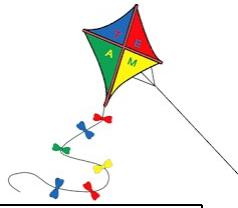
Sycamore Class Half Term Learning grid
Spring 2 Rise of the Romans



Writing Year 3/ Year 4	
The Iron Man: Writing an alternative ending	**The Iron Man: Non-chronological report**
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 In narratives, create settings, characters and plot Organise writing into logical chunks and write a coherent series of linked sentences for each Some sentence variation through sentence type, length and structure 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 indicates child's viewpoint on a character or an issue) Use figurative language such as similes, alliteration to build a picture in the reader's head Variation in sentence structure includes simple, compound and complex structures	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 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 Proof-read for spelling and punctuation errors Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements

Maths		
Year 3 – Mass	**Year 3 - Capacity**	
Use scales Measure mass Measure mass in kilograms and grams Equivalent masses Compare masses Add and subtract mass Problem solving mass	Measure capacity and volume in litres and millimetres Equivalent capacities and volumes (litres and milimetres) Compare capacity and volume Add and subtract capacity and volume Problem solving – capacity	
Year 4 – Fractions	**Year 4 – Area**	**Year 4 – Decimals**
Simplify fractions Add fractions and mixed numbers Subtract from mixed numbers Subtract from whole numbers Fraction problem solving Find fractions of an amount	What is area? Measures area using squares Count squares Make shapes Compare area	Make a whole Partition decimals Flexibly partition decimals Compare decimals Order decimals Halves and quarters as decimals

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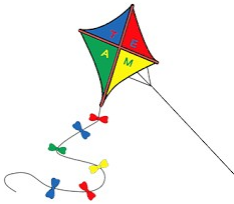

Sycamore Class Wider Subject areas

Science	History	Computing	PE	Music	Design and Technology	RE	P4C/PSHE
Year 3 – Light - To recognise that we need light in order to see things and that dark is the absence of light. - To recognise that shadows are formed when the light from a light source is blocked by a solid object - To find patterns in the way that the size of shadows change. - To recognise that the light from the sun can be dangerous and that there are ways to protect your eyes **Year 4 – Electricity** -To be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - To be able to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - To be able to recognise some common conductors and insulators, and associate metals with being good conductors. - To be able to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. - To be able to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	**Boudicca's Rebellion** - Identify reasons for Boudicca's rebellion resistance of the Romans - Compare and contrast how Boudicca was portrayed during her era - Explore why the Roman empire came to an end - Identify the legacies left by the Romans	**Databases** Use technology safely, respectfully and responsibly Recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact	**Gymnastic and Dance** - Develop flexibility, strength, technique, control and balance - Perform dances using a range of movement patterns - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 4s Listen 2 Me Year 3s Roman Music focus Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Design and Technology** **Design and Technology** **Design and make a Roman inspired fashion accessory** - Investigate existing products and create a design criteria - Select and use appropriate tools for cutting, joining and fastening - Select fabrics and fastenings for function and appearance - Produce annotated sketches and prototypes Evaluate a final product from the success criteria	**Salvation/Redemption** - To know that Christians see Holy week as the culmination of Jesus' earthly life - Accurately describe the events of Holy Week as told by The Bible - Recognise the significance of Easter to Christians	**Families** - Identify and understand stereotypes - Understand different types of relationships

The Big events this term are: Trip to Fisbourne Roman Palace