CYCLE B 2022-2023
Sycamore class (Years 3 and 4)

CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	*Roman Britain*	*Roman Britain*	*Water*	*The UK*	*Anglo Saxons and Vikings*	*Anglo Saxons and Vikings*
Religious Education	**Hinduism** **Salvation- Survivor** Using a 'survival' theme we will discover how God helps and guides us. He wants us to welcome his help He helped us most through Jesus' saving act.	**Christmas - Light in Darkness** Jesus is light And brought it to the world when he arrived. , used it to guide people to him and shares it with us in our lives everyday	**Buddhism** **Saul (God offers Help)** Israel wants a King Sauk chosen as King Saul rejects God Sets up a monument, offers a sacrifice, consults a witch	**David (God Equips)** David the Shepherd David anointed David meets King Saul David and Goliath **King David (God Strengthens)** David's elevation after Goliath **David Crowned King** David conquers the Philistines Abigail intercedes **Easter - Messages to me** **(one week unit)** Easter	**Islam** **God's Greatness - God's Way** God is a wise guide who helps us grow in greatness. Who will be the Greatest? Variety of historical characters explored	**The Bible - Guidance for Everyone** How God guided the bible so it would reach every person. The same message is presented in many different ways. What is the Bible? History, Drama, love stories, heroes, daring escapes, poetry etc..

English Core Text	Core Fiction: Ancient Myths Collection by Geraldine McCaughrean	Core Fiction: The true story of the 3 little pigs by Jon Scieszka Poetry: Animal poems compiled by Jennifer Curry	Core Fiction: How to Train Your Dragon by Cressida Cowell Core Non-Fiction: Dragons, non-chronological reports	Core Fiction: The Lion, the witch and the wardrobe by CS Lewis Poetry: Overheard on a Saltmarsh by Harold Monroe, A small dragon by Brian Patten	Core Fiction: Beowulf by Michael Morpurgo Core Fiction: Traditional Tales	Core Fiction: The Adventures of the Dish and the Spoon by Mini Grey Core Non-Fiction: Texts in resources
Writing Genre and Purpose	Narrative: myths and legends *(to entertain)* HfL	Recount: The true story of the 3 little pigs *(to inform)* HfL Poetry: poems on a theme, animal poetry *(to entertain)* Hamilton Y3	Fantasy: How to Train your Dragon *(to entertain)* Hamilton Non-chronological reports: dragons *(to inform)*	Poetry: *(to entertain)* HfL Y4	Narrative: Beowulf, legends inspired by Beowulf *(to entertain)* Narrative: traditional Tales *(to entertain)* HfL Y3	Playscripts: The Adventures of the Dish and the Spoon *(to entertain)* HfL Persuasive Writing: Advertising *(to persuade)* Hamilton Y3

Grammar Y3	Using a dictionary Parts of speech and parsing Simple Tenses 3rd person singular - verbs ending in y verb to be, past, present and future Syllables	Present Participle Present continuous Past Continuous Proper Nouns, Places Proper Adjectives Syllables	Paragraphs Paragraphs (2) Speech Marks Speech Marks (2) Future Continuous Suffixes (-less) and (-ful)	Contractions Comparatives and Superlatives Adverbs: Made adding (-ly) to adjectives Nouns acting as adjectives Adjectives: Made adding (-y) to Nouns Irregular plurals	The subject of a sentence The object of a sentence The subject and object pronouns Possessive Pronouns Homophones 'Our' and 'are' Homophones 'there', 'their' and 'they're'	Questions and exclamation marks in speech Prefixes Collective Nouns Sentences and Phrases The subject and object of a sentence verb tenses
Grammar Y4	Verb Tenses Identifying Verb Tenses The Subject/ Object of a sentence Homophone Your, You're Antonyms Grammatical Agreement Plural Nouns	Synonyms Concrete Nouns Abstract Nouns Possessive Nouns: Singular Present Participles as Adjectives Comparatives and Superlatives More, Less	Changing Verb Tenses Homophones Its, It's Grammatical Agreement Subject/Verb Comparatives/Superlatives, Good, Bad Homophones, to too, two Homophones where, wear, were	Suffix (al) making nouns into Adjectives Possessive Nouns, plurals Root words, prefixes, suffixes Grammatical Person Changing Grammatical Person Parsing Verbs	Questions and Statements Changing a statement into a question Simple and compound sentences Homophone Mix Ups Noun Phrases Phrases, Clauses and Sentences	Infinitives Onomatopoeia Hyphens Antonyms and synonyms More homophones mix up Changing verb tenses

Phonics Y3	digraphs ai, ay, a_e, ee, ea, e_e, ie, y, igh, i-e, oa, ow, o_e, ue, ew, u_e	ee, n for /ng/, soft c, soft g, tch, dge	le, qu, s for /z/, se and ze for /z/, suffix -less, suffix -able,	a for ai, e for ee, i for ie, o for oa, -o for oa, u for ue	a for ar, ie for ee, y for i, a for /o/, aw, au, al, homophones	ear, eer, ere, ure, gn for /n/, ph and gh for /f/, air, are, ear, ere, ex
Phonics Y4	ch,sh,th, homophones, nch, se for/s/, ve for /v/, plurals (ves)	schwa a, schwa o, schwa u, schwa ar, schwa or, schwa er	or for er, ear for er, u for long oo, gh, ough, augh, ive for /iv/, suffix -ic	st for/s/, silent letters, suffix ically, schwa al, schwa el, schwa il,	suffix ery, suffix ary, suffix ory, suffix ant, suffix ent, suffix ist	prefix pre, prefix sub, prefix anti, prefix trans, prefix inter, prefix tele

Maths	Number and Place Value Reasoning 1 Additive Reasoning 1 – Mental Addition Multiplicative Reasoning 1 – Building Fact Recall	Multiplicative Reasoning 1 – Building Fact Recall Additive Reasoning 2 – Mental Subtraction Proportional Reasoning 1 – Scaling, Comparison and Fractions	Geometric Reasoning 1 – Angles and Lines Proportional Reasoning 2 – Adding and Subtracting Fractions Geometric Reasoning 2 – Properties of 2-D shape	Spatial Reasoning 1 – Perimeter Statistical Reasoning 1 – Scaling Multiplicative Reasoning 2 – Multiplicative Laws and Area Multiplicative Reasoning 3 – Formal Written Multiplication and Division	Number and Place Value Reasoning 2 – Decimals Measurement and Statistical Reasoning - money and estimation Operational Reasoning – Understanding and Applying the Four Operations	Measurement and Statistical Reasoning - money and estimation Proportional Reasoning 3 – Finding Fractions of Continuous Quantities Roman numerals Negative Numbers – Counting through Zero and Calculating in Context (4LS29) Geometry – Position and Direction, incorporating Angles and Plotting Points of a Shape (4LS33)

Science	Animals, including humans	Animals, including humans	Electricity	Sound	Plants	Plants
	Nutrition in animals and humans; Role of skeleton and muscles

Working scientifically: Grouping, observing, exploring ideas, comparing, researching | Human digestive system; Different types of teeth and functions; Food chains (producers, predators and prey)

Working Scientifically: Comparing, suggesting reasons, discussing, investigating | What uses electricity?; Electrical circuits; Identifying issues in circuits; Switches; Conductors and insulators

Working Scientifically: Observing, constructing, drawing pictorial representations, identifying

BSW (carbon footprint) | How sounds are made; How sound travels; Pitch; Volume; Investigating sounds from a distance

Working Scientifically: Finding patterns, designing/constructing, investigating | Functions of parts of flowering plants; Requirements of plants (air, light, water, nutrients from soil, and room to grow and how they vary from plant to plant; Investigate how water is transported within plants; Role of the flower in the life cycle of flowering plants. *Working scientifically:Observing, comparing, looking for patterns, exploring questions, investigating* | Functions of parts of flowering plants; Requirements of plants (air, light, water, nutrients from soil, and room to grow and how they vary from plant to plant; Investigate how water is transported within plants; Role of the flower in the life cycle of flowering plants. *Working scientifically:Observing, comparing, looking for patterns, exploring questions, investigating* |

Geography			Water	The UK		
			Describe water in its solid, liquid and gaseous state. List the main events in the water cycle. Explain that changes in temperature cause evaporation and condensation. Explain that water has to be cleaned for drinking. Describe how flooding affects communities.	locate the countries that make up the UK on a map. Name the capital cities of the countries of the UK. Label the key cities in the UK on a map;. Name the seas surrounding the UK. Name some of the UK's main rivers. Find the names of seas on a map. Explain what a county is. Find their county on a map. Find areas of higher ground on a map of the UK. Name some areas of higher ground in the UK. Explain who first settled in London. Describe some ways that London has changed since AD 43. Find London on world and UK maps. Describe how the UK population has changed over time. Identify where some immigrants to the UK came from. Identify similarities and differences between their daily routine and that of a child from another historical period.		

History		Roman Empire	Roman Empire			Anglo-Saxons & Vikings	Anglo-Saxons & Vikings
		Where the Roman Empire came from.How the Roman army helped to expand the Empire. What Britain was like before the Romans invaded. How Britain became part of the Roman Empire. Who Boudica was and how she rebelled against the Romans.	What the Romans built after they settled in Britain. What houses were like in Roman Britain. What an archeological site can tell us about Roman Britain. How bathhouses provided leisure for Romans. The lasting impact Romans left in Britain.			(Trip to Butser Ancient Farm) Say where the Vikings came from and when they invaded Britain. Know some key facts about the most influential Anglo-Saxon kings and be able able to organise information about the Viking and Anglo-Saxon kings onto a timeline.	(Trip to Butser Ancient Farm) Describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments.
Art		Clay work - Roman busts		Hokusai Art			Plants and nature –
		Understand the historical and cultural development of art forms; (3D portraiture); understand how art and design reflect history; explore their ideas to improve their mastery of art and design techniques with clay; sketchbook recordings Hamilton		Discuss pictures by Japanese artists and say which is my favourite and why. Know where mount Fuji is, and to be able to create a sketch of it. Use pastels to create a copy of Hokusai's work. Draw in the style of Hokusai. Create a print of my own design.			Observational drawings - pencil, oil pastel. Study the work of Henri Rousseau. Hapa-Zome printing. Study the work of India India Flint. 3D modelling of plants and flowers using wire and paper. Study the work of Alexander Calder and David Olivira.

DT		**Weaving** Develop techniques including control and use of materials; experimentation and an increasing awareness of different kinds of art and design; improve mastery of weaving techniques		**STEM 3M activity** (tbc when 3M announce this year's challenge)	**Viking pancakes** Understand seasonality (seasonal berries); know where and how a variety of ingredients are grown, reared, caught and processed; understand principles of a healthy diet; use and develop cooking techniques	
PSHE	**Think Positive** – Building on comfortable and uncomfortable feelings; attitude to life can affect our mental health; thinking positively and remaining calm; taking responsibility for our actions and growth mindset.	**First Aid -** First Aid Training for schools from St Johns Ambulance. Calling the emergency services, basic first aid, bites and stings, asthma, choking, basic life support. Climate change and its effects; fair trading practices; how to be a good global citizen.	**Be Yourself** – The importance of having confidence in yourself; children identify strengths; recognise emotions; express thoughts and feelings respectfully; be assertive in uncomfortable situations; explore the influence of the media in how we view ourselves; how to fix things when we make mistakes.	**Team –** The class team works well together; we can identify the impact their actions have on the team; successful teamwork skills; resolve conflicts; individual responsibilities in teams.	**Money Matters –** Understand where money comes from; how we use it; how we spend money; why people borrow money; consequences of borrowing, environmental considerations of spending money; keeping track of spending.	**Growing Up** human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.

Computing	**Creating media – Animation** - I can create an effective stop-frame animation - I can explain why little changes are needed for each frame - I can predict what an animation will look like	**Data and information – Branching databases** - I can compare two branching database structures - I can create yes/no questions using given attributes - I can explain that questions need to be ordered carefully to split objects into similarly sized groups	**Programming B – Events and actions** - I can evaluate my project - I can implement my design - I can make design choices and justify them	**Creating media – Audio editing** - I can discuss the features of a digital recording I like - I can explain that digital recordings need to be exported to share them - I can suggest improvements to a digital recording	**Data and information – Data logging** - I can draw conclusions from the data that I have collected - I can explain the benefits of using a data logger - I can interpret data that has been collected using a data logger	**Programming B – Repetition in games** - I can develop my own design explaining what my project will do - I can evaluate the use of repetition in a project - I can select key parts of a given project to use in my own design
Music	**Brahms - BBC Ten Pieces 4** Learn musical language such as offbeat, and rhythm Create their own music to a given rhythm	**Bacewicz - BBC Ten Pieces 4** Listen and reflect on music (A Female Composer from WWII) Play in an ensemble with others	**The Baroque Era** Learn about the History of Music and how instruments have changed through the years Name different orchestral instruments and their families	**Villa Lobos - BBC Ten Pieces 4** Compare different styles of music (Baroque and Brazilian) Listen with attention to detail and recall sounds with increasing aural memory	**Ostinato** Perform pieces with repeated patterns Overlay rhythms and work as an ensemble to create layered music.	**Price - BBC Ten Pieces 4** Improvise and compose music for a range of purposes Explore different music structures such as Rondo and Coda
French	**Where is France?** Places you might visit; cities and attractions; where in the world French is spoken **Numbers and the alphabet** Numbers to 80; French alphabet; how to spell their names using the French alphabet sounds	**Greetings** Basic French greetings and responses **My family** Learn the vocabulary for immediate family members	**My home** Where do I live? Where do you live? Construct sentences using vocabulary to describe rooms in the home and items of furniture	**Colours** Describe colours in French, ranging from light and dark and metallic colours. **Animals** French vocabulary for different pets; how to ask if someone has a pet and how to reply; talk about animals on the farm; names for	**Food and shopping** Vocabulary you might use at the bakery; order food and drink at a cafe; vocabulary at the butchers; shopping at the supermarket;	**Days of the week Months of the year** Learn the days of the week and months of the year in French; ask the date and how to tell the time to the nearest hour.

				animals found in the zoo		
PE 1	**Football skills:** Learning specific attack and defence skills involved in team games.	**Football:** Learning specific attack and defence skills involved in team games. Playing competitive games.	**Badminton** To develop coordination and skills further by expanding different skills. **Some cross country:** Physical Fitness extended by learning a broader range of skills to develop cardio and fitness levels, and self assessing performance and improvements. Introducing endurance and stamina	**Badminton:** To develop coordination and skills further by expanding different skills. Playing competitive games.	**Gymnastics** Extending movement skills in different ways to include long move gymnastic skills. To evaluate and recognise own success	**Rounders:** To develop coordination and skills further by expanding different skills. Learning specific attack and defence skills involved in team games. Playing competitive games.

PE 2	Circuits and fitness: Extending movement skills in different ways. Physical Fitness extended by learning a broader range of skills to develop cardio and fitness levels, and self assessing performance and improvements. To evaluate and recognise your own success	Dance: Developing more complex dance movements. Extending movement skills in different ways. To evaluate and recognise own success	Swimming: swim competently, use a range of strokes, perform safe self-rescue.	Swimming: swim competently, use a range of strokes, perform safe self-rescue.	Athletics (track): Extend a broader range of skills with speed and endurance, by introducing activities in more challenging situations	Athletics: (field/throw): Extend a broader range of skills, by introducing activities in more challenging situations and involving specific techniques involved in different throws.
Forest School	**Tools** Whittle a stick safely Work with a partner to saw a length of wood into two sections ***Whole School Forest Session.***	**Fire** Light a piece of cotton wool using the flint and steel and recall the fire triangle Light a campfire using the flint and steel	**Knots** Square lashing Joining two pieces of wood together to create something from natural materials Sheer lashing stars ***Whole School Forest Session.***	**Nature** Identify five trees/plants in Forest School, looking at leaves, bark etc. Identify three animals/plants found in the Forest School pond. Clean and maintain this area.	**Craft** Create a tree decoration ***Whole School Forest Session.***	**Connection** Be quiet and listen for 4 minutes. What do you hear, see and smell? Slow your breathing.