



Rotherhithe Primary School Half Termly Curriculum Plan Spring 1, 2021-22 Year 3-4

Topic Diver: The Zoo						
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Read aloud text:	Anthony Browne- Voices in the Park	Anthony Browne- Voices in the Park	Anthony Browne- The zoo	Anthony Browne-The zoo	Anthony Browne- The tunnel	Anthony Browne-Into the forest
Guided Reading	Fiction Anthony Browne- Gorilla	Non fiction Digestive system	Fiction Anthony Browne- The tunnel	Non fiction	Poetry Dragon fly	Poetry The Sea - Poem by James Reeves
Writing	<u>Voices in the Park- Diary for Mum</u> <ul style="list-style-type: none"> To use drama to understand a character To plan a diary To write a diary Write in the past tense To write in 1st person 	<u>Voice in the Park- writing a setting description</u> <ul style="list-style-type: none"> To use drama to describe a scene To write a setting description Editing To use drama to think about thoughts and feelings of a character 	<u>Voice in the Park- Diary for Smudge</u> <ul style="list-style-type: none"> To plan a diary entry in the voice of Smudge To write a diary entry To write in the past tense To write in 1st person 	<u>Voice in the Park- agony aunt letter to Mum</u> <ul style="list-style-type: none"> To use drama to understand a story To understand how to give advice To plan an advice letter to Mum To write an advice letter To add a P.S to a letter To edit an advice letter 	<u>Voice in the Park- agony aunt letter to Dad</u> <ul style="list-style-type: none"> To use drama to understand a story To understand how to give advice To plan an advice letter to Dad To write an advice letter To add a P.S to a letter To edit an advice letter 	<u>Voice in the Park- write a story in the role of mum</u> <ul style="list-style-type: none"> Use drama to understand a character To plan a story as mum To write a story as mum Use knowledge from previous learning to think how a character has changed.
Maths Year 3	<u>Multiplication and Division</u> <ul style="list-style-type: none"> To explore Commutative Law Connecting multiplication and division Recall multiplication and division facts Recall and use multiplication and division facts 	<u>Multiplication and Division</u> <ul style="list-style-type: none"> Use multiplication facts to solve division word problems To solve correspondence problems. To solve correspondence problems. Doubling to find multiplication facts Deriving 'ten times greater' facts for known multiplication tables. 	<u>Deriving multiplication and division facts</u> <ul style="list-style-type: none"> To compare multiplication structures Multiplying with place value Linking place value and multiplication Dividing by ten using place value Multiplying and dividing by ten or 100 	<u>Deriving multiplication and division facts</u> <ul style="list-style-type: none"> Comparing division strategies To derive facts from known multiplication facts Multiply a two-digit number by three, four or five, without regrouping Multiply a two-digit number by three, four or five, without regrouping 	<u>Time</u> <ul style="list-style-type: none"> Developing conceptual understanding of time Reading analogue time with increasing accuracy Telling the time using a.m. and p.m. To understand the features of digital clocks and tell the time using 'minutes past' on a digital clock To read and order 	<u>Time</u> <ul style="list-style-type: none"> To understand the units of measured time To measure intervals in seconds and in minutes and seconds Calculating and comparing intervals Solving problems involving time



Rotherhithe Primary School Half Termly Curriculum Plan Spring 1, 2021-22 Year 3-4

					times in words, analogue or 12-hour digital formats	
Maths Year 4	<u>Place value</u> <ul style="list-style-type: none"> Partitioning a number in different ways Ordering and comparing 4 digit numbers Rounding to the nearest 10 Rounding to the nearest 100 Rounding to the nearest 1000 	<u>Multiplication and division consolidation</u> <ul style="list-style-type: none"> Two digit by one digit multiplication Three digit by 1 digit multiplication Short division three digit by one digit Multiplication and division word problems. 	<u>Fractions</u> <ul style="list-style-type: none"> Recognise different interpretations of fractions Recognise fractions as part of a set or quantity Recognise fractions as part of a whole shape Find equivalent fractions 	<u>Fractions</u> <ul style="list-style-type: none"> Identify fractions as a result of division Compare and order fraction Recognise mixed number fractions Convert mixed numbers to improper fractions 	<u>Fractions</u> <ul style="list-style-type: none"> Add fractions Subtract fractions Add fractions with an answer greater than one Subtract fractions including those greater than one 	<u>Fractions</u> <ul style="list-style-type: none"> Solve problems involving unit fractions Solve problems involving non-unit fractions Solve multi-step problems by comparing non-unit fractions
Science	<u>Animals including humans</u> Describe the simple functions of the basic parts of the digestive system in humans	<u>Animals including humans</u> Describe the simple functions of the basic parts of the digestive system in humans	<u>Animals including humans</u> Identify the different types of teeth in humans and their simple functions.	<u>Animals including humans</u> Identify the different types of teeth in humans and their simple functions.	<u>Animals including humans</u> Construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>Animals including humans</u> Scientist study- Joseph Lister, Antiseptic
Computing	<u>Creating media – Desktop publishing</u> Lesson 1 Words and pictures To recognise how text and images convey information I can explain the difference between text and images I can recognise that text and images can communicate messages clearly I can identify the advantages and disadvantages of using text and images	<u>Creating media – Desktop publishing</u> Lesson 2 Can you edit it? To recognise that text and layout can be edited I can change font style, size, and colours for a given purpose I can edit text I can explain that text can be changed to communicate more clearly	<u>Creating media – Desktop publishing</u> Lesson 3 Great template! To choose appropriate page settings I can define the term 'page orientation' I can recognise placeholders and say why they are important I can create a template for a particular purpose	<u>Creating media – Desktop publishing</u> Lesson 4 Can you add content? To add content to a desktop publishing publication I can choose the best locations for my content I can paste text and images to create a magazine cover I can make changes to content after I've added it	<u>Creating media – Desktop publishing</u> Lesson 5 Lay it out To consider how different layouts can suit different purposes I can identify different layouts I can match a layout to a purpose I can choose a suitable layout for a given purpose	<u>Creating media – Desktop publishing</u> Lesson 6 Why desktop publishing? To consider the benefits of desktop publishing I can identify the uses of desktop publishing in the real world I can say why desktop publishing might be helpful I can compare work made on desktop publishing to work created by hand



Rotherhithe Primary School Half Termly Curriculum Plan Spring 1, 2021-22 Year 3-4

ART		<u>Every picture tells a story</u> David Hockney I know that artists tell stories in their artwork and that art can be about feelings I can look hard at a picture to see details and understand the artwork I can describe the formal elements in a picture	<u>Every picture tells a story</u> Paula Rego I know that artists tell stories in their artwork and that art can be about feelings I can describe the formal elements in a picture I can understand and describe the story behind a painting	<u>Every picture tells a story</u> Edward Hopper I know that artists tell stories in their artwork and that art can be about feelings I can understand and describe the story behind a painting I can act out the story behind a picture	<u>Every picture tells a story</u> Pieter Breugel I know that artists tell stories in their artwork and that art can be about feelings I can understand and describe the story behind a painting I can focus on different parts of a picture, interpreting the meaning and stories behind them	<u>Every picture tells a story</u> Fiona Rae I know that artists tell stories in their artwork, whether it is realistic or abstract, and that art can be about feelings I can describe the formal elements in a picture I can create a drawing based on a famous piece of art
RE What Makes Me	<u>To consider who influences my life</u> I can compare some of the things that influence me with those that influence other people I can describe and understand links to stories and their impact in people's lives -Crying Camel story and questions	<u>To consider who influenced the life of St Francis</u> I can compare two different religious teachings/beliefs and say how they are similar and different to each other I can make connections between religious teachings and the lives of followers -Dada Panduag Athavale	<u>To consider who and what influenced Pandurang</u> I can compare two different religious people and say how they are similar and different to each other I can make connections between religious teachings and the lives of followers -Lovely Jubbly	<u>To classify religious objects</u> I can use religious words to describe some of the different ways in which people show their beliefs through using a special object I can explain how religious beliefs can be shown through a special object, and give my own opinion -Russian doll outline worksheet	<u>To consider what I care about</u> I can explain why the issue matters -What religions believe about justice	<u>To consider the difference I can make to my community</u> I can describe an issue that matters to me and say how I could help change the problem I can express through drama/poetry or a talk what I can do to help my local community -What makes me the person I am?
Music	<u>Specialist Teacher</u> Recorder lessons Classical music unit: Children will be learning ground base and composing their own variations on Pachelbel Canon. Each week children learn a different song, which will get progressively more challenging.	<u>Specialist Teacher</u> Recorder lessons Classical music unit: Children will be learning ground base and composing their own variations on Pachelbel Canon. Each week children learn a different song, which will get progressively more challenging.	<u>Specialist Teacher</u> Recorder lessons Classical music unit: Children will be learning ground base and composing their own variations on Pachelbel Canon. Each week children learn a different song, which will get progressively more challenging.	<u>Specialist Teacher</u> Recorder lessons Classical music unit: Children will be learning ground base and composing their own variations on Pachelbel Canon. Each week children learn a different song, which will get progressively more challenging.	<u>Specialist Teacher</u> Recorder lessons Classical music unit: Children will be learning ground base and composing their own variations on Pachelbel Canon. Each week children learn a different song, which will get progressively more challenging.	<u>Specialist Teacher</u> Recorder lessons Classical music unit: Children will be learning ground base and composing their own variations on Pachelbel Canon. Each week children learn a different song, which will get progressively more challenging.
History	<u>Local history unit</u> To go on a local history walk	<u>Local history unit</u> Compare and contrast maps	<u>Local history unit</u> Create models local	<u>Local history unit</u> Create a map of the local		



Rotherhithe Primary School Half Termly Curriculum Plan Spring 1, 2021-22 Year 3-4

	looking at local heritage sites, specifically Surrey locks, including gates, bollards and capstans (list number: 1385847)	of local area to an aerial photograph	heritage site, Surrey locks.	area of Rotherhithe, based on the year 1997.		
PSHE- Jigsaw Being ME		<u>Class charter</u> I can create a class charter/rules to follow when in PSHE-Jigsaw sessions	<u>Becoming a class team</u> I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	<u>Being a school citizen</u> I understand who is in my school community, the roles they play and how I fit in	<u>Rights, responsibility and democracy</u> I understand how democracy works through the School Council	<u>Rewards and consequence</u> I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
PE	<u>Specialist coach</u> Jamal- gymnastics <u>Walbrook and Brent class</u> Dance LO: To copy and combine matched actions with a partner. To perform in sequence.	<u>Specialist coach</u> Jamal- gymnastics <u>Walbrook and Brent class</u> Dance LO: To match your partners actions. To combine different travelling pathways and shapes.	<u>Specialist coach</u> Jamal- gymnastics <u>Walbrook and Brent class</u> Dance LO: To create different movements based on stimulus. To perform whilst connected or combining with others.	<u>Specialist coach</u> Jamal- gymnastics <u>Walbrook and Brent class</u> Dance LO: To adapt and develop formations and patterns. To perform dances expressively.	<u>Specialist coach</u> Jamal- gymnastics <u>Walbrook and Brent class</u> Dance LO: To create sequences of several different actions as part of a group.	<u>Specialist coach</u> Jamal- gymnastics <u>Walbrook and Brent class</u> Dance LO: To create and perform actions in a realistic order. To combine several elements.
Spanish		<u>Revision + La Pequeña Oruga Glotona story</u> <ul style="list-style-type: none"> To recap numbers, foods & colours To introduce the 'The Very Hungry Caterpillar' story in Spanish (La Pequeña Oruga Glotona) To introduce + consolidate key foods To introduce Tuesday & January To imitate and remember specific phonemes when saying colours Auditory and visual recall of sounds previously learned: 	<u>La Pequeña Oruga Glotona story</u> <ul style="list-style-type: none"> To understand the story and retell it in English To recall food items and key vocabulary pertaining to days, times, and main character To work as a group to translate highlighted vocabulary To work as a group to 'unjumble' sentences from the story To identify the article that begins a 	<u>La Pequeña Oruga Glotona story</u> <ul style="list-style-type: none"> To learn and consolidate the days of the week To introduce and learn the months of the year To be able to work in pairs to use a sorting activity to visually retell the story To be able to write and pair food items with correct day of the week To imitate and remember specific 	<u>La Pequeña Oruga Glotona story</u> <ul style="list-style-type: none"> To consolidate the days of the week To learn the months of the year To use key words in Spanish to retell story To complete a food diary using all and any food items already learned To use 'y' (and) to join food items together in a sentence To imitate and remember specific 	<u>Consolidation Lesson</u> <ul style="list-style-type: none"> To consolidate the days of the week To consolidate the months of the year To revise and recap numbers, colours To play a board game with a partner that consolidates all topics learned so far (questions to cover all vocabulary learned)



Rotherhithe Primary School Half Termly Curriculum Plan Spring 1, 2021-22 Year 3-4

		<p>silent 'h' i.e. hambre; 'll' i.e. capullo; 'ñ' mañana</p> <ul style="list-style-type: none">• To accurately verbally recall new food items learned	<p>sentence; to visually recognise vocabulary in order to rearrange the sentence' to notice accents</p> <ul style="list-style-type: none">• To introduce days of the week	<p>phonemes when saying foods</p> <ul style="list-style-type: none">• Auditory and visual recall of sounds previously learned: silent 'h' i.e. hambre; 'll' i.e. capullo; 'ñ' mañana• To accurately verbally recall new food items learned	<p>phonemes when saying foods</p>	
--	--	---	---	---	-----------------------------------	--