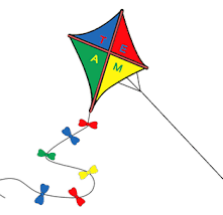


Sycamore Class Half Term Learning grid Summer 2 Pioneering Paleontologists



English Year 3 and Year 4

Krindlekrax - Writing a play script

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
Evaluate and edit, assessing the effectiveness of their own and others' writing and suggesting improvements
Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'
Select nouns and pronouns to provide clarity for the reader
Use simple organisational devices e.g. headings and subheadings
Vary nouns and pronouns to avoid repetition
Proof-read for spelling and punctuation errors

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Plan their writing by discussion and recording ideas
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Krindlekrax - Writing a persuasive argument

Writing is clear in purpose
Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'
Expansion of detail/evens may be supported through vocabulary (technical, vivid language) and explanation
Organise writing into logical chunks and write a coherent series of linked sentences for each
Select nouns and pronouns to provide clarity to the reader
Vary nouns and pronouns to avoid repetition
Organise paragraphs around a theme
Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)
Proof read for spelling and punctuation errors

Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary
Viewpoint is consistently maintained (for example, word choice indicate child's viewpoint on a character or issue)
Organise paragraphs around a theme
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Use an increasing range of sentence length and structure
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrase e.g. the strict maths teacher with the curly hair

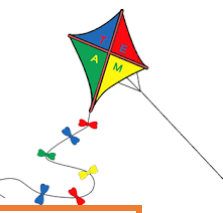
Mathematics Year 3 and Year 4

<p><u>Shape</u> Identify horizontal and vertical lines Identify pairs of perpendicular and parallel lines Draw 2D shapes Measure the perimeter of 2D shapes Compare and classify 2D shapes including quadrilaterals and triangles, based on their properties and sizes</p> <p>Measure and compare the perimeter of simple 2D shapes Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/ down</p>	<p><u>Fractions</u> <u>Revisit -</u> Recognise, find and write unit and non-unit fractions of discrete sets of objects with small denominators Recognise and use unit and non-unit fractions as numbers (on a number line) comparing and ordering unit fractions and those with the same denominator Recognise and show equivalent fractions using diagrams (bars) equivalent fractions</p> <p>Compare and order unit fractions whose denominators are all multiples of the same number Solve problems with fractions, fractions as quantities and fraction as division, including non-unit fractions where the answer is a whole number Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$</p>	<p><u>Division</u> Solve division problems using repeating subtraction that involve Begin to use the formal method for division with pictorial aids</p> <p>Solve division problems with two-digit dividends and one-digit divisors, that involve remainders and interpret remainders appropriately according to the context</p>	<p><u>Measure</u> Measure, compare, add and subtract mass (kg) volume/capacity (l/ml) Know 1000g= 1kg and derive associated facts e.g. 500g = $\frac{1}{2}$ kg, 250g = $\frac{1}{4}$ kg Count up and down in fractions of measure Telling time to the nearest minute Record and compare time in terms of duration of events Accurately read scales</p> <p>Measure and compare mass (kg and g) Know 100g = 1kg and derive associated facts 500g = $\frac{1}{2}$ kg, 250g = $\frac{1}{4}$ kg, 750g = $\frac{3}{4}$ kg Accurately read scales</p>	<p><u>Problem solving</u> Solve addition and subtraction problems in context deciding which operations and methods to use and why Solve problems involving budgeting Interpret and solve comparison, sum and difference problems Solve problems involving length using fractions</p> <p>Solve addition and subtraction problems two step in context, deciding which operations to use and why Interpret and solve comparison, sum and difference problems using information presented in</p>
--	---	---	---	--

Sycamore Class Wider Subject areas

Science	Geography	Computing	Art	PE	RE	D&T	P4C/PSHE
<p>Rocks, minerals and fossils To compare and group together different types of rocks To understand the process by which rocks are made To identify different types of rock through simple tests To describe how fossils are formed To recognise the nature and properties of soil</p>	<p>Are all settlements the same? To describe different types of settlement To identify human and physical features in the local area To discuss why human and physical features are in a particular location To describe how land use has changed in our local area</p>	<p>Database To explain and give examples of computer simulations To use branching databases Evaluate simulations for usefulness and purpose To create a simulations</p>	<p>Sculpture To explore existing art and identify unique features for our projects To make detailed observations To identify effective joining techniques To evaluate finished pieces using artistic vocabulary</p>	<p>Athletics: To use running, jumping throwing and catching in isolation and in combination</p> <p>Dance: To compare performances with previous ones and demonstrate</p>	<p>Kingdom of God To express creatively the concept of looking forward To explain some examples of looking forward To actively describe how Christians might look forward To discern the value of looking forward to Christians</p>	<p>Design and make a healthy snack To select and use appropriate utensils and equipment to prepare food. To carry out a sensory evaluation of a variety of ingredients To discuss and make changes to a recipe, for appearance, taste, texture, and aroma To evaluate a final product against success criteria</p>	<p>RSE Year 3 - To understand the importance of permission seeking and giving in relationships To understand what a stereotype is and how they can be unfair or negative Year 4 - To know key facts about puberty and physical changes in the adolescent body To know key facts about emotional changes in the adolescent body</p>

Sycamore Class Half Term Learning grid
Summer 2 Pioneering Paleontologists



				improvement to achieve their personal best			
--	--	--	--	--	--	--	--

The Big events this term are: Wire Worksop run by Southampton art gallery and dinosaur fossil workshop
The Core values and learning keys we will be focusing on are: care, respect and explore