Topic Diver: Anthony Browne				
Subject **Read aloud text:**	**Week 1** Anthony Browne- Voices in the Park	**Week 2** Anthony Browne- Voices in the Park	**Week 3** Anthony Browne- The tunnel	**Week 4** Anthony Browne- The zoo	**Week 5** Anthony Browne-Into the forest
Guided Reading	Non fiction Digestive system - Get to know a text - Decoding word meaning - Retrieval - True and false	Fiction Anthony Browne- Gorilla - Get to know a text - Decoding word meaning - Inference of an image - True and False	Fiction Anthony Browne- The tunnel - Get to know a text - Decoding word meaning - Inference of impression - Inference of language for effect	Non fiction All about food chains - Get to know a text - Decoding word meaning - Retrieval - Fact and opinion	Poetry The Sea - Poem by James Reeves -Get to know a text -imagery - retrieval - perform a poem of by heart
Writing	**Voices in the Park- Diary for Mum** • To use drama to understand a character • To plan a diary • To write a diary • Write in the past tense • To write in 1st person	**Voice in the Park- writing a setting description** • To use drama to describe a scene • To write a setting description • Editing • To use drama to think about thoughts and feelings of a character	**Voice in the Park- Diary for Smudge** • To plan a diary entry in the voice of Smudge • To write a diary entry • To write in the past tense • To write in 1st person	**Voice in the Park- agony aunt letter to Mum** • To use drama to understand a story • To understand how to give advice • To plan an advice letter to Mum • To write an advice letter • To add a P.S to a letter • To edit an advice letter	**Voice in the Park- agony aunt letter to Smudge** • To use drama to understand a story • To understand how to give advice • To plan an advice letter to Smudge • To write an advice letter • To add a P.S to a letter • To edit an advice letter
Maths **Year 3**	**Multiplication and Division** • L1 Represent multiplication and division in contexts • L2 Represent multiplication and division contexts using a bar model • L3 Explore commutativity • L4 apply knowledge of factors	**Multiplication and Division** • L5 Understand the inverse relationship between multiplication and division • L6 Use the inverse to find related facts • L7-L8 Apply knowledge of the inverse • L9 Explore the relationship between the four and eight times table	**Calculating with multiplication and division** • L1 Explore patterns in the multiples of 8 • L2 Find ten times the size • L3 Multiply by 10 • L4 Divide by 10	**Calculating with multiplication and division** • L5 Scale facts by 10 • L6 Derive facts • L7 Multiply a 2-digit number (no regrouping) • L8-9 Multiply a 2-digit number (with regrouping)	**Calculating with multiplication and division** • L11 Division structures • L12 Sharing and grouping in context • L13-14 Divide a 2-digit number (no regrouping)
Maths **Year 4**	**Calculating with multiplication and division** -division using partitioning -short division	**Fractions** -Explore different interpretations and representations of fractions -Equivalent fractions	**Fractions** -Represent fractions greater than one as mixed number and improper fractions	**Fractions** -Add and subtract fractions with the same denominator including fractions greater than one	**Time** -Analogue to digital, 12-hour and 24-hour -Convert between units of time

Science	Animals including humans Identify the organs in the digestive system	Animals including humans Describe the main functions of the organs in the digestive system	Animals including humans Identify the types of human teeth and their functions	Animals including humans Investigate the effects of different liquids on teeth	Animals including humans Understand food chains Explore food webs
Computing	Programming A- repetition in shapes: **Programming a screen turtle** I can program a computer by typing commands. I can explain the effect of changing a value of a command. I can create a code snippet for a given purpose.	Programming A- repetition in shapes: **Programming letters** To create a program in a text-based language. I can use a template to create a design for my program. I can write an algorithm to produce a given outcome. I can test my algorithm in a text-based language.	Programming A- repetition in shapes: **Patterns and repeats** To explain what 'repeat' means. I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves. I can identify patterns in a sequence. I can use a count-controlled loop to produce a given outcome.	Programming A- repetition in shapes: **Using loops to create shapes** To modify a count-controlled loop to produce a given outcome I can identify the effect of changing the number of times a task is repeated I can predict the outcome of a program containing a count-controlled loop I can choose which values to change in a loop	Programming A- repetition in shapes: **Breaking things down** To decompose a task into small steps. I can identify 'chunks' of actions in the real world. I can use a procedure in a program. I can explain that a computer can repeatedly call a procedure.
ART	Painting and mixed media: light and dark **Lesson 1: Tints and shades** To investigate different ways of applying paint. To mix tints and shades of a colour.	Painting and mixed media: light and dark **Lesson 2: Three dimensions** To use tints and shades to give a three-dimensional effect when painting.	Painting and mixed media: light and dark **Lesson 3: Painting techniques** To explore how paint can create very different effects.	Painting and mixed media: light and dark **Lesson 4/5: Still life** To apply knowledge of colour mixing and painting techniques to create a finished piece.	
RE	What Makes Me • To know what influences us • Who and what influenced the life of Mohammed	What Makes Me • Who and what influenced the life of St Francis	What Makes Me • What objects are special to me and my community • What things do I care about in my community		
Music	**Play it again!** Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. Learn to play the ukulele.	**Play it again!** Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. Learn to play the ukulele.	**Play it again!** Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. Learn to play the ukulele.	**Play it again!** Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. Learn to play the ukulele.	**Play it again!** Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. Learn to play the ukulele.

History			**Local history unit** To go on a local history walk looking at local heritage sites, specifically Surrey locks, including gates, bollards and capstans (list number: 1385847)	**Local history unit** Compare and contrast maps of local area to an aerial photograph	**Local history unit** Create models local heritage site, Surrey locks
PSHE- Jigsaw		**Piece 3: Dreams and goals** Hopes and dreams	**Piece 3: Dreams and goals** Broken dreams	**Piece 3: Dreams and goals** Overcoming disappointment	**Piece 3: Dreams and goals** Creating new dreams and goals
PE	**Invasion Games**: Eden and Tyne class: Basketball, Handball Swimming: Avon class	**Invasion Games**: Eden and Tyne class: Basketball, Handball Swimming: Avon class	**Invasion Games**: Eden and Tyne class: Basketball, Handball Swimming: Avon class	**Invasion Games**: Eden and Tyne class: Basketball, Handball Swimming: Avon class	**Invasion Games**: Eden and Tyne class: Basketball, Handball Swimming: Avon class
Spanish	**Revision + La Pequeña Oruga Glotona story** • To recap numbers, foods & colours • To introduce the 'The Very Hungry Caterpillar' story in Spanish (La Pequeña Oruga Glotona) • To introduce + consolidate key foods • To introduce Tuesday & January • To imitate and remember specific phonemes when saying colours • Auditory and visual recall of sounds previously learned: silent 'h' i.e. hambre; 'll' i.e. capullo; 'ñ' mañana • To accurately verbally recall new food items learned	**La Pequeña Oruga Glotona story** • To understand the story and retell it in English • To recall food items and key vocabulary pertaining to days, times, and main character • To work as a group to translate highlighted vocabulary • To work as a group to 'unjumble' sentences from the story • To identify the article that begins a sentence; to visually recognise vocabulary in order to rearrange the sentence' to notice accents • To introduce days of the week	**La Pequeña Oruga Glotona story** • To learn and consolidate the days of the week • To introduce and learn the months of the year • To be able to work in pairs to use a sorting activity to visually retell the story • To be able to write and pair food items with correct day of the week • To imitate and remember specific phonemes when saying foods • Auditory and visual recall of sounds previously learned: silent 'h' i.e. hambre; 'll' i.e. capullo; 'ñ' mañana • To accurately verbally recall new food items learned	**La Pequeña Oruga Glotona story** • To consolidate the days of the week • To learn the months of the year • To use key words in Spanish to retell story • To complete a food diary using all and any food items already learned • To use 'y' (and) to join food items together in a sentence • To imitate and remember specific phonemes when saying foods	**Consolidation Lesson** • To consolidate the days of the week • To consolidate the months of the year • To revise and recap numbers, colours • To play a board game with a partner that consolidates all topics learned so far (questions to cover all vocabulary learned