

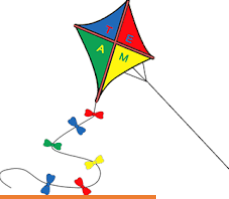
Sycamore Class Half Term Learning grid  
Autumn 2 May the Force be with you

| English Year 3 and Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>The Selfish Giant: Write alternative fairy tale narrative</b></p> <p>Writing is clear in purpose</p> <p>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</p> <p>When planning, discuss and record ideas</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</p> <p>In narratives, create settings, characters and plot</p> <p>Organise writing into logical chunks and write a coherent series of linked sentences for each</p> <p>Some sentence variation through sentence type, length and structure</p> <p>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p> <p>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</p> <p>Use figurative language such as similes, alliteration to build a picture in the readers head</p> <p>Variation in sentence structure includes simple, compound and complex structures</p> <p>Use a sentence that gives three actions</p> <p>Year 3/4 separate grammar focus</p> <p>Correctly use inverted commas in writing</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Know the difference between the subject and the object with the personal pronoun</p> <p>Use an embedded clause with an 'ing' verb</p> | <p><b>Magic Trick: Writing instructions for a magic trick</b></p> <p>Writing is clear in purpose</p> <p>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</p> <p>Include features of non-narrative writing</p> <p>Some sentence variation through sentence type (statement, question, exclamation, command) length and structure (simple, compound)</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use fronted adverbials</p> <p>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p> <p>Use a wider range of appropriate conjunctions, adverbs and prepositions are used to express time, place and cause, creating cohesion within and between sentences</p> <p>Variation in sentence structure includes simple, compound and complex structures</p> <p>Year 3/4 separate grammar focus</p> <p>Identify all the word classes of a simple sentence</p> <p>Compound sentences using all the coordinating conjunctions</p> |

| Mathematics Year 3 and Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"><li>Recall and use multiplication and division facts for the 2x, 5x and 10x tables.</li><li>Use grid arrays for representing x and ÷ facts</li><li>Count in multiples of 3 and 4 from zero</li><li>Derive and recall 3x and 4x tables and associated division facts</li><li>Write/ recall mathematical statements using mental strategies and known facts (x / ÷)</li><li>Solve problems involving multiplication and division using number lines, arrays and bars</li><li>Use place value, known and derived facts to multiply and divide mentally</li><li>Recall and use multiplication and division facts for 2x, 3x, 4x, 5x, 8x, 10x tables</li><li>Derive, recall and use multiplication and division facts for 6x and 12x tables</li><li>Solve missing number problems and problems involving multiplying and adding (partitioning and recombining) such as 37 x 8 = (30 x 8) + ( 7 x 8)</li></ul> | <p><b>Fractions</b></p> <ul style="list-style-type: none"><li>-Count up and down in tenths</li><li>- Find and write fractions of a discrete set of objects: unit fractions with small denominators</li><li>-Recognise that tenths arise from dividing an object or quantity into ten equal parts</li><li>-Count up and down in halves, quarters, thirds, and tenths on a number line</li><li>-Develop fraction families using fraction walls and bar models as an introduction to equivalence</li><li>-Count up and down in tenths (proper and decimal fractions); recognise that tenths arise from dividing into ten equal parts</li><li>-Count up and down in hundredths, recognise that hundredths arise from dividing by 100</li><li>-Round decimals numbers with one decimal place to the nearest whole number.</li><li>-Find the effect of dividing a one- or two-digit number by 10 or 100</li><li>-Recognise and show families of equivalent fractions using bar model diagrams</li><li>-Add and subtract fractions with the same denominator , bridging one whole</li></ul> | <p><b>Data Handling</b></p> <p>Interpret and present data using bar charts, pictograms and tables</p> <p>Solve one-step problems interpreting scaled bar charts, pictograms with non-unit symbols and tables.</p> <p>Solve comparison, sum and difference problems using information in bar charts for discrete data, time graphs for continuous data pictograms and other graphs</p> |

| Sycamore Class Wider Subject areas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                |                                                                                                                 |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                 |
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| <b>Science</b><br><b>Forces and Magnets (Year 3)</b><br>To compare how things move on different surfaces<br>To notice that some forces need contact between two objects but magnetic forces can act at a distance<br>To observe how magnets attract or repel each other and attract some materials and not others<br>To 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<br>To describe magnets as having two poles<br>To predict whether two magnets will attract or repel each other, depending on which poles are facing | <b>Science</b><br><b>Animals, including Humans (Year 4)</b><br>Describe the simple functions of the basic parts of the digestive system in humans<br>Identify the different types of teeth in humans and their simple functions<br>Construct and interpret a variety of food chains, identifying producers, predators and prey | <b>Computing</b><br><b>Spreadsheets</b><br>Use spreadsheets to automatically create charts and graphs from data<br>Use tools in spreadsheets to calculate<br>Describe cell locations using notation<br>Present and analyse data | <b>French</b><br><b>Playtime</b><br>Basic commands (imperatives)<br>Saying what's in the playground<br>How to say a variety of playground games<br>Using "j'aime" with another verb<br>Saying what and where they like to play | <b>PE</b><br><b>Gymnastics</b><br><b>Yoga</b><br>Develop flexibility, strength, technique, control and balance. | <b>D&amp;T</b><br><b>A Pneumatic Game:</b><br>Understand how pneumatic systems work.<br>Design a toy that uses a pneumatic system. create a pneumatic system.<br>Test and finalise ideas against design criteria. | <b>Music</b><br><br>To identify how rhythm patterns fit to a steady beat<br><br>To identify use and understand getting louder and quieter in finer gradations<br><br>To identify, use and understand getting faster and slower in finer gradations | <b>Geography</b><br><b>What's it like to live in Antarctica?</b><br>Understand the position and significance of lines of latitude<br>Describe the location and physical features of Antarctica<br>Use four figure grid references to plot Shackleton's route to Antarctica<br>Plan a simple route on a map using compass points<br>To follow instructions involving compass points and map a simple route | <b>RE</b><br><b>What is the trinity?</b><br>WALT express creatively my views on the trinity<br>WALT recognise how incarnation is represented through the trinity<br>WALT accurately describe Christian belief about the trinity<br>WALT discern the value of the trinity to Christians | <b>P4C/PSHE</b><br><b>Danger or Risk</b><br>To know about measures that can be taken to stay healthy<br><br>To know about personal hygiene and germs<br><br>To know facts relating to medicines |

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The Big events this term are: Forces Gallery  
The Core values and learning keys we will be focusing on are: Evaluate, Courage, Respect