



Rotherhithe Primary School Half Termly Curriculum Plan Spring 2- 2021-22 Year three-four

Topic Diver: Volcanoes						
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Read aloud text:	The giant that stirred	The giant that stirred	The giant that stirred	The giant that stirred	The giant that stirred	The giant that stirred
Guided Reading	<p>Non Fiction</p> <p>Volcanos</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Fiction / Sneaky Peak</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Assessment week</p>	<p>Non Fiction</p> <p>Climate vs Weather</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Fiction</p> <p>Romulus and Remus</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Poetry</p> <p>The British (serves 60 million) by Benjamin Zephaniah</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>
Writing	<p>Volcanoes</p> <p>LO: To Label a volcano</p> <p>LO: To Write a volcano glossary -ordering and writing definitions</p> <p>LO: To write instructions</p>	<p>Volcanoes</p> <p>LO: To write a report: types of volcanoes/effects of volcanoes</p>	<p>Volcanoes</p> <p>LO: To write an evacuation leaflet (in role as volcanologist)</p>	<p>The giant that stirred</p> <p>LO: To write a short story: based on 'When the Giant Stirred'</p> <p>Focusing on :</p> <p>The setting</p> <p>Introduction of the characters</p>	<p>The giant that stirred</p> <p>LO: To write a short story: based on 'When the Giant Stirred'</p> <p>Focusing on:</p> <p>The problem</p> <p>The solution (meeting and evacuation)</p>	<p>The giant that stirred</p> <p>LO: To write a short story: based on 'When the Giant Stirred'</p> <p>Focusing on :</p> <p>The climax: Volcano erupting</p> <p>End: baron island -renewal -return of life</p>
Maths Year 3	<p>Time</p> <ul style="list-style-type: none"> Ordering time Measure time Measuring and estimating intervals Calculating and comparing intervals Solving problems involving time 	<p>Fractions</p> <ul style="list-style-type: none"> Part-whole relationships Equal parts Unit fractions Fractions of quantities Representing fractions 	<p>Assessment week</p> <p>Revision</p>	<p>Fractions</p> <ul style="list-style-type: none"> Non-unit fractions Non-unit fractions of quantities Comparing fractions 1 Comparing fractions 2 Equivalent fractions 1 	<p>Fractions</p> <ul style="list-style-type: none"> Equivalent fractions 2 Equivalent Fractions 3 Adding and subtracting fractions 	<p>Angles and Shape</p> <ul style="list-style-type: none"> Understanding angles Identifying angles relationship between right angles Acute and obtuse angles Perpendicular lines
Maths Year 4	<p>Fractions</p> <ul style="list-style-type: none"> Subtract fractions Add fractions with an answer greater than one 	<p>Decimals</p> <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths 	<p>Assessment week</p> <p>Revision</p>	<p>Decimals</p> <ul style="list-style-type: none"> Derive number bonds for numbers with one decimal place 	<p>Decimals</p> <ul style="list-style-type: none"> Multiply and divide by 10 including decimals Multiply and divide by 100 including decimals 	<p>Time</p> <ul style="list-style-type: none"> Read analogue and digital 12-hour clocks



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	<ul style="list-style-type: none"> Subtract fractions including those greater than one To calculate unit fractions of quantities To calculate non-unit fractions of quantities To compare fractions 	<ul style="list-style-type: none"> Recognise quantities as decimal tenths Compare numbers with one decimal place Round decimals with one decimal place to the nearest whole number Round to the nearest whole number in order to investigate a problem 		<ul style="list-style-type: none"> Mentally add and subtract numbers with one decimal place Recognise and write decimal equivalents of any number of hundredths (using Dienes) Recognise and write decimal equivalents of any number of hundredths (using bead string) Recognise and write decimal equivalents to one quarter, half and three quarters 		<ul style="list-style-type: none"> Read and understand 24-hour time convert hours, minutes and seconds Convert years and months, and weeks and days
Science	<p>Electrical circuits Identify common appliances that run on electricity.</p>	<p>Electrical circuits Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>	<p>Electrical circuits 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</p>	<p>Electrical circuits To recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Electrical circuits Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series</p>	<p>Electrical circuits Scientist study</p>
Geography		<p>Climate Zones and Volcanoes To identify lines of latitude</p>	<p>Climate Zones and Volcanoes To locate climate zones.</p>	<p>Climate Zones and Volcanoes To explore the weather patterns and characteristics of climate zones</p>	<p>Climate Zones and Volcanoes Study a region of the UK (not local area) Life in Bali Trade links, caves, international location, weather, A typical family Living in Bali, Fair trade</p>	
Computing	<p>Data and information – Data logging To explain that data gathered over time can be used to answer questions</p> <ul style="list-style-type: none"> I can choose a data set to answer a given question 	<p>Data and information – Data logging To use a digital device to collect data automatically</p> <ul style="list-style-type: none"> I can explain what data can be collected using sensors 	<p>Data and information – Data logging To explain that a data logger collects 'data points' from sensors over time</p> <ul style="list-style-type: none"> I can recognise that a data logger 	<p>Data and information – Data logging To recognise how a computer can help us analyse data</p> <ul style="list-style-type: none"> I can view data at different levels of detail 	<p>Data and information – Data logging To identify the data needed to answer questions</p> <ul style="list-style-type: none"> I can propose a question that can be answered using logged data 	<p>Data and information – Data logging To use data from sensors to answer questions</p> <ul style="list-style-type: none"> I can interpret data that has been



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	<ul style="list-style-type: none"> I can suggest questions that can be answered using a given data set I can identify data that can be gathered over time 	<ul style="list-style-type: none"> I can use data from a sensor to answer a given question I can identify that data from sensors can be recorded 	<p>collects data at given points</p> <ul style="list-style-type: none"> I can identify the intervals used to collect data I can talk about the data that I have captured 	<ul style="list-style-type: none"> I can sort data to find information I can explain that there are different ways to view data 	<ul style="list-style-type: none"> I can plan how to collect data using a data logger I can use a data logger to collect data 	<p>collected using a data logger</p> <ul style="list-style-type: none"> I can draw conclusions from the data that I have collected I can explain the benefits of using a data logger
RE	<p>Why is Easter important to Christians? What is Easter and why is it celebrated? What are the symbols associated with Easter and how do they suggest new life?</p>	<p>Why is Easter important to Christians? What is Palm Sunday?</p>		<p>Why is Easter important to Christians? What are the events of the Last Supper and how are the symbolisms used today?</p>	<p>Why is Easter important to Christians? What were the events in the Garden of Gethsemane?</p>	
DT		<p>Electrical systems: Torches Electrical products</p> <p>Explore the differences between electrical and electric by looking at simple circuits.</p>	<p>Electrical systems: Torches Evaluating Torches</p> <p>Evaluate and identify the features of a torch: housing, reflector, circuit and switch.</p>	<p>Electrical systems: Torches Torch design</p> <p>Create a torch design, build and understand using features from previous lessons.</p>	<p>Electrical systems: Torches Torch assembly</p> <p>Build the circuit and housing for their torch, following their designs.</p>	
Music	<p>Specialist Teacher Recorder lessons Classical music unit : learning ground base and composing own variations on Pachelbel Canon Each week children learn a different song, progressively getting more challenging</p>	<p>Specialist Teacher Recorder lessons Classical music unit : learning ground base and composing own variations on Pachelbel Canon Each week children learn a different song, progressively getting more challenging</p>	<p>Specialist Teacher Recorder lessons Classical music unit : learning ground base and composing own variations on Pachelbel Canon Each week children learn a different song, progressively getting more challenging</p>	<p>Specialist Teacher Recorder lessons Classical music unit : learning ground base and composing own variations on Pachelbel Canon Each week children learn a different song, progressively getting more challenging</p>	<p>Specialist Teacher Recorder lessons Classical music unit : learning ground base and composing own variations on Pachelbel Canon Each week children learn a different song, progressively getting more challenging</p>	<p>Specialist Teacher Recorder lessons Classical music unit : learning ground base and composing own variations on Pachelbel Canon Each week children learn a different song, progressively getting more challenging</p>
PSHE- Jigsaw	<p>Celebrating difference I understand that, sometimes, we make assumptions based on what people look like</p>	<p>Celebrating difference I understand what influences me to make assumptions based on how people look</p>	<p>Celebrating difference I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p>	<p>Celebrating difference I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p>	<p>Celebrating difference I can identify what is special about me and value the ways in which I am unique</p>	<p>Celebrating difference I can tell you a time when my first impression of someone changed when I got to know them</p>



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PE	<u>Specialist Coach Jamal</u> Multi-skills <u>Net and Wall games</u> LO: To develop co-ordination using throwing and catching.	<u>Specialist Coach Jamal</u> Multi-skills <u>Net and Wall games</u> LO: To develop co-ordination using throwing and catching.	<u>Specialist Coach Jamal</u> Multi-skills <u>Net and Wall games</u> LO: To develop striking ability	<u>Specialist Coach Jamal</u> Multi-skills <u>Net and Wall games</u> LO: To be able to direct the strike.	<u>Specialist Coach Jamal</u> Multi-skills <u>Net and Wall games</u> LO: To develop specific shot types	<u>Specialist Coach Jamal</u> Multi-skills <u>Net and Wall games</u> LO: To improve accuracy and control
Spanish	Revision <ul style="list-style-type: none"> To consolidate the pronunciation of ñ and u To revise and consolidate greetings: questions and answers To revise and consolidate colours, numbers and months of the year To introduce how to ask and answer when your birthday is To use full sentences orally (only for higher ability in UKS2) and to write full sentences to describe oneself To know and remember when writing that months do not need capital letters To practise all skills, sounds and sentences orally with partners 	Consolidation <ul style="list-style-type: none"> To be able to use previously learned language to create a comic strip with a partner using all the language learned so far i.e. greetings, mood, age, birthday, favourite foods, colours; descriptions of the weather <p>To use drama and props to aid oral consolidation of language and skills – children can act out their comic strip with a friend and win points for great acting and great pronunciation</p>	Animals <ul style="list-style-type: none"> To learn the names of six animals To be able to understand and recognise the question: What is it? (¿Eso qué es?) To be able to state a like or dislike for the animal To be revisit and consolidate the understanding of indefinite articles and their masculine and feminine forms To be able to retain and remember which form is needed for the six animals learned To use lotto games to identify aural Spanish name of animals To use Hide The Animal/Frio y Caliente games to consolidate 	Weather <ul style="list-style-type: none"> To be able to accurately pronounce 'hace' using previous knowledge that the 'h' is silent To be able to match pictures with the correct Spanish description of the weather To begin to be able to accurately pronounce new words with previous knowledge of phonemes To be able to identify current weather conditions in English and match them to the Spanish translation with partners/small groups <p>To use songs and music to consolidate understanding and retention of descriptions of the weather</p>	Easter <ul style="list-style-type: none"> To research and understand Spanish traditions during Easter To know the main differences in how Easter is celebrated in Spain To learn animals and weather conditions associated with Spring and Easter 	Easter <ul style="list-style-type: none"> To use key verbs and scaffolded sentence structures to write an Easter card in Spanish: <i>'hay' there is/are; 'me gusta(n)' I like; 'hace sol' etc. the weather is sunny; 'comí' I ate</i> To be able to consolidate all learned language from the half term to write an Easter card <p>To describe animals, weather conditions and foods eaten in Easter card in Spanish</p>



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			identifying animals and spoken pronunciation			
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