Sycamore Class Half Term Learning grid
Autumn 1 Stone Age

English Year 3 and Year 4

The First Drawing: Diary Entry

Writing is clear in purpose
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
When planning, discuss and record ideas
Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary
Organise writing into logical chunks and write a coherent series of linked sentences for each

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Writing is clear in purpose
Organise paragraphs around a theme
Compose and rehearse sentences orally (including dialogue)

Stonehenge: Information Text

Use simple organisational devices, e.g. headings and subheadings
Draft and write an increasing range of sentence structures (simple and compound)
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
Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
Organise writing into logical chunks and write a coherent series of linked sentences for each
Use adverbs and prepositions to express time, place and cause

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Non-narrative material uses simple organisational devices
Use conjunctions, adverbs and prepositions to express time and cause for cohesion
Use an increasing range of sentence length and structure
Proof-read for spelling and punctuation errors
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements

Mathematics Year 3 and Year 4

Place Value

- Recognise the place value of each digit in a three-digit number
- To find 10 or 100 more of a given number
-Compare and order numbers up to 1000
-Identify, represent and estimate numbers using different representations
- Read and write numbers up to 1000 in numerals and words
- solve number and practical problems with these
- Count in multiples of 25 and 1000
- Recognise the place value of each digit in 4- digit numbers (1000s, 100s, 10s and ones) up to 10,000
- Identify, represent, and estimate numbers using different representations such as number lines -
- Manipulate 3 and 4 digit numbers through exchange
-Compare and order numbers up to 1000 using < , > , = signs
-Read and write numbers up to 1000 in numerals and words
- Find 10, 100 Or 1000 more or less
- Round any number to the nearest 10, 100, 1000

Addition and subtraction

- Add and subtract numbers up to 4 digits
- Add mentally by bridging numbers
- Partition numbers to add two and three-digit numbers
- Subtract 1s, 10s and 100s
- Solve addition and subtraction problems in contexts, deciding which operations and methods to use and why
- Estimate answers to calculations
- Use formal methods to add
- Add and subtract numbers mentally including a 3-digit number and ones , tens, and hundreds
- Subtract using a number line
- Use the expanded method for subtraction
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction one and two step problems in contexts, deciding which operations to use and why
- Use inverse operations to check answers
-Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
-Solve comparison, sum and difference problems using information presented in a line graph
-Statistics: complete, read and interpret information in tables, including timetables

Multiplication and Division

- Recall and use multiplication and division facts for the 2x, 5x and 10x tables.
- Use grid arrays for representing x and ÷ facts
- Count in multiples of 3 and 4 from zero
- Derive and recall 3x and 4x tables and associated division facts
- Write/ recall mathematical statements using mental strategies and known facts (x / ÷)
-Understand that division is sharing and grouping
- Solve problems involving multiplication and division using number lines, arrays and bars
- Consolidate multiplication and division facts for 2x, 3x, 4x, 5x, 8x and 10x tables
- Derive, recall and use multiplication and division facts for 6x and 12x tables
- Understand how arrays show multiplication
- Use grid arrays for representing x and ÷
- Solve missing number problems and problems involving multiplying and dividing(partitioning and recombining) such as 37 x 8 = (30 x 8) + (7 x 8)
- Understand that division is sharing and
- Multiply and divide numbers mentally drawing upon known facts
-Multiply and divide whole numbers and those involving decimals by 10, 100
-Solve problems involving addition, subtraction, multiplication and divisio

Sycamore Class Wider Subject areas

Science

WALT: recognise that sounds get fainter as the distance from the sound source increases.
WALT: recognise that sounds get fainter as the distance from the sound source increases.
WALT: identify how sounds are made
WALT: find patterns between the volume of a sound and the strength of the vibrations that produced it.
WALT: find patterns between the pitch of a sound and features of the object that produced it.
WS: To be able to report on findings from an enquiry and to be able to set up a simple practical enquiry.

Computing –E Safety

WALT: identify and create secure passwords
WALT: recognise fact from fiction online
WALT: create rules for safe use of email
WALT: present strategies for keeping safe online

Art

Stone Age Drawing – Oil Pastels

WALT: Explore existing art and identify unique features
WALT: Compare and contrast pencils and pastels for line and colour
WALT: Understand and apply the theory of negative space to designs
WALT: Evaluate finished pieces using artistic vocabulary

PE

Parkour

Tag Rugby

History

Changes in Britain within the Stone Age
Study of Stonehenge and the technology and inventions surrounding Stonehenge

WALT: understand the chronology and sequence events in pre-history
WALT: Understand how our knowledge of the past is constructed from a range of sources.
WALT: Recognise and track lifestyle changes within the Stone Age (Mesolithic to Neolithic)

Music

Texture, Timbre
WALT: Identify the use and purpose of different layers in music we hear and create
WALT: Identify a range of non-percussion instruments by name and family
Challenge: Identify how methods of playing can add texture in different ways

RE

Creation &
Fall/Community
What do Christians learn from the Creation story?
(digging deeper)

French

WALT: Saying the days of the week
WALT: Naming colours
WALT: Counting between 11 and 20
WALT: Naming countries
WALT: Expressing likes and dislikes

P4C/PSCE
E Safety

WALT: know the benefits and risks of internet usage
WALT: consider how our online actions impact on others
WALT: know why social media is age restricted
WALT: know about forms of internet abuse and what to do if it happens
WALT know where and how to report concerns about online issues

The Big events this term are: Stone Age Day
The Core values and learning keys we will be focusing on are: Team, Explore, Care

Sycamore Class Half Term Learning grid
Autumn 1 Stone Age