



Sycamore Class Half Term Learning grid
Spring 1 Rise of the Romans

| English Year 3 and Year 4 | |
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| <p>Escape from Pompeii: Diary Entry</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>Organise writing into logical chunks and write a coherent series of linked sentences for each</p> <p>Draft and write an increasing range of sentence structures (simple and compound)</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</p> <p>Writing is clear in purpose</p> <p>Organise paragraphs around a theme</p> <p>Compose and rehearse sentences orally (including dialogue)</p> <p>Plan their writing by discussing and recording ideas</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Use a varied and rich vocabulary</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</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>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</p> | <p>Escape from Pompeii: Write a newspaper article</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>Vary nouns and pronouns to avoid repetition</p> <p>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</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</p> <p>Writing is clear in purpose</p> <p>Use a varied and rich vocabulary</p> <p>Organise paragraphs around a theme</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</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>Year 3/4 separate grammar focus</p> <p>Use irregular simple past-tense verbs e.g. awake/awoke</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i></p> |

| Mathematics Year 3 and Year 4 | | |
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| <p>Addition and subtraction</p> <ul style="list-style-type: none">• Add and subtract numbers mentally including a 3-digit number and ones, tens or hundreds• Add and subtract numbers with up to three digits using informal written methods• Estimate the answer to a calculation and use inverse operations to check answers• Compare and order numbers up to 1000• Read and write numbers up to 1000 in numerals and words• Solve number problems, including contextual problems such as +/- length.- Measure the perimeter of simple 2D shapes <p>• Recall and use complements to 100 and 1000 to support mental strategies</p> <p>• Add three numbers with a sum of up to 1000</p> <p>• Estimate the answer and use inverse operations to check answers to a calculations</p> <p>• Add and subtract numbers with up to four digits using formal written methods</p> <p>• Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why</p> | <p>Money and Measures</p> <ul style="list-style-type: none">• Add and subtract amounts of money to give change using both £ and p in practical contexts• Find different combinations of coins that equal the same amounts of money• Tell and write the time using 12 and 24 hour clock• Estimate and use read the time to the nearest minute <p>• Add and subtract amounts of money to give change using both £ and p and to solve problems</p> <p>• Record addition and subtraction money calculations using number lines and bar models.</p> <p>• Estimate, compare and calculate with money in £ and p.</p> <p>• Convert between £ and p</p> <p>Read, write and convert time between analogue and digital 12-hour and 24 hour clocks</p> | <p>Statistics</p> <ul style="list-style-type: none">- Interpret and present data using bar charts, pictograms and tables- Solve one-step problems interpreting scaled bar charts, pictograms with non-unit symbols and tables <p>Present data using bar charts, pictograms and tables</p> <p>Interpret data using bar charts, pictograms and tables</p> |

| Sycamore Class Wider Subject areas | | | | | | | | |
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| <p>Yr 3: Science – Animals, including humans</p> <p>WALT identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>WALT identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Science skill focus: research</p> | <p>Yr 4: Science – Living Things and their Habitats</p> <p>WALT recognise that living things can be grouped in a variety of ways</p> <p>WALT explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>WALT recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Science skill focus: observation over time</p> | <p>Computing</p> <p>Programming A: Sequencing Sounds</p> <p>To be introduced to a selection of motion, sound, and event blocks which will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.</p> | <p>PE</p> <p>Fundamentals of Movement</p> <p>Tennis & Ball skills</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> | <p>Art – Watercolours</p> <p>Explore existing art and identify unique features for our project [Frances Towne (18thc)]</p> <p>Manipulate colour to achieve depth through light and shadow</p> <p>Compare and contrast brush types</p> | <p>Music</p> <p>Year 4 Listen to Me: Ukulele</p> <p>Year 3 and 4 – The Romans</p> <p>Duration, Dynamics, Timbre</p> <p>To explore different metres (2, 3, and 4)</p> <p>To explore different tempi to create an effect</p> <p>To elect specific sounds to create a specific effect</p> | <p>History</p> <p>The Roman Empire and its impact on Britain</p> <p>Study of the 'Romanisation' of Britain, and the impact of <u>inventions</u>, culture and beliefs on the British people</p> | <p>RE</p> <p>Children know that Islam is a religion that many people around the world follow.</p> <p>Children know that community is important to many Muslims and why. Children know some of the ways that a Muslim may support their community.</p> | <p>PSHE</p> <p>Friendships</p> <p>Together / Family and friends</p> |