



Sycamore Class Half Term Learning grid  
Autumn 1 Tomb Raiders

| English Year 3 and Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Cinderella of the Nile: Diary Entry</b></p> <p>Writing is clear in purpose<br/>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br/>When planning, discuss and record ideas<br/>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary<br/>Organise writing into logical chunks and write a coherent series of linked sentences for each</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br/>Writing is clear in purpose<br/>Organise paragraphs around a theme<br/>Compose and rehearse sentences orally (including dialogue)</p> | <p><b>Cinderella of the Nile: Character Description</b></p> <p>Writing is clear in purpose<br/>When planning, discuss and record ideas<br/>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary<br/>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements<br/>Organise writing into logical chunks and write a coherent series of linked sentences for each<br/>Use adverbs and prepositions to express time, place and cause<br/>Know when to use 'a' and 'an'</p> <p>Plan their writing by discussing and recording ideas<br/>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements<br/>In narratives, creates settings, characters and plot<br/>Writing is clear in purpose<br/>Use a varied and rich vocabulary<br/>Organise paragraphs around a theme<br/>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br/>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p> | <p><b>Cinderella of the Nile: Narrative of Traditional Tale</b></p> <p>Writing is clear in purpose<br/>When planning, discuss and record ideas<br/>Draft and write an increasing range of sentence structures (simple and compound)<br/>Use some variation in sentence types (statement/ command/ question/ exclamation)<br/>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements<br/>Use adverbs and prepositions to express time, place and cause<br/>Use inverted commas to punctuate direct speech<br/>Use conjunctions to express time, place and cause<br/>Plan their writing by discussing and recording ideas<br/>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements<br/>In narratives, creates settings, characters and plot<br/>Use a varied and rich vocabulary<br/>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"<br/>Use conjunctions, adverbs and prepositions to express time and cause for cohesion<br/>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> |

| Mathematics Year 3 and Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Place Value</b></p> <ul style="list-style-type: none"><li>- Represent and partition numbers to 100</li><li>- Number line to 100</li><li>- Represent numbers to 1000</li><li>- Partition numbers to 1000</li><li>- Partition numbers to 1000 flexibly</li><li>- 100s, 10s and 1s</li><li>- Use a number line to 1000</li><li>- Estimate on a number line to 1000</li><li>- Find 1, 10 and 100 more or less</li><li>- Compare numbers to 1000</li><li>- Order numbers to 1000</li><li>- Count in 50s</li><li>•</li></ul> <ul style="list-style-type: none"><li>- Represent and partition numbers to 1000</li><li>- Number line to 1000</li><li>- Multiples of 1000</li><li>- Partition 4-digit numbers flexibly</li><li>- 1, 10, 100, 100 more or less</li><li>- Number line to 10,000</li><li>- Estimate on a number-line to 10,000</li><li>- Compare and order numbers to 10,000</li><li>- Round to the nearest 1000</li><li>- Round to the nearest 100</li><li>- Round to the nearest 10</li><li>- Round to the nearest 1000, 100 and 10</li></ul>          |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                       | <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"><li>- Apply number bonds within 10</li><li>- Add and subtract 1s</li><li>- Add/subtract 10s</li><li>- Add/subtract 100s</li><li>- Spot the pattern</li><li>- Add 1s across 100</li><li>- Subtract 1s across 10</li><li>- Subtract 10s across 100</li><li>- Making connections</li><li>- Add two numbers</li><li>- Subtract two numbers</li><li>- Add a 3-digit and 2-digit number</li><li>- Subtract a 2-digit number from a 3-digit number</li><li>- Complements to 100</li><li>- Estimate answers</li><li>- Inverse operations</li></ul> <ul style="list-style-type: none"><li>- Add and subtract 1s, 10s, 100s and 1000s</li><li>- Add two 4-digit numbers - one exchange</li><li>- Add two 4-digit numbers one exchange</li><li>- Add with more than one exchange</li><li>- Subtract two 4-digit numbers</li><li>- Subtract two 4-digit numbers - more than one exchange</li><li>- Exchange across two columns</li><li>- Efficient methods</li><li>- Equivalent difference</li><li>- Estimate answers</li><li>- Check strategies</li><li>- Problem solving - one step</li><li>- Problem solving - multistep problems</li></ul> |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                   |
| Sycamore Class Wider Subject areas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                   |
| <p><b>Science</b></p> <p><b>Year 3 - Forces and Magnets</b></p> <p>Compare how things move on different surfaces</p> <p>Understand that magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p><b>Year 4 - States of Matter</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> | <p><b>Computing- online safety</b></p> <p>Understand SMART rules to online safety</p> <p>Understand and explain a digital footprint</p> <p>Identify risks of malware</p> <p>Explain how to have 'Healthy Screen Time'</p> | <p><b>Art - Sculpture</b></p> <p>Explore Egyptian sarcophagus mask and identify features</p> <p>Make detailed observations</p> <p>Identify effective joining techniques</p> <p>Form sarcophagus masks by adding layers</p> <p>Evaluate finished pieces using artistic vocab</p> | <p><b>PE - Netball and Dodgeball</b></p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control.</p> | <p><b>French -Core unit 1</b></p> <p>Greeting each other</p> <p>Introducing themselves</p> <p>Counting up to 10</p> <p>Introducing their immediate family</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>History - Ancient Egypt</b></p> <p>Understand the chronology of events in the distant past in relation today.</p> <p>Manipulate archaeological evidence to support inferences about the past.</p> <p>Evaluate the impact of Ancient Civilisation on modern life.</p> | <p><b>RE - Creation &amp; Fall/Community</b></p> <p>What do Christians learn from the Creation story?</p> <p>Express creatively the concept of community</p> <p>Explain examples of Christian community</p> <p>Describe how Christians show they're part of a community</p> <p>Discern the value of community to Christians</p> | <p><b>PSHE- E-safety</b></p> <p>Know the benefits and risks of internet usage</p> <p>Consider how our online actions impact others</p> <p>Know why social media is age restricted</p> <p>Know about the forms of internet abuse and what to do if it happens</p> <p>How to report concern about online issues</p> |

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| The Big events this term are: Egyptian Day date TBC<br>The Core values and learning keys we will be focusing on are: Team, Explore, Care |  |  |  |  |  |  |  |