



## Rotherhithe Primary School Half Termly Curriculum Plan 2023-2024 | Year Three and Four

Topic Diver: KrindleKrax						
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Read aloud text: Krindlekrax	Krindlekrax	Krindlekrax	Krindlekrax	Krindlekrax	Krindlekrax	Krindlekrax
Guided Reading	Mr. Stink: Fiction Locating retrieval answers, determining inferences, determining word meaning using context, creating character impressions based on information from the text	Sneaky Peak (Short passages to practice multiple reading skills)	<u>Assessment week</u>	Krindlekrax: Fiction Cross-curricular text with English Locating retrieval answers, determining inferences, determining word meaning using context, creating character impressions based on information from the text	Pollution: Nonfiction Cross-curricular text with science. Locating retrieval answers, determining inferences, deciding word meaning using context, summarising, identifying word choice by authors	Antarctica: Poem Cross-curricular with Geography Locating retrieval answers, determining inferences, deciding on word meaning, summarising, investigating use of imagery and literary devices
Writing	<u>KrindleKrax</u>  Character description  <u>Success criteria</u> -adjectives -magic 3 -simile -brackets - third person - drop in clause -use evidence from the text to describe a character	<u>KrindleKrax</u>  Diary in role  <u>Success criteria</u> -write in first and third person -past tense -fronted adverbials -chatty style vocabulary -Punctuation for emphasis -apostrophe for possession	<u>KrindleKrax</u>  Setting description  <u>Success criteria</u> -Write in second person (you) -Prepositional phrases -Adjectives -Adverbs of frequency - Use other senses (hear / smell) -speech marks brackets	<u>KrindleKrax</u>  Suspense  <u>Success criteria</u> - First person and past tense -Emotional language -synonyms -simile to describe how you feel -drop in clauses -fronted subordinate -rhetorical question	<u>KrindleKrax</u>  Write a retell, including suspense.  <u>Success criteria</u> - Start sentences with adverbial phrases - Include sound words (onomatopoeia) - Add ellipsis ... - Add scary description - Add a simile - Paragraphs to separate events - Use short punchy sentences / one word used as a sentence	<u>KrindleKrax</u>  Write a retell, including suspense.  <u>Success criteria</u> - Start sentences with adverbial phrases - Include sound words (onomatopoeia) - Add ellipsis ... - Add scary description - Add a simile - Paragraphs to separate events - Use short punchy sentences / one word used as a sentence



## Rotherhithe Primary School Half Termly Curriculum Plan 2023-2024 | Year Three and Four

Maths Year 3	<u>Exploring calculation strategies and place value</u> -Add and subtract mentally -Find 10, 100 and 1000 more or less -Order and compare beyond 1000 -Round numbers	<u>Exploring calculation strategies and place value</u> -Add and subtract mentally -Find 10, 100 and 1000 more or less -Order and compare beyond 1000 -Round numbers	Assessment week	<u>Place value</u> -Read, write, represent, partition, order and compare 3-digit numbers - Find 10 and 100 more or less - Round to the nearest multiple of 10 and 100	<u>Addition and subtraction</u> -Develop and use a range of mental calculation strategies - Illustrate and explain formal written methods – column method	<u>Addition and subtraction</u> -Develop and use a range of mental calculation strategies - Illustrate and explain formal written methods – column method
Maths year 4	<u>Shape and symmetry</u> -Compare and classify right-angled and equilateral triangles -Compare and classify isosceles and scalene triangles	<u>Shape and symmetry</u> -Identify lines of symmetry in 2-D shapes -Complete symmetrical figures (patterns) -Investigate problems involving symmetry	Assessment week	<u>Position and direction</u> -Describe positions on a 2-D grid as coordinates -Solve a problem involving reading and plotting coordinates	<u>Position and direction</u> -Plot points and find missing points of triangles -Describe movement between points as a translation using correct units	<u>3D shapes</u> -Explore the properties of 3-D shapes - Problem solve using 2-D representations of 3-D shapes
Science	<u>Living Things and Their Habitats: Conservation</u> -understand ecosystems are affected by changes in the seasons -understand the world experience different seasons, which changes their ecosystems	<u>Living Things and Their Habitats: Conservation</u> -understand human impact on the environment through deforestation -explore how humans can protect the rainforests	<u>Living Things and Their Habitats: Conservation</u> -understand what air pollution is -explore what contributes to air pollution -identify the impact of air pollution on human health and the environment	<u>Living Things and Their Habitats: Conservation</u> -understand how water pollution is caused -explain the impact of different kinds of water pollution (oil spill, chemicals, sewage) -identify how to prevent water pollution	<u>Living Things and Their Habitats: Conservation</u> -understand that is important to conserve water -explain how to conserve water and the consequences of water shortages	<u>Living Things and Their Habitats: Conservation</u> -understand that humans can protect the environment -explain how humans can protect the environment in our everyday life
Geography			<u>Who live in Antarctica?</u> -understand the position and significance of lines of latitude -locate countries using latitude and longitude locations	<u>Who live in Antarctica?</u> -describe the location and physical features of Antarctica	<u>Who live in Antarctica?</u> -to describe the human features of Antarctica -to explore who works and visits Antarctica and the treaty signed	<u>Who live in Antarctica?</u> -to plan a simple route on a map using compass points -to explore the effectiveness of a created route



## Rotherhithe Primary School Half Termly Curriculum Plan 2023-2024 | Year Three and Four

					by all countries of the world	
ICT	<p><b><u>Lesson 1 Using loops to create shapes</u></b></p> <p>To develop the use of count-controlled loops in a different programming environment</p> <p>-I can list an everyday task as a set of instructions including repetition -I can predict the outcome of a snippet of code -I can modify a snippet of code to create a given outcome</p>	<p><b><u>Lesson 2 Different loops</u></b></p> <p>To explain that in programming there are infinite loops and count controlled loops</p> <p>-I can modify loops to produce a given outcome -I can choose when to use a count-controlled and an infinite loop -I can recognise that some programming languages enable more than one process to be run at once</p>	<p><b><u>Lesson 3 Animate your name</u></b></p> <p>To develop a design that includes two or more loops which run at the same time</p> <p>-I can choose which action will be repeated for each object -I can explain what the outcome of the repeated action should be -I can evaluate the effectiveness of the repeated sequences used in my program</p>	<p><b><u>Lesson 4 Modifying a game</u></b></p> <p>To modify an infinite loop in a given program</p> <p>-I can identify which parts of a loop can be changed -I can explain the effect of my changes -I can re-use existing code snippets on new sprites</p>	<p><b><u>Lesson 5 Designing a game</u></b></p> <p>To design a project that includes repetition</p> <p>-I can evaluate the use of repetition in a project -I can select key parts of a given project to use in my own design -I can develop my own design explaining what my project will do</p>	<p><b><u>Lesson 6 Creating our games</u></b></p> <p>To create a project that includes repetition</p> <p>-I can refine the algorithm in my design -I can build a program that follows my design -I can evaluate the steps I followed when building my project</p>
RE	<p><b><u>Why is the Bible a special book?</u></b></p> <p>What is in Bible and what makes it special?</p>	<p><b><u>Why is the Bible a special book?</u></b></p> <p>What can we learn from the story of Joseph?</p>	<p><b><u>Why is the Bible a special book?</u></b></p> <p>How do Christians use the Bible in church and in the home and elsewhere?</p>	<p><b><u>Why is the Bible a special book?</u></b></p> <p>What inspires and guides me in my life?</p>		
ART			<p><b><u>Fabric of nature</u></b></p> <p>To understand starting points in a design process.</p>	<p><b><u>Fabric of nature</u></b></p> <p>To explore techniques to develop imagery.</p>	<p><b><u>Fabric of nature</u></b></p> <p>To explore using a textile technique to develop patterns.</p>	<p><b><u>Fabric of nature</u></b></p> <p>To learn how to create a repeating pattern.</p>
Spanish			<p><b><u>Zoo Animals</u></b></p> <p>-To begin theme of learning zoo animals through a book –</p>	<p><b><u>Descriptions with adjectives</u></b></p> <p>-To be able to say and write simple sentences using a noun, verb &amp; adjective</p>	<p><b><u>Drama to inform &amp; consolidate learning (animals, body parts, numbers, colours,</u></b></p>	<p><b><u>Drama to inform &amp; consolidate learning (animals, body parts, numbers, colours,</u></b></p>



## Rotherhithe Primary School Half Termly Curriculum Plan 2023-2024 | Year Three and Four

			<p><i>'Mama' by Mario Ramos</i></p> <ul style="list-style-type: none"> <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 recognise cognates</li> <li>-To engage children in the wonder of wildlife &amp; animals</li> <li>-Introduce the word 'hay' &amp; 'tiene'</li> </ul>	<ul style="list-style-type: none"> <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 'ita' diminutive</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>-Consolidate use of the word 'hay' and 'tiene'</li> </ul>	<p><b>adjectives, likes and dislikes)</b></p> <ul style="list-style-type: none"> <li>-To use drama to identify known and new language</li> <li>-To recognise cognates</li> <li>-To use games as a means of communication solely in Spanish</li> <li>-To develop oracy of language not previously seen – application of phonic knowledge to support reading &amp; writing</li> <li>-To be able to say 2 weather conditions and 4 items of clothing</li> <li>-Consolidate use of the word 'hay' and 'tiene'</li> <li>-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 challenge)</li> </ul>	<p><b>adjectives, likes and dislikes)</b></p> <ul style="list-style-type: none"> <li>-To play charades to describe weather conditions</li> <li>-To introduce items of clothing you might wear during different seasons</li> <li>-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)</li> <li>-Consolidate use of the word 'hay' and 'tiene'</li> </ul>
--	--	--	---	---	--	---



## Rotherhithe Primary School Half Termly Curriculum Plan 2023-2024 | Year Three and Four

Music	<p><b>Specialist Teacher</b> Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop "Beat Goes ON " African percussion</p>	<p><b>Specialist Teacher</b> Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop "Beat Goes ON " African percussion</p>	<p><b>Specialist Teacher</b> Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop "Beat Goes ON " African percussion</p>	<p><b>Specialist Teacher</b> Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop "Beat Goes ON " African percussion</p>	<p><b>Specialist Teacher</b> Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop "Beat Goes ON " African percussion</p>	<p><b>Specialist Teacher</b> Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop "Beat Goes ON " African percussion</p>
PSHE Year 3			<p><b>Christopher Winter-Valuing difference and keeping safe</b> To identify that people are unique and to respect those differences To explore the differences between male and female bodies</p>	<p><b>Christopher Winter-Valuing difference and keeping safe</b> To consider appropriate and inappropriate physical contact and Consent  <b>Smoking</b> To consider smoking and its effects</p>	<p><b>Christopher Winter-Valuing difference and keeping safe</b> To explore different types of families and who to go to for help and support  <b>Smoking</b> To understand the impact of smoking and passive smoking</p>	<p><b>Christopher Winter-Smoking</b> To know some strategies to prevent starting smoking</p>
PSHE Year 4			<p><b>Christopher Winter-growing up</b> To explore the human lifecycle To identify some basic facts about puberty</p>	<p><b>Christopher Winter-growing up</b> To explore how puberty is linked to reproduction  <b>Alcohol</b> To understand the effect alcohol has on the body</p>	<p><b>Christopher Winter-growing up</b> To explore respect in a range of relationships To discuss the characteristics of healthy relationships  <b>Alcohol</b> To understand the risks related to drinking alcohol</p>	<p><b>Christopher Winter-Alcohol</b> To consider how society limits the drinking of alcohol</p>
PE	<p><b>Athletics</b> To understand and apply good running technique for sprinting</p>	<p><b>Athletics</b> Identify the differences between sprinting and long distance running.</p>	<p><b>Athletics</b> For children to be able to perform a standing long jump understanding good technique</p>	<p><b>Athletics</b> For children to be able to throw a javelin with good technique and increased power</p>	<p><b>Athletics</b> For children to be able to hurdle efficiently, maintaining balance and speed over the hurdles</p>	<p><b>Athletics</b> For children to understand how to pass a relay baton with control and increased speed.</p>