



**Topic driver: Treasure Island**

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Read aloud text:	There's a Rang-tan in My Bedroom	There's a Rang-tan in My Bedroom	There's a Rang-tan in My Bedroom	There's a Rang-tan in My Bedroom	There's a Rang-tan in My Bedroom	There's a Rang-tan in My Bedroom	There's a Rang-tan in My Bedroom
Reading	<p><b>Non-fiction</b> Orangutans Factfile -To explain meaning of words in context -To retrieve and record information from a text -To make inference about a text</p>	<p><b>Sneaky Peak</b> Sneaky Peak Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p><b>Assessment week</b></p>	<p><b>Poetry</b> - The dragonfly -To identify imagery -To make inference using evidence from as poem -To summarise a poem</p>	<p><b>Fiction</b> Treasure Island extract -To explain meaning of words in context -To make inference about a text</p>	<p><b>Non-fiction</b> Daily news report -To explain meaning of words in context -To retrieve and record information from a text -To make inference about a text</p>	<p><b>Poetry</b> My Cat by Pie Corbett -To explain meaning of words in context -To perform a poem of by heart</p>
Writing	<p><b>There's A Rang-Tan in My Bedroom (Orangutans)</b></p> <p><b>Non chronological report on the Portia spider (1 week)</b> interesting facts different sentence types ? ! ! . subheadings bullet points third person present tense authoritative voice (David Attenborough style) GD: CONTRACTIONS AND SUFFIXES: ING LY NESS</p>	<p><b>There's A Rang-Tan in My Bedroom (Orangutans)</b></p> <p><b>Non chronological report on Orangutans (1 week)</b> interesting facts different sentence types ? ! ! . subheadings bullet points third person present tense authoritative voice (David Attenborough style) GD: CONTRACTIONS AND SUFFIXES: ING LY NESS</p>	<p><u>Assessment week</u></p>	<p><b>There's A Rang-Tan in My Bedroom (Orangutans)</b></p> <p><b>Diary (1 week)</b></p> <p>Retell what she did: whole class pair Model write: up level and add extra detail Add thoughts and feelings</p>	<p><b>There's A Rang-Tan in My Bedroom (Orangutans)</b></p> <p><b>Speech or letter (1 week)</b></p> <p>Write letters to a food company of your choice that do not use sustainable palm oil-Have large models around the area for them to use (have envelopes etc)</p>	<p><b>There's A Rang-Tan in My Bedroom (Orangutans)</b></p> <p><b>Speech or letter (1 week)</b> <b>To make a speech</b></p> <ul style="list-style-type: none"> <li>fluency</li> <li>expression</li> <li>looking at the audience</li> <li>adding gestures</li> </ul>	<p><b>Class Trip to the Zoo</b> <b>Children to write recount of trip</b></p> <ul style="list-style-type: none"> <li>Write in first person</li> <li>Write in the past tense</li> <li>Write about experiences</li> </ul>
Maths	<p><u>Finishing Measures</u></p> <p>-Solve addition and subtraction word problems -Solve multiplication and division word problems</p>	<p><u>Exploring calculation strategies and place value</u></p> <p>-Add and subtract mentally -Find 10, 100 and 1000 more or less</p>	<p><u>Assessment week</u></p> <p>Recap a range of strategies.</p>	<p><u>Exploring calculation strategies and place value</u></p> <p>-Add and subtract mentally -Find 10, 100 and 1000 more or less</p>	<p><u>Place value</u></p> <p>-Read, write, represent, partition, order and compare 3-digit numbers - Find 10 and 100 more or less -</p>	<p><u>Addition and subtraction</u></p> <p>-Develop and use a range of mental calculation strategies - Illustrate and explain formal written</p>	<p><u>Addition and subtraction</u></p> <p>-Develop and use a range of mental calculation strategies - Illustrate and explain formal written</p>



	-Solving problems on measure	-Order and compare beyond 1000 -Round numbers		-Order and compare beyond 1000 -Round numbers	Round to the nearest multiple of 10 and 100	methods – column method	methods – column method
Science	<b>Scientific enquiry</b>  How can a solar oven be made more effective: posing questions and writing predictions	<b>Scientific enquiry</b>  How can a solar oven be made more effective: recording and presenting results	<b>Scientific enquiry</b>  Cleaning coins: writing a method and carrying out a practical test	<b>Scientific enquiry</b>  Cleaning coins: writing a conclusion	<b>Scientific enquiry</b>  Making a cake: fair testing, controls and variables	<b>Scientific enquiry</b>  Making a cake: scientific enquiry	<b>Scientific enquiry</b>  <b>End of unit test.</b>
Geography	<a href="#"><u>Are all settlements the same?</u></a> <b>Lesson 1: What is a settlement?</b> To describe different types of settlements.	<a href="#"><u>Are all settlements the same?</u></a> <b>Lesson 2: How is land used in my local area?</b> To identify the human and physical features in the local area.	<a href="#"><u>Are all settlements the same?</u></a> <b>Lesson 3: Can I explain the location of features in my local area?</b> To discuss why physical and human features are in particular locations.	<a href="#"><u>Are all settlements the same?</u></a> <b>Lesson 4: How has my local area changed over time?</b> To describe how land use in the local area has changed.	<a href="#"><u>Are all settlements the same?</u></a> <b>Lesson 5: How is land used in New Delhi?</b> To identify land use in New Delhi.	<a href="#"><u>Are all settlements the same?</u></a> <b>Lesson 6: How does land use in New Delhi compare with my local area?</b> To compare land use in two different locations.	<a href="#"><u>Assessment - Geography Y3: Are all settlements the same?</u></a> Assessment quiz at the end of the unit to assess pupil progress.
Computing	<b>Programming B – Events and actions in programs</b> To explain how a sprite moves in an existing project	<b>Programming B – Events and actions in programs</b> To create a program to move a sprite in four directions	<b>Programming B – Events and actions in programs</b> To adapt a program to a new context	<b>Programming B – Events and actions in programs</b> To develop my program by adding features	<b>Programming B – Events and actions in programs</b> To identify and fix bugs in a program	<b>Programming B – Events and actions in programs</b> To explain how a sprite moves in an existing project	<b>Programming B – Events and actions in programs</b> To create a program to move a sprite in four directions
RE	<a href="#"><u>Why is fire used ceremonially?</u></a> Assessment Knowledge catcher at the start of the unit to assess pupil progress. <b>Lesson 1: What can fire symbolise?</b> To suggest some symbolic meanings of fire by exploring the Olympic flame	<a href="#"><u>Why is fire used ceremonially?</u></a> <b>Lesson 2: How is fire used in some Hindu ceremonies?</b> To explore the symbolism of fire in different Hindu ceremonies.	<a href="#"><u>Why is fire used ceremonially?</u></a> <b>Lesson 3: Can fire be divine?</b> To explore how fire can represent both destruction and renewal in some Hindu ceremonies.	<a href="#"><u>Why is fire used ceremonially?</u></a> <b>Lesson 4: What is an eternal flame?</b> To explore the significance of fire in the Zoroastrian worldview.	<a href="#"><u>Why is fire used ceremonially?</u></a> <b>Lesson 5: How is fire used to remember?</b> To consider how some candles are used to remember in the Jewish worldview.	<a href="#"><u>Why is fire used ceremonially?</u></a> <b>Lesson 6: What happens in the Easter Vigil?</b> To explore the significance of fire in the Easter Vigil.	<a href="#"><u>Why is fire used ceremonially?</u></a> <b>Assessment-</b> Knowledge catcher for use at the start and/or end of the unit to assess pupil progress.



	ceremony.						
Music	Specialist music teacher <b>Unit Aim:</b> To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	Specialist music teacher <b>Unit Aim:</b> To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	Specialist music teacher <b>Unit Aim:</b> To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	Specialist music teacher <b>Unit Aim:</b> To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	Specialist music teacher <b>Unit Aim:</b> To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	Specialist music teacher <b>Unit Aim:</b> To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	Specialist music teacher <b>Unit Aim:</b> To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.
DT		<b>Craft</b> To create tie dyed materials	<b>Craft</b> To evaluate a tie-dyed material	<b>Craft</b> To practice using weaving	<b>Craft</b> To create tie dyed materials	<b>Craft</b> To evaluate a tie-dyed material	
PSHE	<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	<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	<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	<b>Christopher Winter-Smoking</b> To know some strategies to prevent starting smoking	<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	<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	
PE	<b>Coach</b> Net Games Throwing and Hitting  <b>Teacher</b> Athletics Sports Day prep	<b>Coach</b> Net Games Throwing and Hitting  <b>Teacher</b> Athletics Sports Day prep Respect	<b>Coach</b> Net Games Tennis Skills Tactics  <b>Teacher</b> Athletics Sports Day prep Respect	<b>Coach</b> Net Games Tennis Skills Tactics  <b>Teacher</b> Athletics Sports Day prep Understanding	<b>Sports Day</b>	<b>Coach</b> Net Games Technique Rules  <b>Teacher</b> Athletics Feedback	<b>Coach</b> Net Games Technique Rules
Spanish	<b>Classroom objects in Spanish</b> To recognise and respond to spoken classroom instructions.	<b>Classroom objects in Spanish</b> To name school bag objects and identify if they are masculine or	<b>Classroom objects in Spanish</b> To identify how a noun phrase changes in the plural form	<b>Classroom objects in Spanish</b> To construct a phrase using the negative form, no tengo – I do	<b>Classroom objects in Spanish</b> To read and interpret sentences featuring the conjunctions y	<b>Classroom objects in Spanish</b> To compose a piece of writing describing what is in a school	<b>Classroom objects in Spanish</b> To share writing and descriptions with their classmates.



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