



## Rotherhithe Primary School Half Termly Curriculum Plan 2022-23 Year 3

Topic Diver: Stone Age						
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Read aloud text:	Stone Age Boy	Stone Age Boy	Stone Age Boy	Stone Age Boy	Stone Age Boy	Stone Age Boy
Guided Reading	<p>Sneaky Peak</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Non-fiction</p> <p>Skara Brae</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Non-fiction</p> <p>Stone Henge</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Fiction</p> <p>Fabel</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Non-fiction</p> <p>Stone Age Newspaper article</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Poetry</p> <p>Stone Age poem</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>
Writing	<p><u>Stone age</u></p> <p>Non-chronological report</p> <p>Researching information about the Stone age, writing up facts about tools and weapons</p>	<p><u>Stone age</u></p> <p>Non-chronological report</p> <p>Researching information about the Stone age, writing up facts about their home and what they ate</p>	<p><u>Stone age</u></p> <p>Stone age boy</p> <p>To write instructions on how to create a fire, create tools and preparing animals for clothes during the stone age.</p>	<p><u>Stone age</u></p> <p>Stone age boy</p> <p>To write a diary about meeting someone from the Stone Age</p>	<p><u>Stone age</u></p> <p>Stone age boy</p> <p>To write a diary in the perspective of someone from the Stone Age</p>	<p><u>Stone age</u></p> <p>Newspaper</p> <p>To use factual information</p> <p>To use inverted commas to quote an expert</p> <p>To use pictures and captions</p>
Maths year	<p><u>Angles and shape</u></p> <p>-Use angles to describe turns and explore properties of shapes</p> <p>-Identify angles inside a 2-D shape</p> <p>-Recognise right angles and their relationship to quarter turns</p> <p>-Understand the terms 'acute' and 'obtuse'</p>	<p><u>Angles and shape</u></p> <p>-Use a right-angle checker to identify perpendicular lines - Draw perpendicular lines -Identify and explain parallel lines</p> <p>-Identify rectangles including squares</p>	<p><u>Angles and shape</u></p> <p>-Create 2-D shapes and describe the properties of 2-D shapes</p> <p>-Draw a 2-D shapes and calculate the perimeter</p> <p>-Describe the properties of 3-D shapes</p> <p>- Identify and describe lines of symmetry in 2-</p>	<p><u>Measures</u></p> <p>-Read weighing scales with different intervals - Weigh and compare mass in mixed units</p> <p>-Estimate mass</p>	<p><u>Measures</u></p> <p>-Read scales when measuring volume - Measure and compare capacities in mixed units</p> <p>-Estimate capacity</p>	<p><u>Measures</u></p> <p>-Solve addition and subtraction word problems</p> <p>-Solve multiplication and division word problems</p> <p>-Solving problems on measure</p>



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Science	<u>Plants and animals</u> Complete pollination and life cycle of a flower	<u>Plants and animals</u> Assessment and reviewing learning	<u>Rocks and Soils</u> To be able to compare and group together different kinds of rocks on the basis of their appearance.  What do different rocks look like? Sedimentary rocks	<u>Rocks and Soils</u> To be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  Igneous rock Metamorphic rock	<u>Rocks and Soils</u> To be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  Comparative test: Which rocks are most permeable?	<u>Rocks and Soils</u> To be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  Comparative test: How hard are different rocks?
ICT	<u>Desktop publishing</u> To recognise how text and images convey information	<u>Desktop publishing</u> To recognise that text and layout can be edited	<u>Desktop publishing</u> To choose appropriate page settings	<u>Desktop publishing</u> To add content to a desktop publishing publication	<u>Desktop publishing</u> To consider how different layouts can suit different purposes	<u>Desktop publishing</u> To consider the benefits of desktop publishing
RE	<u>What can we learn about special symbols and signs used in special religions?</u> To give meaning for the symbolism which can be seen in Muslim artefacts	<u>What can we learn about special symbols and signs used in special religions?</u> can explain why Muslim use symbols at the mosque and how this helps them in everyday life	<u>What can we learn about special symbols and signs used in special religions?</u> I can talk about a Christian story identifying symbols within the story and saying what they mean	<u>What can we learn about special symbols and signs used in special religions?</u> I can talk about why the cross is important to a number of different Christians, and show these ideas in my cross design		
History				<u>Stone Age to Iron Age</u> To know about the changes that took place in the stone age	<u>Stone Age to Iron Age</u> To learn about life during the Iron Age	<u>Stone Age to Iron Age</u> To learn about the changes from Stone Age to Iron age, looking in detail at their homes



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Music	<p>Music specialist: Brazilian percussion project</p> <p>-Singing - wide range of children's repertoire , world songs, kodaly repertoire, rhymes, shows and popular songs with phrasing, dynamics, 4 part rounds and partner songs -develop an understanding of the history of music</p>	<p>Music specialist: Brazilian percussion project</p> <p>-Singing - wide range of children's repertoire , world songs, kodaly repertoire, rhymes, shows and popular songs with phrasing, dynamics, 4 part rounds and partner songs -develop an understanding of the history of music</p>	<p>Music specialist: Brazilian percussion project</p> <p>-Singing - wide range of children's repertoire , world songs, kodaly repertoire, rhymes, shows and popular songs with phrasing, dynamics, 4 part rounds and partner songs -develop an understanding of the history of music</p>	<p>Music specialist: Brazilian percussion project</p> <p>-Singing - wide range of children's repertoire , world songs, kodaly repertoire, rhymes, shows and popular songs with phrasing, dynamics, 4 part rounds and partner songs -develop an understanding of the history of music</p>	<p>Music specialist: Brazilian percussion project</p> <p>-Singing - wide range of children's repertoire , world songs, kodaly repertoire, rhymes, shows and popular songs with phrasing, dynamics, 4 part rounds and partner songs -develop an understanding of the history of music</p>	<p>Music specialist: Brazilian percussion project</p> <p>-Singing - wide range of children's repertoire , world songs, kodaly repertoire, rhymes, shows and popular songs with phrasing, dynamics, 4 part rounds and partner songs -develop an understanding of the history of music</p>
PSHE	<p><u>Relationships</u> Family roles and responsibilities</p>	<p><u>Relationships</u> How to negotiate in a conflict</p>	<p><u>Relationships</u> Using strategies to keep safe online</p>	<p><u>Relationships</u> That actions and work of people around the world influence my life</p>	<p><u>Relationships</u> Empathise with children whose lives are different</p>	<p><u>Relationships</u> Express appreciation to friends and family</p>
PE	<p>Class teacher: Striking and fielding</p> <p>Coach James: Softball</p>	<p>Class teacher: Striking and fielding</p> <p>Coach James: Softball</p>	<p>Class teacher: Striking and fielding</p> <p>Coach James: Softball</p>	<p>Class teacher: Striking and fielding</p> <p>Coach James: Softball</p>	<p>Class teacher: Striking and fielding</p> <p>Coach James: Softball</p>	<p>Class teacher: Striking and fielding</p> <p>Coach James: Softball</p>
ART			<p><u>Prehistoric painting</u> Exploring prehistoric art</p>	<p><u>Prehistoric painting</u> To understand scale to enlarge drawings</p>	<p><u>Prehistoric painting</u> To explore natural products to create pigments</p>	<p><u>Prehistoric painting</u> To create a cave painting</p>



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