





Girton Glebe Primary School Curriculum Inquiry

Lime Class (Y3) Summer 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 Search for the Arctic Jelly Fish and Escape from Pompeii)</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: Discusses and records ideas, composes and rehearses sentences orally (including dialogue), use a varied and rich vocabulary, use increasing range of sentence structures, use simple organisational devices in non-narrative (e.g. headings and sub-headings), assesses the effectiveness of their own and others' writing and suggesting 	<p style="text-align: center;">How we organise ourselves</p> <hr/> <p>Central Idea:</p> <p>Empires use systems to organise society and influence how people live together</p> <hr/> <p>Lines of Inquiry:</p> <p>An inquiry into the systems empires use to govern and control (function)</p> <p>An inquiry into how these systems influence daily life and culture (Connection)</p> <p>An inquiry into the legacy of empire systems in present-day communities (change)</p> <hr/> <p style="text-align: center;">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> <ul style="list-style-type: none"> Understanding denominators of unit fractions. Comparing and ordering unit fractions. Understanding numerators of non-unit fractions. Understanding the whole. Comparing and ordering non-unit fractions. Placing fractions on a number line. <p>Mass and Capacity:</p> <ul style="list-style-type: none"> Using scales and comparing. Adding and subtracting mass, capacity and volume. Measuring mass and capacity using scales. Finding equivalent capacities, volumes and masses.
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<p>improvements, proposes changes to grammar and vocabulary to improve consistency, proof-reads for spelling and punctuation errors, reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <ul style="list-style-type: none"> • Organisation: use headings, subheadings and simple devices; organising paragraphs around a theme, in non-narrative material, using simple organisational devices • Editing & presentation: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Outcomes: letters, diary entries, poetry, setting descriptions.</p> <p>Main outcome: Non-chronological report and newspaper report</p>					
<p>Key Concepts:</p> <ul style="list-style-type: none"> • Function: How does it work? • Connection: How is it linked to other things? • Change: How is it transformed? 	erode	impermeable	lava	liquid	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> • Self management Skills: Using my time wisely and effectively, knowing the rules and the best ways to act with others, making the correct choices and understanding consequences. • Thinking Skills: Using Harvard Thinking Routines to analyze, interpret, and connect information. • Communication Skills: Writing to record information and share my observations. Presenting my findings effectively and clearly
	magma	molten	Ring of Fire	sedimentary	
	igneous	tectonic plate	vent	volcanic eruption	
<p>Line of Inquiry: An inquiry into the systems empires use to govern and control (function)</p>	<p>Line of Inquiry: An inquiry into how these systems influence daily life and culture (Connection)</p>				



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

- Historical enquiry (asking questions, analysing sources, interpreting evidence)
- Understanding cause and effect (how systems support control and organisation)
- Systems thinking (identifying components and how they work together)
- Scientific observation and investigation (plant growth, nutrition, reproduction)
- Sequencing and explaining processes (e.g. food production systems)

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

- Making connections between systems and lived experiences
- Comparing and contrasting cultures (Roman vs local traditions)
- Practical application of knowledge (following recipes, food preparation)
- Evaluating similarities and differences
- Communication skills (explaining ideas about lifestyle and culture)

Line of Inquiry: An inquiry into the legacy of empire systems in present-day communities (change)

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

- Identifying continuity and change over time
- Local history investigation and interpretation
- Critical thinking (evaluating long-term impact)
- Drawing connections between past and present
- Reflective thinking (understanding legacy and influence)



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<p>PSHE:</p> <p>In PSHE we will be thinking about Relationships</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> • Try to solve friendship problems when they occur • Help others to feel part of a group • Show respect in how they treat others • Know how to help themselves and others when they feel upset or hurt • Know and show what makes a good relationship 	<p>PE:</p> <p>In PE the children will be practising Athletics and Tennis.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Show control, accuracy and consistency when running, throwing and jumping. • To develop stamina and an understanding of speed and pace in relation to distance. • To develop power and speed in the sprinting technique. • To develop technique when jumping for distance. • To develop power and technique when throwing for distance. • Take up space and positions that make it difficult for opponents. • To develop hitting the ball using a forehand. • To develop returning the ball using a forehand. 	<p>Computing:</p> <p>We will continue to cover the following skills:</p> <ul style="list-style-type: none"> • Create questions with yes/ no answers • Choose questions that will divide objects into evenly sized subgroups • Repeatedly create subgroups of objects • Identify an object using a branching database • Retrieve information from different levels of the branching database
<p>Music:</p> <p>In music we will be focusing on 'Bringing us Together'</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> • Listen to disco-style music and friendship themes. • Identify the beat and how it makes you feel. • Sing the unit song with others. • Join in confidently and with expression. • Play instruments to keep the steady beat. 	<p>French:</p> <p>Our topic this term is unit 'Je me presente...'</p> <p>During this topic we will cover:</p> <ul style="list-style-type: none"> • Tell you their nationality and understand basic gender agreement rules. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. 	<p>Science</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> • Ask simple scientific questions about how plants grow • Set up and carry out fair tests (e.g. what plants need to grow well) • Make careful observations and take simple measurements • Record results using drawings, labels, charts, and tables



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<ul style="list-style-type: none">• Play simple rhythmic patterns.• Make up rhythms and sounds inspired by the music.• Respond to others' musical ideas.• Create short musical patterns.• Choose sounds to show unity or friendship.• Perform songs and rhythms.• Show confidence and enjoyment.• Listen carefully and respectfully to other people's thoughts about the music.		<ul style="list-style-type: none">• Identify and describe the basic parts of flowering plants and their functions• Understand what plants need to grow (light, water, nutrients, space)• Observe how water moves through plants• Describe the life cycle of flowering plants, including pollination and seed dispersal• Group and compare plants based on features and how they disperse seeds• Use results to explain findings and make simple conclusions
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