

Mrs. Stephenson  
Sycamore Class Autumn 2019 Y3/4/5

**Maths**

Resources and planning taken from the Big Maths programme (including SAFE Maths.) Three lessons of Big Maths will be streamed, whilst 2 SAFE (Outer Maths lessons) will be delivered in Sycamore Class.

This term, streamed Sycamore Class will be consolidating and extending their understanding of the four rules of number, focussing specifically on addition and subtraction, reading and writing numbers and rounding numbers to the nearest 10.

**Links to BPM for streamed group:**

N1o to identify numbers to 20 using different representations including the number line.

N1uq to count from 20 backwards beginning with any given number.

N1r to complete a number line to 20.

N1s to count to 100 forwards beginning with 0 or 1.

N1t to count from 100 backwards starting on any given number.

N1u to count across 100 forwards and backwards from any given number.

N1v to count in multiples of two.

N1z Given a number one less.

N3q to round any number less than 100 to the nearest 10.

Nam to match the spots on a dice to the numeral.

Ce to demonstrate an understanding of—sign.

C1a to represent and use number bonds and related subtraction facts within 5.

C1b to represent and use number bonds and related subtraction facts within 10.

C2e to add three 1d numbers using objects, pictures and mentally.

C2h to subtract two 2d numbers using objects, pictures and mentally.

C2i subtracting numbers using objects, pictures and mentally including two 2d numbers.

**Cross Curricular links: Literacy, ICT, Geography, Art and Design Technology. Assessment linked to weekly CLIC and Learn Its tests (and also SAFE outer maths tests half termly.) Continuous prose - writing about what I have enjoyed this term and what I am looking forward to.**

**SAFE Maths- delivered in Sycamore Class.**

Two lessons per week following the Big Maths programme. Sycamore Class (not streamed) will be studying time, 2D shapes and tallies, sorting and classifying objects, money and amounts of turn. Numeracy Ninja (mental maths) activities will take place every Monday and Thursday before lessons begin.

Links to BPM

Sh to know the value of tallies up to 5.

S1c to sort and classify objects using more than 1 criteria.

Si to collect tokens with a value up to 5.

GMm to use the terms 'more', 'less', 'enough', 'not enough'.

GM1d to tell the time to the half hour and draw the hands on a clock.

Gm1d to recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p and £1.

Gm1e to recognise and know the value of £5, £10 and £20 notes.

Gp1a to know quarter turns, half turns, three quarter turns.

Gs2a to identify and describe the properties of 2D shapes.

**Assessment - work, observation and discussion, half-termly test.**

**Cross Curricular Links - English, D.T. geography and ICT.**

**Continuous Prose— writing about trying or learning something new.**

## Art

### Linked to the Ancient Greece topic

To design a Greek pot, after looking at different pot shapes, colours and subject matter. Use a design sheet.

To design a Greek mask. Look at the evidence for masks and design own. Use a template and decorate it using collage.

#### **Links to Art BPM**

**U1 to recognise some simple characteristics of different kinds of art.**

**Ug to know that sculptures have meanings.**

**E1 to use different techniques.**

**Ep to gather information in response to suggestions.**

**Ct to develop own practical skills by investigating the potential of a range of materials.**

**Cq to select materials appropriately to create your own work.**

#### **Links to English BPM**

**W3j independently some ideas and content included.**

**W4u when prompted or with a checklist generally upper and lower case letters not mixed within words.**

**Assessment - observation, marking work and discussion.**

**Cross Curricular Links: Literacy, maths, science, history and geography. Continuous prose—reflecting on work.**

## PATH - Life Skills Wheel

### Healthy Lifestyle Choices

Knowing what fruit and vegetables are and where they come from.

Being able to explain what healthy food is

Being able to explain what food they like and don't like.

Knowing why you have to stay fit.

Knowing why you need to stay clean

Staying safe online

Knowing how to say 'No'!

Knowing that smoking is bad for your health.

Understand how medicines work.

**Assessment - work, observation and discussion.**

**Cross Curricular Links - English, maths, history, geography and ICT.**

**Sc I can be guided through a task while we talk about what is happening.**

**Pc I can take part in most of the lesson with encouragement.**

**Db I can point to something someone else did well.**

**Ie I will ask relevant questions to the lesson.**

**Cb I can indicate which foods I do not like.**

### Literacy Skills

**Sequencing and writing instructions.**

**Writing in grammatically correct sentences.**

**Developing new vocabulary.**

**Opportunities for discussion in pairs, small groups and as a whole class.**

**Assessment - work, observation and discussion.**

**Cross Curricular Links - English, maths, science and ICT.**

**Continuous Prose— writing about trying or learning something new.**

## Literacy

### Phonics

Children will take part in 3 (streamed) lessons per week using the Read, Write, Inc programme. This focuses on all areas of literacy (reading, writing, spelling and handwriting.) In lessons, children will read levelled books and take part in linked writing activities. Children will also learn a phonic sound per week. Children are grouped according to their phonic ability and they will work through the programme at an appropriate pace. The group is working on Set 3 Sounds.

English lessons for Sycamore Class will be partly topic based on Ancient Greece and children writing their weekend news. Children will write instructions and explanations and in poetry write about the seasons. Children will also find out about stories from other cultures. Pupils will be encouraged to consistently use capital letters, full stops and use finger spaces between words. We will focus on punctuation, ensuring that sentences are grammatically correct.

### Links to English BPM:

#### Reading:

R1as Independently read words 1-25 of the first 100 high frequency words from Letters and Sounds.

Rfac with one to one support play word games.

Rfak when prompted show some awareness of punctuation marks.

R2u Independently straightforward inference based on a single point of reference in the text.

R1ay to decode words using context clues.

#### Writing

W1 With support in a small group, some sentence like structures formed by chaining clauses together.

W1r to show some use of full stops and capital letters.

W2c With support to show the start and end of text.

W3e to use some descriptive language.

W3j Independently some appropriate ideas and content included.

W3k Use appropriate words to create interest e.g.. adjectives to give more detail.

#### Speaking and Listening

L1ai- Independently recount experiences .

Lfaj Independently makes vocabulary choices and uses non-verbal features that show awareness of different purposes and listeners.

L1ar - To match language and non-verbal features to purpose and audience e.g. by adjusting tone, pace, volume and intonation.

L1at -independently makes an attempt to organise and structure his or her presentation.

L3r - Independently shows understanding of characters and situations by adapting speech, gesture and movement.

**Cross Curricular Links - Science, History, Geography, PHSCE and R.E.**

**Assessment -Phonics and Renaissance assessment every term, Bookmark Targets and BPM objectives.**

**Continuous prose opportunity— describing scenes set in Ancient Greece.**

## Science Electricity Science Bug

Lesson 1 As a knowledge capture activity, children complete an electricity concept map. They then try to identify an electrical appliance for every letter of the alphabet before sorting these into ones that use mains electricity, batteries and those that use both. Children design a new electrical appliance that would make life easier.

Lesson 2 Children construct a simple circuit using components including wires, bulbs, buzzers, switches and batteries. In pairs, children make a bulb light up and a buzzer buzz and they keep a record of their working circuits using photographs, drawings or models and they label the different components. Children are introduced to switches.

Lesson 3 Children look at images of different circuits and predict whether the bulb will light in each one. Groups are given a box of components to check their predictions by building circuits. The teacher makes electricity puzzle spiders and children try putting the spider into their circuit to see which legs are cut in the middle without pulling the wires out.

Lesson 4 Children construct a circuit which lights up a bulb and they test spoons of different sizes and materials in the circuit, looking for ones which insulate and conduct electricity. They make a group record of their results, coming to general conclusions as a class about the material of the spoon. They predict and test other objects of different materials to see which conduct electricity and record their results.

Lesson 5 In groups, children use a sample of materials to answer questions relating to materials and electrical conductivity and insulation. They ask their own questions to aid the investigations and each group chooses a question to answer themselves.

Lesson 6 Children explore a variety of different switches. They construct circuits using buzzers and bulbs and insert switches into their own circuits and describe what happens. As a class, they discuss what makes a good switch and then pairs are given a selection of recycled materials to design and test their own switch. They add knowledge they have gained to their concept maps from lesson 1

Links to Science BPM

Gf to suggest one way to answer a question.

Gm be able to raise their own questions about the world around them.

Gg To understand that some questions can be answered by testing.

Od to understand that we gather information about the world through our senses.

Oe to understand that observation involves all the senses.

Df to use the equipment provided.

Oj to be able to select appropriate equipment to observe.

Cj to suggest practical ways to find something out.

Links to English BPM

L2al to take on different roles/responsibilities in working with others.

R1aac to locate key pieces of information when reading a text.

W1ac to use capital letters and full stops accurately.

W2n independently make some attempt to sequence ideas or material logically.

W4k to leave spaces between words.

**Cross Curricular Links: maths, D.T and literacy.**  
**Assessment - Observation, work produced and discussion. Hinge Questions (at the beginning and end of lessons.) Beginning and end of unit assessments.**  
**Continuous prose opportunity at the end of the work identifying what has been learnt.**

## Science Dangers to Living Things Science Bug

Lesson 1 Children sort statements about food chains under 'True', 'False' and 'Not sure'. They turn conflicting statements into questions to research. Children consider the impact of environmental change on living things, thinking specifically about the availability of food as an important factor when considering how animals respond to environmental change.

Lesson 2 Children research two food chains; one about living things in the UK and one in another part of the world. They create and display their food chains and look at similarities. They think about why plants are the start of all food chains.

Lesson 3 Children draw two new human food chains; one for a vegetarian and one for a meat-eater. Children look at food chains involving a centipede and earthworm, starfish and spider. They identify the questions they can now answer from the true or false sorting activity from lesson 1.

Lesson 4 Children explore the impact of environmental change on people and on living things, looking particularly at the impact of fire and flooding. They make a display about historical fires or floods and add sticky notes to it suggesting how different living things were affected.

Lesson 5 Children explore different ways people try to reduce the impact of change on an environment and then research the effects of droughts, volcanoes etc. on living things. To see environmental change in action, children observe a patch of ground outside that had been previously covered up. They count the invertebrates they see and take photos and look at pictures before and after the ground was covered and note the differences. Children learn that this was a small change but it still had a big impact.

Lesson 6 Children prepare reports on changes to the environment that will be caused by a new neighbourhood being built. They decide on the three most important things they have learned during the unit, focussing particularly on their work on food chains and environmental change, and explain why they chose them.

### Links to Science BPM

Ig Use simple observable features to compare living things.

Gm be able to raise their own questions about the world around them.

Od to understand that we gather information about the world through our senses.

Oe to understand that observation involves all the senses.

Cg to be able to set up a practical test.

In to group living things in different ways.

Ld to begin to recognise links between observations and answers to questions. Ra to make simple records of their findings.

### Links to English BPM

L2al to take on different roles/responsibilities in working with others.

W1ac to use capital letters, and full stops accurately.

W2n independently make some attempt to sequence ideas or material logically.

**Cross Curricular Links: maths, D.T and literacy.**

**Assessment – Observation and discussion. Hinge**

**Questions (at the beginning and end of lessons.)**

**Beginning and end of unit assessments. Continuous prose opportunity at the end of the work identifying what has been learnt.**

## I.C.T.

To make a title cover page for the History topic Ancient Greece and word process the title. To choose the font, size and colour. To include an image, save work and print it.

To access Mathematics, Sums Online and support maths work done in class.

Links to BPM

Hnh To be able to load resources and make correct choices from IT.

Dpg to select the correct software for a familiar activity.

DPK to combine software to achieve given goals.

Links to English BPM

W1x to demarcate most sentences with capital letters and full stops.

To use phonics to sound out words for writing.

Assessment - through observation, work produced and discussion.

Cross Curricular Links - Literacy, music, maths and history (including Speaking and Listening)

Continuous Prose - To write about which areas of I.C.T. that have been the most enjoyable and which areas I have learnt the most.

## RE

**How and why do religious people show care for others?**

Lesson 1 I can name different faiths. I can name and explain what Baptism is. I understand what happens in communion.

Lesson 2 I can explain what marriage is and its importance.

Lesson 3 I understand how people are cared for as they get older. I know what happens at a funeral and what Christians believe about the afterlife.

Lesson 4 and lesson 5 I can examine Hindu ceremonies and talk about what they show about how people are cared for.

Lesson 6 I can examine some Jewish ceremonies and talk about how they show people caring for one another.

**Why do Christians call Jesus the Light of the World?**

Links to R.E.BPM

K10 To suggest meaning for religious actions.

K11 To suggest meanings for religious symbols.

C2 To talk about what you find puzzling.

P2 To reflect on own ideas.

P7 In relation to the religious material studied, show awareness of the experiences of others.

Literacy BPM Links

W1x to demarcate most sentences with capital letters and full stops.

W1aa some limited use in the verb and tense forms.

W2m to write mainly in simple sequenced sentences.

W4p to use some adventurous word choices.

Cross Curricular Links - literacy, PHSCE and art.

Assessment - work, observation and discussion. One piece of prose per half term answering the topic question.

### Ancient Greece

**Who were the ancient Greeks?** I can understand how and why empires grow. I understand how a timeline works. I can order a Greek timeline.

**Ancient Greek Democracy** I can explain what democracy is. I can explain how the political system worked in Ancient Greece. I can compare ancient and modern democracy. I understand the legacy of the ancient Athenian democratic system.

**The Olympics** —I can learn about the past from sources including art work. I can explain how the Olympics have changed over time and how they have stayed the same. I can explain why pottery can give us information about the Ancient Olympic Games. I can compare the ancient and modern Olympic Games.

**The Battle of Marathon** — I can compare Athens and Sparta. I can explain why the Spartans did not help the Athenians. I can order the events of the Battle of Marathon. I can write the events of the Battle of Marathon from the point of view of someone involved in the battle.

**Gods and Goddesses**—I can research different gods and goddesses and say key facts about them. I can plan my own Greek myth, using gods, goddesses, monsters and heroes.

**The Trojan War** — I can compare use a range of artefacts and ask questions about the past. I can use the story from Homer's Iliad to find out about the Trojan War. I can choose key parts of the story to freeze frame. I can write a chronological diary entry to recount the story of the Trojan War.

### Links to History BPM

Th15 to begin to communicate in simple phrases and statements about distinctions between the past and present in other peoples lives.

Th22 to use common words to indicate the passage of time.

Th27 to know and recount episodes from stories about the past.

E11 to begin to recognise ways in which the past is represented.

E16 to begin to recognise why some changes might be judged as more historically significant than others.

### Links to Geography BPM

U1 to understand the difference between physical and human features of a place.

E1 to explain views on the features of the environment of a locality.

Ech to use the resources given to me to ask questions about places.

### Links to English BPM

W3g when prompted or with a checklist, brief comments, questions about events suggest a viewpoint.

W3j independently appropriate ideas and content included.

W4p to use some adventurous word choices.

Assessment—observation, marking work and discussion. Sometimes a starter quiz, hinge questions or exit tickets used.

Cross Curricular Links: Literacy, maths, art and computing. Continuous prose opportunity— end of unit assessment writing about learning.

## P.E.

### Using Real P.E. Fun Stations 10 and 1 Personal Skills Unit 1

Each lesson starts with warm up, followed by two P.B. Challenges and a review method. To improve coordination and static balance.

Lesson 1 Warm up—Hi Baby!, P.B. Challenge matching pairs, P.B. Challenge, balloon balance and review method—one leg and time shares.

Lesson 2 Warm up—Hi Baby! skill—footwork. Skill Application —select footwork patterns, cool down/review—one leg and time shares.

Lesson 3 Warm up—Hi Baby!, Skill—footwork, Skill application— task cards, Cool down/review— one leg and time sharers.

Lesson 4 Warm up—walking race, Skill— footwork, Skill application— through the gates, Cool down/review— counter balance and time shares.

Lesson 5 Warm up—walking race, Skill—footwork, Skill application— footwork assault course, Cool down and review—Pick Up, Put Down, and time shares

Lesson 6 Warm up—walking race, P.B. Challenge — matching pairs, P.B. Challenge—balloon balance and review method.—time shares.

#### Links with English B.P.M.

L1aj to make vocabulary choices and use non-verbal features that show awareness of different purposes and listeners.

L2al to take on different roles and responsibilities when working with others.

W4o often speech like vocabulary conveys relevant meaning.

#### Links with P.E. B.P.M.

Paf To catch a small ball 50% to 90% of the time.

Paq to imitate a sequence in their movement.

Hk To understand why physical activity is essential for health.

Hq To communicate why physical activity is essential for health

Io can work appropriately in different situations.

If To fasten buttons independently.

Tq To demonstrate engagement when developing skills.

## D.T.

### Linked to the topic of Ancient Greece

To be able to design, make and evaluate Greek pots. To make a clay model of a pot. Follow a design plan booklet, involving research, designing, making, evaluating, adapting and re-evaluating. Make a model of a Greek temple, testing different materials to work out which material would make the best columns.

#### Links to D.T. BPM

Dp I can use simple sketches and brief annotation in my design.

Dm I can incorporate familiar products in my basic drawings.

MM I can select a range of appropriate materials for my design.

MD I can cut around more complex shapes.

Pm In my design I can show consideration of tools, materials and components.

Eh I can identify where evaluation has led to improvement.

#### Links to English BPM

W3j independently some appropriate ideas and content included.

W3k use appropriate words to give more detail.

W2n independently some attempt to sequence ideas or materials logically.

**Assessment - observation, marking work, ability of model to meet the criteria and discussion.**

**Cross Curricular Links: Literacy, maths, science, history, geography and computing.**

**Continuous prose— evaluating project and identifying where evaluation has led to improvement.**

## Music

The Charanga programme. Don't Stop Believing SEDN.

Listen and appraise.

Warm up games involving rhythm and pitch, playing the notes F and G on glockenspiel.

Flexible games involving bronze, silver and gold challenges.

Vocal warm ups.

Learn to sing the song.

Perform the song.

Singing in the hall with different teachers leading the sessions and other primary classes.

#### Links to Music BPM

Lp To recognise musical elements.

Pp To play groups of sounds indicated by a symbol based score.

Cb They are involved in simple improvisation and make basic choices about the sounds and instruments used.

Cc To make simple musical compositions.

#### Links to English BPM

W3k to use appropriate words.

L1at makes an attempt to structure presentation.

L2a1 takes on different roles and responsibilities in working with others.

**Assessment - observation and discussion.**

**Cross Curricular Links: Literacy, maths, science, history, art and computing.**

Sometimes a starter quiz, hinge questions or exit tickets used.

**Continuous prose—writing about what they have enjoyed about this music unit.**