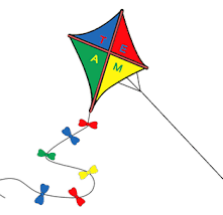


## Sycamore Class Half Term Learning grid Summer 2



### English Year 3 and Year 4

#### Coming to England: Writing an informal letter

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

#### School Habitats - Writing a persuasive letter

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  
 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

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### Mathematics Year 3 and Year 4

#### Time

Roman numerals to 12  
 Tell the time to the nearest 5 minutes  
 Tell the time to the nearest minute  
 Read time on a digital clock  
 Use am and pm  
 Years, months and days  
 Days and hours  
 Hours and minutes - start and end time and durations  
 Minutes and seconds  
 Solve problems with time  
 Years, months, weeks and days  
 Hours, minutes and seconds  
 Convert between analogue and digital times  
 Convert to the 24 hour clock  
 Problem solving - convert units of time

#### Properties of shape

Turns and angles  
 Right angles in shapes  
 Compare angles  
 Measure and draw accurately  
 Horizontal and vertical  
 Parallel and perpendicular  
 Recognise, draw and describe 2D shapes  
 Recognise and describe 3D shapes  
 Make 3D shapes  
 Identify angles  
 Compare and order angles  
 Triangles  
 Quadrilaterals  
 Polygons  
 Lines of symmetry  
 Complete a symmetric figure

#### Statistics

Interpret pictograms  
 Draw pictograms  
 Interpret bar graphs  
 Collect and represent data in a bar chart  
 Simple two-way tables  
 Interpret charts  
 Solve problems with charts  
 Interpret line charts  
 Draw line graphs

#### Position and Direction

Describe position  
 Describe position using coordinates  
 Plot coordinates  
 Draw 2D shapes on a grid  
 Translate on a grid  
 Describe translation on a grid

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### Sycamore Class Wider Subject areas

<u>Science</u>	<u>Geography</u>	<u>Computing</u>	<u>French</u>	<u>PE</u>	<u>RE</u>	<u>D&amp;T</u>	<u>P4C/PSHE</u>
<p><b>Investigation Focus: Problem Solving</b></p> <p><b>Investigation Focus: Pattern Seeking</b></p>	<p><b>What are rivers and how are they used?</b></p> <p>To understand what the water cycle is                      To understand how a river is formed                      Understand where we can find rivers                      Understand how rivers are used                      Understand what we can find out about our local river                      Identify features of our local river</p>	<p><b>Creating Media</b></p> <p>Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others.</p>	<p><b>My Town</b></p> <p>Asking how much something costs and saying prices                      Talking about what is in their town                      Giving directions                      Saying names of shops                      Saying the names of items you might buy in a shop</p>	<p><b>Athletics:</b> To use running, jumping throwing and catching in isolation and in combination</p> <p><b>Dance:</b> To compare performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><b>Kingdom of God</b></p> <p>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><b>Design and make a healthy snack</b></p> <p>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><b>RSE</b></p> <p>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>

The Big events this term are: Minstead Activity Centre, Trp to the Itchen River, Sports Day, class dance for Year 6 Production, Forest school for year 3