



Rotherhithe Primary School Half Termly Curriculum Plan 2021-22 Year 3/4

Topic Diver: Romulus and Remus						
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Read aloud text:	Romulus and Remus	Romulus and Remus	Romulus and Remus	Romulus and Remus	Romulus and Remus	Romulus and Remus
Guided Reading	Fiction The Story of Romulus and Remus Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills	Non-fiction The Romans Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills	Fiction The Man Who Bought a Mountain Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills	Poetry Dragonfly Out in the Sun by David Windle Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills	Non-fiction Sense of hearing Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills	Poetry A foot soldier's song Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills
Writing	<u>The giant that stirred</u> LO: To write a short story: based on 'When the Giant Stirred' Focusing on : The climax: Volcano erupting End: baron island -renewal -return of life	<u>Romulus and Remus</u> To understand the story of how Rome was made To understand what a legend is To use drama to explore a story	<u>Romulus and Remus</u> To use drama to explore a story To retell a story To use expanded noun phrases To use a variety of sentence starters To use a range of conjunctions	<u>Romulus and Remus</u> To use drama to explore a story To retell a story To use expanded noun phrases To use a variety of sentence starters To use a range of conjunctions	<u>Romulus and Remus</u> To use drama to explore a story To retell a story To use expanded noun phrases To use a variety of sentence starters To use a range of conjunctions To use direct speech	<u>Romulus and Remus</u> To use drama to explore a story To retell a story To use expanded noun phrases To use a variety of sentence starters To use a range of conjunctions To use direct speech
Maths year 3	<u>Angles and shape</u> <ul style="list-style-type: none"> •Identify angles including right angles and recognise as a quarter of a turn •Identify and draw parallel and perpendicular lines •Draw/make, classify and compare 2-D and 3-D shapes •Measure the perimeter 	<u>Angles and shape</u> <ul style="list-style-type: none"> •Identify angles including right angles and recognise as a quarter of a turn •Identify and draw parallel and perpendicular lines •Draw/make, classify and compare 2-D and 3-D shapes •Measure the perimeter 	<u>Measures</u> Read scales with different intervals when measuring mass and volume •Weigh and compare masses and capacities with mixed units •Estimate mass and capacity	<u>Measures</u> Read scales with different intervals when measuring mass and volume •Weigh and compare masses and capacities with mixed units •Estimate mass and capacity	<u>Measures</u> Read scales with different intervals when measuring mass and volume •Weigh and compare masses and capacities with mixed units •Estimate mass and capacity	<u>Securing multiplication and division</u> Recall and use multiplication and division facts for 6 and 8 times table



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<p>Maths year 4</p>	<p><u>Perimeter and area</u></p> <ul style="list-style-type: none"> -Measure and calculate the perimeter of a rectangle in cm and mm -Draw 2-D shapes with differing perimeters -Calculate the perimeter of rectangles in m and cm -Calculate the perimeter of composite shapes in cm and mm -Calculate the perimeter of composite shapes in m and cm 	<p><u>Perimeter and area</u></p> <ul style="list-style-type: none"> -Introduce area as a measure of surface using square units -Find the area of a rectangle -Calculate and compare the area of rectangles in squared cm -Calculate and compare the area of rectangles in squared m -Investigate the relationship between area and perimeter 	<p><u>Solving measure and money problems</u></p> <ul style="list-style-type: none"> -Choose and use appropriate units of measure -Convert between <i>mm</i> and <i>cm</i> -Convert between <i>cm</i> and <i>m</i> -Convert between units of measure (<i>km</i> and <i>m</i>, <i>kg</i> and <i>g</i> and <i>l</i> and <i>ml</i>) 	<p><u>Solving measure and money problems</u></p> <p>Apply knowledge of units of measure to plan and solve the following problems:</p> <ul style="list-style-type: none"> • <i>'Marathon Training'</i> (time) <i>'Ribbons'</i> (length in cm and m) • <i>'Two Point Seven'</i> (mass) L14: <i>'Flagpole'</i> (length in fractions of a metre) 	<p><u>Solving measure and money problems</u></p> <p>Apply knowledge of money to plan and solve the following problems:</p> <ul style="list-style-type: none"> • <i>'Stamps'</i> • <i>'Money bags'</i> • <i>'Fruit'</i> • <i>'Souvenirs'</i> 	<p><u>Shape and Symmetry</u></p> <ul style="list-style-type: none"> -compare and order angles -identify right angles -Identify acute and obtuse angles - investigate angles within 2D shapes - compare and classify 2D shapes
<p>Science</p>	<p><u>Science – Topic Sound</u></p> <p>To be able to identify how sounds are made, associating some of them with something vibrating.</p>	<p><u>Science Topic Sound</u></p> <p>To be able to recognise that vibrations from a sound travel through a medium to the ear.</p>	<p><u>Science Topic Sound</u></p> <p>To be able to find patterns between the pitch of a sound and features of the object that produced it.</p>	<p><u>Science Topic Sound</u></p> <p>To be able to find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p><u>Science Topic Sound</u></p> <p>To be able to recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><u>Science Topic Sound</u></p> <p>To be able to use a scientific enquiry to answer a question. To be able to set up a simple practical enquiry. To be able to make systematic and careful measurements with a data logger. To be able to report on findings from an enquiry.</p>
<p>ICT</p>	<p>Programming a screen turtle</p> <p>I can program a computer by typing commands. I can explain the effect of changing a value of a command. I can create a code snippet for a given purpose.</p>	<p>Programming letters</p> <p>To create a program in a text-based language. I can use a template to create a design for my program. I can write an algorithm to produce a given outcome. I can test my algorithm in a text-based language.</p>	<p>Patterns and repeats</p> <p>To explain what 'repeat' means. I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves. I can identify patterns in a sequence. I can use a count-controlled loop to produce a given outcome.</p>	<p>Using loops to create shapes</p> <p>To modify a count-controlled loop to produce a given outcome I can identify the effect of changing the number of times a task is repeated I can predict the outcome of a program containing a count-controlled loop I can choose which values to change in a loop</p>	<p>Breaking things down</p> <p>To decompose a task into small steps. I can identify 'chunks' of actions in the real world. I can use a procedure in a program. I can explain that a computer can repeatedly call a procedure.</p>	<p>Creating a program</p> <p>To create a program that uses count-controlled loops to produce a given outcome. I can design a program that includes count-controlled loops. I can make use of my design to write a program.</p>



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						I can develop my program by debugging it.
RE	<u>What happens when someone gets married?</u> What is a wedding celebration? Why do people choose to get married?	<u>What happens when someone gets married?</u> What are marriage vows? What do they mean?	<u>What happens when someone gets married?</u> What important actions take place in a Hindu wedding ceremony?	<u>What happens when someone gets married?</u> What is the symbolism behind the seven steps?	<u>What happens when someone gets married?</u> What do Muslims believe about marriage?	<u>What happens when someone gets married?</u> What happens in a Muslim wedding?
History			<u>Romans</u> To identify who the Romans were and how things are different to today.	<u>Romans</u> To understand why the Romans invaded Britain.	<u>Romans</u> To know about the rise of the Roman Empire and what life was like in the Roman Army.	<u>Romans</u> To explore the Roman heating system and how they made the aqueducts.
Music	Specialist Teacher Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON “ African percussion	Specialist Teacher Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON “ African percussion	Specialist Teacher Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON “ African percussion	Specialist Teacher Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON “ African percussion	Specialist Teacher Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON “ African percussion	Specialist Teacher Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON “ African percussion
PSHE		<u>Jigsaw- Dreams and Goals</u> I can tell you about some of my hopes and dreams	<u>Jigsaw- Dreams and Goals</u> I understand that hope and dreams do not come true and this can hurt	<u>Jigsaw- Dreams and Goals</u> I know that reflecting on positive and happy experiences can help me to counteract disappointment	<u>Jigsaw- Dreams and Goals</u> I know how to make a new plan and set new goals even if I have been disappointed	
PE	Specialised Coach Walbrook class swimming Cricket: Bat ball and field To retrieve, intercept and stop a ball when fielding. To get their body behind the ball when retrieving it.	Specialised Coach Walbrook class swimming Cricket: Bat ball and field How to place their feet and position their bodies to bowl a ball. To bowl with overarm and underarm actions. To show consistency when aiming for a target.	Specialised Coach Walbrook class swimming Cricket: Bat ball and field To stop a moving ball and return it to a partner. To hit the ball accurately to a fielder..	Specialised Coach Walbrook class swimming Cricket: Bat ball and field To catch, retrieve and hit the ball as a batsman and fielder.	Specialised Coach Walbrook class swimming Cricket: Bat ball and field Get involved in small sided game situation and learn the importance of hitting the ball to a certain area.	Specialised Coach Walbrook class swimming Cricket: Bat ball and field To learn the importance of hitting the ball into a certain area. To evaluate performance in different parts of the game.



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ART		Formal Elements of Arts: Texture	Formal Elements of Arts: Texture and patterns	Formal Elements of Arts: Patterns: stamp printing	Formal Elements of Arts: Patterns: reflections and symmetry	Formal Elements of Arts: Patterns: flower of life, geometric symbols
Spanish	<p>Spring Themed Lesson</p> <ul style="list-style-type: none"> To consolidate animals and weather conditions associated with Spring To use key verbs and scaffolded sentence structures to write a card in Spanish: <i>'hay' there is/are; 'me gusta(n)' I like; 'hace sol' etc. the weather is sunny; 'la gente come' people eat</i> To be able to consolidate all learned language from the half term to write a display card To describe animals, weather conditions and foods eaten in card in Spanish 	<p>Spring Themed Lesson</p> <ul style="list-style-type: none"> To consolidate animals and weather conditions associated with Spring To use key verbs and scaffolded sentence structures to write a card in Spanish: <i>'hay' there is/are; 'me gusta(n)' I like; 'hace sol' etc. the weather is sunny; 'la gente come' people eat</i> To be able to consolidate all learned language from the half term to write a card To describe animals, weather conditions and foods eaten in card in Spanish 	<p>Parts of the body (1)</p> <ul style="list-style-type: none"> To revise the colours To recognise colours in a nonsense rhyme & learn and recite rhyme To learn parts of the body (cabeza, pelo, ojos, nariz, boca, dientes, orejas) To play games that reinforce new vocabulary (Simón dice, Pelmanism games, Pictionary) To consolidate understanding that all nouns have a gender To introduce adjectives and explain masculine and feminine agreement 	<p>Parts of the body (2)</p> <ul style="list-style-type: none"> To introduce the question <i>¿Cómo se dice...?</i> To extend parts of the body with new vocabulary (pierna, brazo, pie, rodilla, mano, estómago, hombro) To reinforce vocabulary with songs To make links between body parts with the same phonemes To reinforce new vocabulary with song To label the body (display photo) To consolidate understanding that all nouns have a gender To introduce adjectives and explain masculine and feminine agreement To reinforce understanding on noun and gender with games 	<p>Zoo Animals</p> <ul style="list-style-type: none"> To begin theme of learning zoo animals through a book – <i>'Mama' by Mario Ramos</i> To consolidate numbers, likes, dislikes, colours in learning the zoo animals To use photo flashcards to reinforce learning of new vocabulary To engage children in the wonder of wildlife & animals – Planet Earth clip (murmuration of starlings) To introduce vowel sounds & play hangman to consolidate selected zoo animal names 	<p>Descriptions with adjectives</p> <ul style="list-style-type: none"> To be able to say and write simple sentences using a noun, verb & adjective To learn vowel sounds through games and song (find the flashcard & drawing games) To use song that describes a home to learn adjectives and <i>'ita'</i> diminutive To label the Casa Madrigal (from <i>Encanto</i>) using word bank from song previously learned & colours To consolidate zoo animals spellings with jigsaw spellings and hangman To sort adjective cards and sort into colour, size, character or categories independently chosen



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						<ul style="list-style-type: none">To write short sentences substituting nouns or adjectives
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