



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



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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



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					by all countries of the world	
ICT	<p><u>Lesson 1 Using loops to create shapes</u></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><u>Lesson 2 Different loops</u></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><u>Lesson 3 Animate your name</u></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><u>Lesson 4 Modifying a game</u></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><u>Lesson 5 Designing a game</u></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><u>Lesson 6 Creating our games</u></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><u>Why is the Bible a special book?</u></p> <p>What is in Bible and what makes it special?</p>	<p><u>Why is the Bible a special book?</u></p> <p>What can we learn from the story of Joseph?</p>	<p><u>Why is the Bible a special book?</u></p> <p>How do Christians use the Bible in church and in the home and elsewhere?</p>	<p><u>Why is the Bible a special book?</u></p> <p>What inspires and guides me in my life?</p>		
ART			<p><u>Fabric of nature</u></p> <p>To understand starting points in a design process.</p>	<p><u>Fabric of nature</u></p> <p>To explore techniques to develop imagery.</p>	<p><u>Fabric of nature</u></p> <p>To explore using a textile technique to develop patterns.</p>	<p><u>Fabric of nature</u></p> <p>To learn how to create a repeating pattern.</p>
Spanish			<p><u>Zoo Animals</u></p> <p>-To begin theme of learning zoo animals through a book –</p>	<p><u>Descriptions with adjectives</u></p> <p>-To be able to say and write simple sentences using a noun, verb & adjective</p>	<p><u>Drama to inform & consolidate learning (animals, body parts, numbers, colours,</u></p>	<p><u>Drama to inform & consolidate learning (animals, body parts, numbers, colours,</u></p>



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			<p><i>'Mama' by Mario Ramos</i></p> <ul style="list-style-type: none"> -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' 	<ul style="list-style-type: none"> -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>adjectives, likes and dislikes)</p> <ul style="list-style-type: none"> -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 challenge) 	<p>adjectives, likes and dislikes)</p> <ul style="list-style-type: none"> -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'
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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 Year 3			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	Christopher Winter-Valuing difference and keeping safe To consider appropriate and inappropriate physical contact and Consent Smoking To consider smoking and its effects	Christopher Winter-Valuing difference and keeping safe To explore different types of families and who to go to for help and support Smoking To understand the impact of smoking and passive smoking	Christopher Winter-Smoking To know some strategies to prevent starting smoking
PSHE Year 4			Christopher Winter-growing up To explore the human lifecycle To identify some basic facts about puberty	Christopher Winter-growing up To explore how puberty is linked to reproduction Alcohol To understand the effect alcohol has on the body	Christopher Winter-growing up To explore respect in a range of relationships To discuss the characteristics of healthy relationships Alcohol To understand the risks related to drinking alcohol	Christopher Winter-Alcohol To consider how society limits the drinking of alcohol
PE	Athletics To understand and apply good running technique for sprinting	Athletics Identify the differences between sprinting and long distance running.	Athletics For children to be able to perform a standing long jump understanding good technique	Athletics For children to be able to throw a javelin with good technique and increased power	Athletics For children to be able to hurdle efficiently, maintaining balance and speed over the hurdles	Athletics For children to understand how to pass a relay baton with control and increased speed.