knowledge, beliefs, and historical context influence interpretation of art.

## Religion and Worldviews

*Just how important are our beliefs?*

- Evaluate how religious symbols and artistic imagery can be understood differently by different people or communities.
- Explain how visible practices (art, clothing, rituals) and invisible beliefs influence interpretation.
- Justify ideas about how context shapes understanding of belief and commitment.



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### Science:

#### Sound

During this topic we will cover the following skills:

- Identify how sounds are made, associating sounds with vibrations.
- Recognise that vibrations from sounds travel through different materials to the ear.
- Explore patterns between the pitch of a sound and features of the object that produced it (such as size, thickness, or tension).
- Explore patterns between the volume of a sound and the strength of the vibrations that produced it.
- Investigate how sounds can be made louder or quieter.
- Recognise that sound travels through solids, liquids, and gases.
- Use scientific vocabulary related to sound, including vibration, pitch, volume, and ear.
- Plan and carry out investigations to explore sound, making careful observations and recording results.

### PSHE:

#### Dreams and Goals

During this topic we will cover the following skills:

- Knowing how it feels to have hopes and dreams.
- Understanding how disappointment feels and identify when they have felt that way.
- Understanding how to cope with disappointment and how to help others cope with theirs.
- Exploring what it means to be resilient and to have a positive attitude.
- Being part of a group challenge
- Knowing to share in the success of a group and how to store this success experience in an internal chest.

### French:

#### Les saisons

During this topic we will cover the following skills:

- Naming, recognising and remembering all four seasons in French.
- Saying which season is their favourite.
- Saying why it is their favourite season.
- Starting to recognise and use the conjunctions 'et' (and) & 'car' (because) in spoken and written responses
- 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.

### Computing:

#### Repetition of shapes

During this topic we will cover the following skills:

- Listing an everyday task as a set of instructions including repetition.
- Using an indefinite loop to produce a given outcome.
- Using a count-controlled loop to produce a given outcome.
- Planning a program that includes appropriate loops to produce a given outcome.
- Recognising tools that enable more than one process to be run at the same time.
- Creating two or more sequences that run at the same time.



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## **PE:**

### **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.

### **Gym:**

- To explore movement patterns that express ideas and emotions.
- To develop control, coordination, and timing when performing sequences.
- To create and rehearse a group dance inspired by our class topic, using formation and transitions.
- To perform with confidence, expression, and awareness of rhythm and space.
- To evaluate their own and others' performances, identifying strengths and areas for improvement.