Rotherhithe Primary School Half Termly Curriculum Plan 2025-2026

Topic driver: Egyptians					
Subject	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**
Read aloud text:	Yapping Away by Joshua Siegal The cat mummy by Jacqueline Wilson	Yapping Away by Joshua Siegal The cat mummy by Jacqueline Wilson	Yapping Away by Joshua Siegal The cat mummy by Jacqueline Wilson	Yapping Away by Joshua Siegal The cat mummy by Jacqueline Wilson	Yapping Away by Joshua Siegal The giant that stirred
Guided Reading	Sneaky Peak Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills	Assessment week	Fiction The giant that stirred Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills	Fiction The cat mummy Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills	Fiction The cat mummy Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills
Writing	Myth -To write the Myth of Osiris Success Criteria: • Past tense • adverbial phrases of time • Add detail –using conjunctions • Speech • simile • use a relative clause EBI- fronted subordinate -To edit a Myth -To collect and classify words	Egyptian Fairytale **Written original** Egyptian fairytale -Rapunzel style with Egyptian twists - Plan – beginning of fairytale - Write – beginning of fairytale - Edit – beginning of fairytale	Egyptian Fairytale **Written original** Egyptian fairytale -Rapunzel style with Egyptian twists - Plan – speech in fairytale - Write – speech in fairytale - Edit –speech in fairytale	Egyptian Fairytale **Written original** Egyptian fairytale -Rapunzel style with Egyptian twists - Plan – end of fairytale - Write – end of fairytale - Edit – end of fairytale	Egyptians- diary writing Write a diary in role as Howard Carter Success criteria: First person Past tense Prepositions Emotions Relative clause
Maths Year 3	Deriving multiplication and division facts • Solve multiplication and division word problems. Time **Understanding and using analogue clocks** • Develop an understanding of clocks • Read analogue clocks to the nearest minute • Tell the time using a.m. and p.m.	Assessment week Key skills: -calculations -mental arithmetic -reasoning questions Time **Understanding and using digital clocks** • Read digital clock format • Read and order times in words, analogue or 12-hr digital formats	Time **Measuring time and calculating intervals of time** • To explore units of measured time • To measure intervals of time in seconds and in minutes and seconds • To calculate and compare intervals given start and finish times **Solving problems involving time**	Fractions **Understanding part-whole relationships** • Describe part-whole relationships • Recognise equal and non equal parts **Exploring unit fractions** • Identify and describe unit fractions • Find fractions of a given quantity • Represent fractions using Cuisenaire	Fractions **Exploring non-unit fractions** • Identify and describe non-unit fractions • Find non-unit fractions of a given quantity **Comparing fractions** • Compare fractions with the same denominator • Compare unit fractions

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			• Solve problems using knowledge and understanding of time		
Science	**Biology:** Animals including Humans	**Biology:** Animals including Humans	**Biology:** Animals including Humans	**Biology:** Animals including Humans	**Biology:** Animals including Humans
Geography	Who lives in Antarctica? **What is climate?** To understand the position and significance of lines of latitude.	Who lives in Antarctica? **Where is Antarctica?** To describe the location and physical features of Antarctica.	Who lives in Antarctica? **Who lives in Antarctica?** To describe the human features of Antarctica.	Who lives in Antarctica? **Who was Shackleton?** To use four-figure grid references to plot Shackleton's route to Antarctica.	Who lives in Antarctica? **An expedition around school** To follow instructions involving compass points and map a simple route.
Computing	**Data and information-** Branching databases	**Data and information-** Branching databases To create questions with yes/no answers	**Data and information-** Branching databases To identify the attributes needed to collect data about an object	**Data and information-** Branching databases To create a branching database	**Data and information-** Branching databases To explain why it is helpful for a database to be well structured
RE	What happens if we do wrong? **When people do wrong, who decides the consequences?** To investigate what happens when people do something wrong by exploring different perspectives.	What happens if we do wrong? **Why is forgiveness important to many Christians?** To describe Christian beliefs about sin and forgiveness through looking at stories from scripture.	What happens if we do wrong? **How do some Jewish people seek forgiveness?** To explore how some Jewish people seek God's forgiveness during Yom Kippur.	What happens if we do wrong? **How do some Muslim people seek forgiveness?** To discuss how some Muslims seek forgiveness during Ramadan.	What happens if we do wrong? **What do some Hindu people believe about karma?** To summarise what some Hindus believe about karma and how actions have consequences.
DT	Cooking and Nutrition	Cooking and Nutrition	Cooking and Nutrition	**Cooking and Nutrition (STEAM WEEK)** Eating seasonally Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.	Cooking and Nutrition

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Music	Rhythm Patterns and Structure **Unit Aim:** To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. **Pitch and Tone** Notation So/Mi/La with hand signs Ta, Ti-Ti, Ssh, Too, Tika-Tika, Tum-Ti rhythm notation To play the rhythms of a known song on body percussion.	Rhythm Patterns and Structure To work out & write the rhythm notation of one line of a known song.	Rhythm Patterns and Structure To make up a movement piece in pairs to a given structure.	Rhythm Patterns and Structure To play a given piece accurately in pair	Rhythm Patterns and Structure To compose a rhythm ostinato piece in a group and perform it to the class.
PSHE	**Citizenship** **Rights of the child** To explore children's rights, using key articles from the United Nations Convention on the Rights of the Child.	**Citizenship** **Rights and responsibility** To understand the responsibilities of both children and adults to help all children benefit from their rights.	**Citizenship** **Charity** To recognise that charities care for others and identify how people can support them.	**Citizenship** **Local democracy** To begin to understand how democracy works in the local area.	**Citizenship** **Rules** To understand why we have rules and the consequences of breaking rules at school and at home.
PE	**PE Coach** **Athletics** Technique Effort Confidence Physical ability **Class Teacher** **Net & Wall Games** Volleyball	**PE Coach** **Athletics** Technique Effort Confidence Physical ability **Class Teacher** **Net & Wall Games** Volleyball	**PE Coach** **Athletics** Technique Effort Confidence Physical ability **Class Teacher** **Net & Wall Games** Volleyball	**PE Coach** **Athletics** Technique Effort Confidence Physical ability **Class Teacher** **Net & Wall Games** Volleyball	**PE Coach** **Athletics** Technique Effort Confidence Physical ability **Class Teacher** **Net & Wall Games** Volleyball
Spanish	Shapes and colours in Spanish Lesson 1: Colours Discovering vocabulary for different colours and recognising key phonemes.	Shapes and colours in Spanish Lesson 2: Describing shapes Using language detective skills to identify shape nouns and exploring placement of adjectives.	Shapes and colours in Spanish Lesson 3: Gaudí mosaics Describing different shapes orally to create a mosaic in the style of Gaudí.	Shapes and colours in Spanish Lesson 4: Tile hunt Reading a set of descriptive phrases in order to solve a puzzle.	Shapes and colours in Spanish Lesson 5: Tiles of the Alhambra Writing a design brief for a Spanish tile.