



Topic Diver: Rain forest						
Subject Read aloud text:	Week 1 Voices in the park	Week 2 The Giving Tree	Week 3 The Giving Tree	Week 4 The Giving Tree	Week 5 The Giving Tree	Week 6 The Giving Tree
Guided Reading	The sea	Sneaky peek -year 3 fable text beetle	<u>Assessment week</u> Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills	Amazon tribes	fiction	Poem?
Writing	<b>Voices in the Park</b> <ul style="list-style-type: none"> <li>To write an Agony Aunt Letter</li> <li>To write two bullet points for each response</li> <li>To choose key phrases to begin responses</li> <li>To make suggestions of things Mum can change</li> <li>To add rhetorical questions</li> </ul>	<b>The Giving Tree</b> <ul style="list-style-type: none"> <li>To identify the features of a playscript</li> <li>To compare a story to a playscript</li> <li>To add speech bubbles to comic strips</li> <li>To plan and write a playscript</li> </ul>	<b>The Giving Tree</b> <ul style="list-style-type: none"> <li>To use correct punctuation for a playscript</li> <li>To add stage directions</li> </ul>	<b>The Giving Tree</b> <ul style="list-style-type: none"> <li>To change a text into a playscript</li> <li>To add adverbial phrases and stage directions</li> <li>To use sequencing conjunctions in a script</li> </ul>	<b>The Giving Tree</b> <ul style="list-style-type: none"> <li>To add an extended ending as a story</li> </ul>	<b>The Giving Tree</b> <ul style="list-style-type: none"> <li>To perform playscripts for an audience</li> <li>To assess, reflect on a final playscript</li> </ul>
Maths Year 3	<ul style="list-style-type: none"> <li>Finish u7-12 I13,14,15 Maths meetings/catch up</li> </ul>	<ul style="list-style-type: none"> <li>Time- 5 lessons U8 up</li> </ul>	<u>Assessment week</u> Day 1- practice arithmetic Key skills: -calculations - mental arithmetic - reasoning questions	<u>Fractions</u> -Describe part-whole relationships -Recognise equal and non equal parts -Identify and describe unit fractions	<u>Fractions</u> -Find fractions of a given quantity -Represent fractions using Cuisenaire -identify and describe non-unit fractions -Find non-unit fractions of a given quantity -Compare fractions with the same denominator	<u>Fractions</u> -Compare unit fractions -Recognise equivalent fractions -Add and subtract fractions with the same denominator



Maths Year 4	Complete <b>Fractions</b> Unit	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>-Read analogue and digital 12-hour clocks</li> <li>-Read and understand 24-hour time</li> <li>-convert hours, minutes and seconds</li> <li>-convert years and months, weeks and days</li> <li>-solve problems using knowledge and understanding of time</li> </ul>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>-recognise and write decimal equivalents of any number of tenths</li> <li>-compare numbers with one decimal places</li> <li>-order numbers up to two decimal places</li> <li>-round decimals with one decimal place to the nearest whole</li> <li>-round to the nearest whole number in order to investigate a problem</li> </ul>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>-derive number bonds for numbers with one decimal place</li> <li>-mentally add/subtract numbers with one decimal place</li> <li>-recognise and write decimal equivalents of any number of hundredths (using Dienes)</li> </ul>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>-recognise and write decimal equivalents to one quarter, half and three quarters</li> <li>-multiply and divide by 10 and 100 (including decimals)</li> </ul>	<p><b>Area and Perimeter</b></p> <ul style="list-style-type: none"> <li>-measure and calculate the perimeter of a rectangle in cm and mm</li> <li>-draw 2D shapes with differing perimeters</li> <li>-calculate the perimeter of a composite shapes in cm and m</li> </ul>
Science	<a href="#">Electrical circuits</a> Understand electrical appliances and safety.	<a href="#">Electrical circuits</a> Learn about electrical compounds in a series circuits.	<a href="#">Electrical circuits</a> Investigate electrical circuits.	<a href="#">Electrical circuits</a> Explore conductors and insulators.	<a href="#">Electrical circuits</a> Learn about electrical switches.	<a href="#">Electrical circuits</a> Investigate how electrical components can change within a circuit.
Geography			<a href="#">Rainforests</a> Lesson 1: where in the world are rainforests?	<a href="#">Rainforests</a> Lesson 2: what is the Amazon rainforest like?	<a href="#">Rainforests</a> Lesson 4: How are rainforests changing?	<a href="#">Rainforests</a> Lesson 5 and 6: How is our local woodland used?
Computing	<p><a href="#">Data and information – Data logging</a></p> <p>To explain that data gathered over time can be used to answer questions</p> <ul style="list-style-type: none"> <li>• I can choose a data set to answer a given question</li> <li>• I can suggest questions that can be answered using a given data set</li> <li>• I can identify data that can be gathered over time</li> </ul>	<p><a href="#">Data and information – Data logging</a></p> <p>To use a digital device to collect data automatically</p> <ul style="list-style-type: none"> <li>• I can explain what data can be collected using sensors</li> <li>• I can use data from a sensor to answer a given question</li> <li>• I can identify that data from sensors can be recorded</li> </ul>	<p><a href="#">Data and information – Data logging</a></p> <p>To explain that a data logger collects 'data points' from sensors over time</p> <ul style="list-style-type: none"> <li>• I can recognise that a data logger collects data at given points</li> <li>• I can identify the intervals used to collect data</li> <li>• I can talk about the data that I have captured</li> </ul>	<p><a href="#">Data and information – Data logging</a></p> <p>To recognise how a computer can help us analyse data</p> <ul style="list-style-type: none"> <li>• I can view data at different levels of detail</li> <li>• I can sort data to find information</li> <li>• I can explain that there are different ways to view data</li> </ul>	<p><a href="#">Data and information – Data logging</a></p> <p>To identify the data needed to answer questions</p> <ul style="list-style-type: none"> <li>• I can propose a question that can be answered using logged data</li> <li>• I can plan how to collect data using a data logger</li> <li>• I can use a data logger to collect data</li> </ul>	<p><a href="#">Data and information – Data logging</a></p> <p>To use data from sensors to answer questions</p> <ul style="list-style-type: none"> <li>• I can interpret data that has been collected using a data logger</li> <li>• I can draw conclusions from the data that I have collected</li> <li>• I can explain the benefits of using a data logger</li> </ul>



RE	<p><b>Why is Easter important to Christians?</b></p> <ul style="list-style-type: none"> <li>To identify why Christians, celebrate Easter</li> <li>To evaluate symbols associated with Easter</li> </ul>	<p><b>Why is Easter important to Christians?</b></p> <ul style="list-style-type: none"> <li>To explain why Palm Sunday is remembered by Christians</li> <li>To compare how different Christians celebrate the Last Supper</li> </ul>	<p><b>Why is Easter important to Christians?</b></p> <ul style="list-style-type: none"> <li>To explain how Jesus felt disappointment in the Garden of Gethsemane</li> </ul>			
DT				<p><b>Torches: Designing Circuits</b></p> <ul style="list-style-type: none"> <li>To learn about electrical items and how they work</li> <li>To know what electrical conductors and insulators are</li> <li>To know that a battery contains stored electricity and can be used to power products</li> </ul>	<p><b>Torches: Designing Circuits</b></p> <ul style="list-style-type: none"> <li>To identify features of a torch</li> <li>Understand how a torch works</li> <li>To determine what makes a good or bad torch</li> <li>Understand what is important in torch design</li> </ul>	<p><b>Torches: Designing Circuits</b></p> <ul style="list-style-type: none"> <li>To design a product to fit a set of specific user needs</li> <li>To factor in who my product is for in my design</li> <li>To design a torch which satisfies both the design and success criteria</li> </ul>
Music	<p><u>Play it again! Unit Aim:</u> To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. Learn to play the ukulele.</p>	<p><u>Play it again! Unit Aim:</u> To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. Learn to play the ukulele.</p>	<p><u>Play it again! Unit Aim:</u> To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. Learn to play the ukulele.</p>	<p><u>Play it again! Unit Aim:</u> To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. Learn to play the ukulele.</p>	<p><u>Play it again! Unit Aim:</u> To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. Learn to play the ukulele.</p>	<p><u>Play it again! Unit Aim:</u> To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. Learn to play the ukulele.</p>
PSHE- Jigsaw	<p><u>Healthy me</u> Piece 1: -I can identify how different friendship groups are formed. -I can identify the feelings</p>	<p><u>Healthy me</u> Piece 2: -I understand that there are people who take on different roles as leaders and followers in a group.</p>	<p><u>Healthy me</u> Piece 5: -I can recognize when people are putting me under pressure and can explain ways I can resist</p>	<p><u>Healthy me</u> Piece 6: -I know myself well enough to have a clear picture of what I believe is right and</p>		



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	I have about my friends	-I am aware how different people and groups impact on me.	this. -I can identify feelings of fear and anxiety related to peer pressure.	wrong. -I can tap into my inner strength and know how to be assertive.		
PE	Avon class: Swimming  Coach and class teacher: -Net and wall games -Volley ball	Avon class: Swimming  Coach and class teacher: -Net and wall games -Volley ball	Avon class: Swimming  Coach and class teacher: -Net and wall games -Volley ball	Avon class: Swimming  Coach and class teacher: -Net and wall games -Volley ball	Avon class: Swimming  Coach and class teacher: -Net and wall games -Volley ball	Avon class: Swimming  Coach and class teacher: -Net and wall games -Volley ball
Spanish	<a href="#">Vocabulary recap</a> -Letter sounds – c, z and letter string -Days of the week -Match sound to the written word -Month of the year - Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings -Listen to a sequence of words and provide the next word in the sequence -Identify social conventions at home and in other cultures	<a href="#">Vocabulary recap</a> Letter sounds – c, z and letter string -Days of the week -Match sound to the written word -Month of the year - Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings -Listen to a sequence of words and provide the next word in the sequence -Identify social conventions at home and in other cultures	<a href="#">Vocabulary recap</a> Letter sounds – c, z and letter string -Days of the week -Match sound to the written word -Month of the year - Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings -Listen to a sequence of words and provide the next word in the sequence -Identify social conventions at home and in other cultures	<a href="#">Vocabulary recap</a> Letter sounds – c, z and letter string -Days of the week -Match sound to the written word -Month of the year - Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings -Listen to a sequence of words and provide the next word in the sequence -Identify social conventions at home and in other cultures	<a href="#">Vocabulary recap</a> Easter: Vocabulary relating to Springtime - Develop an understanding of Spanish traditions and customs across the various regions of Spain -Perform a short finger rhyme using new vocabulary -Understand that the letter h is not pronounced at the start of Spanish words	<a href="#">Vocabulary recap</a> Easter: Vocabulary relating to Springtime - Develop an understanding of Spanish traditions and customs across the various regions of Spain -Perform a short finger rhyme using new vocabulary -Understand that the letter h is not pronounced at the start of Spanish words