



Rotherhithe Primary School Half Termly Curriculum Plan 2022-23 Year three

Topic Diver: Pirates						
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Read aloud text:	Treasure Island	Treasure Island	Treasure Island	Treasure Island	Treasure Island	Treasure Island
Guided Reading	<p>Poetry The dragonfly -To identify imagery -To make inference using evidence from as poem -To summarise a poem</p>	<p>Non-fiction Mary Anning -To retrieve and record information from a non-fiction text -To summarise main ideas from a paragraph -</p>	<p>Assessment week Sneaky Peak Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p>Fiction Treasure Island extract -To explain meaning of words in context -To make inference about a text</p>	<p>Non-fiction Daily news report -To explain meaning of words in context -To retrieve and record information from a text -To make inference about a text</p>	<p>Poetry My Cat by Pie Corbett -To explain meaning of words in context -To perform a poem of by heart</p>
Writing	<p>Wanted poster -Create wanted poster for a famous pirate which children have researched</p>	<p>Code of conduct -Create the policy and rules pirates must follow.</p>	<p>Flashback diary -Write a diary flashing back to a previous setting</p>	<p>Tavern setting -To use description to describe a setting</p>	<p>Dialogue -To write dialogue to show an overheard conversation Map work -To create a map based on a location described in an extract from Treasure Island</p>	<p>Alternative ending -To write an alternative ending to an extract from Treasure Island.</p>
Maths	<p>Exploring multiplication and division - Understand and link different representations for multiplication and division - Represent and solve multiplication and division problems -Represent and solve multi-step word problems - Multiply a 2-digit number by six or eight</p>	<p>Exploring multiplication and division - Multiply a 2-digit number by a one-digit number (without regrouping) - Multiply a 2-digit number by a one-digit number (with regrouping)</p>	<p>Assessment week Key skills: -calculations -mental arithmetic -reasoning questions</p>	<p>Exploring calculation strategies and place value = Apply a range of strategies to add efficiently -Apply a range of strategies to subtract efficiently -Apply addition and subtraction strategies -Use commutativity, associativity and known facts to multiply efficiently -Use halving or doubling to</p>	<p>Exploring calculation strategies and place value -Represent and describe 4-digit numbers -Compare and order 4-digit numbers -1,000 more and 1,000 less -Round 4-digit numbers to the nearest multiple of 1,000</p>	<p>Addition and subtraction -Develop and use a range of mental calculation strategies - Illustrate and explain formal written methods - column method</p>



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	(no regrouping)			calculate efficiently		
Science	<u>Rocks and soils</u> -To classify soils -To recognise what soils are made from	<u>Rocks and soils</u> -Identify different layers within different soils - To compare how soils absorb water	<u>Rocks and soils</u> -Fossil formation	<u>Rocks and soils</u> assessment		<u>Healthy eating</u> Looking at the science behind healthy eating
History			<u>Local history</u> To locate and sketch an image of a local heritage site. (Rotherhithe tunnel air shaft)	<u>Local history</u> To compare an ordinance survey map to an aerial photograph.	<u>Local history</u> To create an image of a chosen heritage site using art	
Geography	<u>Settlements</u> What can we learn from settlements?	<u>Settlements</u> To compare the perspectives on the local area.	<u>Settlements</u> What is in our local area? Local heritage walk.			
Computing		<u>Programming B – Events and actions in programs</u> To explain how a sprite moves in an existing project	<u>Programming B – Events and actions in programs</u> To create a program to move a sprite in four directions	<u>Programming B – Events and actions in programs</u> To adapt a program to a new context	<u>Art/DT/Computing week</u> -Use Sketch Pad to digitalise design	<u>Programming B – Events and actions in programs</u> To develop my program by adding features
RE	<u>How did Jesus & Buddha make people stop and think?</u> What can we learn from stories?	<u>How did Jesus & Buddha make people stop and think?</u> What we can learn from stories told by Jesus.	<u>How did Jesus & Buddha make people stop and think?</u> What we can learn from stories told by Buddah.			
DT			<u>Electrical systems</u> To understand the purpose of information design To research a topic to develop ideas	<u>Electrical systems</u> To develop an initial idea to the final design To assemble the final product using a simple circuit	<u>Art/DT/Computing week</u> -Create a tote bag using cutting and tying	<u>Healthy eating week</u> Focusing on create and making a health recipe
Art		<u>Craft</u> To create tie dyed materials	<u>Craft</u> To evaluate a tie dyed material	<u>Craft</u> To practice using weaving	<u>Art/DT/Computing week</u> -Sketch a design inspired by Klint	



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					-Decorate the tote bag with planned design	
Spanish	<p><u>Zoo Animals</u> -To begin theme of learning zoo animals through a book – ‘Mama’ by Mario Ramos -To consolidate numbers, likes, dislikes, colours in learning the zoo animals -To use photo flashcards to reinforce learning of new vocabulary -To recognise cognates -To engage children in the wonder of wildlife & animals -Introduce the word ‘hay’ & ‘tiene’</p>	<p><u>Descriptions with adjectives</u> -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 ‘ita’ diminutive -To consolidate zoo animals spellings with jigsaw spellings and hangman -To sort adjective cards and sort into colour, size, character or categories independently chosen -Consolidate use of the word ‘hay’ and ‘tiene’</p>	<p><u>Consolidate learning (animals, body parts, numbers, colours)</u> Using Busy things to play games that recap learning taught throughout the year.</p>	<p><u>Drama to inform & consolidate learning (animals, body parts, numbers, colours, adjectives, likes and dislikes)</u> -To use drama to identify known and new language -To recognise cognates -To use games as a means of communication solely in Spanish -To develop oracy of language not previously seen – application of phonic knowledge to support reading & writing -To be able to say 2 weather conditions and 4 items of clothing -Consolidate use of the word ‘hay’ and ‘tiene’ -To create artwork that depicts a fictional character and label character based on clothes, colours, body parts, likes and dislikes (chn can add foods, preferred weather conditions and animals as a</p>	<p><u>Drama to inform & consolidate learning (animals, body parts, numbers, colours, adjectives, likes and dislikes)</u> -To use drama to identify known and new language -To recognise cognates -To use games as a means of communication solely in Spanish -To develop oracy of language not previously seen – application of phonic knowledge to support reading & writing -To be able to say 2 weather conditions and 4 items of clothing -Consolidate use of the word ‘hay’ and ‘tiene’ -To create artwork that depicts a fictional character and label character based on clothes, colours, body parts, likes and dislikes (chn can add foods, preferred weather conditions and animals as a</p>	<p><u>Drama to inform & consolidate learning (animals, body parts, numbers, colours, adjectives, likes and dislikes)</u> -To play charades to describe weather conditions -To introduce items of clothing you might wear during different seasons -To finish artwork that depicts a fictional character and label character based on clothes, colours, body parts, likes and dislikes (chn can add foods, preferred weather conditions and animals as a challenge) -Consolidate use of the word ‘hay’ and ‘tiene’</p>



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				challenge)	challenge)	
Music	<p>Brazilian Percussion - Learn about Brazilian music culture - Learn how to play Brazilian rhythms on samba instruments</p>	<p>Fire concert Children will take part in a performance with an orchestra and alongside other schools.</p>	<p>Brazilian Percussion - Learn how to create rhythm patterns with increasing complexity</p>	<p>Brazilian Percussion - Play rhythm pieces that develop hand and stick drum technique</p>	<p>Brazilian Percussion - Learn beater technique for tuned percussion -</p>	<p>Brazilian Percussion -Learn how to create pieces using a range of sound effects , rhythm, melodic motifs and pulse</p>
PSHE			<p>Christopher Winter- Valuing difference and keeping safe To identify that people are unique and to respect those differences To explore the differences between male and female bodies</p>	<p>Christopher Winter- Valuing difference and keeping safe To consider appropriate and inappropriate physical contact and Consent</p> <p>Smoking To consider smoking and its effects</p>	<p>Christopher Winter- Valuing difference and keeping safe To explore different types of families and who to go to for help and support</p> <p>Smoking To understand the impact of smoking and passive smoking</p>	<p>Christopher Winter- Smoking To know some strategies to prevent starting smoking</p>
PE	<p>Athletics To sprint rapidly over short distances</p> <p>Coach Net and wall games</p>	<p>Athletics Demonstrate good running posture</p> <p>Coach Net and wall games</p>	<p>Athletics Hop, step and jump in the right sequence.</p> <p>Coach Net and wall games</p>	<p>Athletics To jump quickly from side to side showing co-ordination and balance</p> <p>Coach Net and wall games</p>	<p>Athletics To complete a two-handed throw push.</p> <p>Coach Net and wall games</p>	<p>Sports day Using skills taught in athletics to take part in athletic events</p>