Year 3/4 Yearly Learning Opportunities

	Autumn		Spring		Summer	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Theme	Vikings	Lights, camera, action.	Somewhere to settle	Robot Chief	Way out west	
Lead Subject/s	History	Science	Geography	Science	Geography	Science
Wow starts could include…	Watch 'Beowulf – the storybook version'	Watch the shadow theatre group	Look at maps and photos of the area in the past.	Visit to the kinesis centre at Carrow Road	Watch the wizard of Oz tornado scene	Visit to a farm – Easton college
Visits/visitors/ experiences	Kingswood	Pantomime	Stories of Lynn	Y4 VEX-IQ Robot challenge		Farm visit – Easton college
Outcomes	Viking battle	Shadow puppet theatre	Create a tourism guide	Build a functioning robot	Plan a family BBQ with burgers and poetry to perform.	
Family/ community involvement	Viking museum or celebrations	Christmas performance	Parent questionnaire	Parents in school to play with robots	Open afternoon	Family BBQ including: Poetry recital and burgers made by children
Challenge/ enquiry/ problem solving/ Child initiated learning	- Create a Viking helmet - Code a Viking battle - 10 Gold bars on mathletics - Learn given times tables - Viking place name research - Sound survey around house	Homework challenges TBC	Homework challenges TBC	Homework challenges TBC	Homework challenges TBC	Homework challenges TBC
Texts	The Battle of Bubble & Squeak	The Firework Makers' Daughter	Why The Whales Came	Perry Angel's Suitcase	Charlotte's Web	
GPS	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash

English	Finding tale – openings/endings	Tale of quest – setting	Cliffhanger, warning tale	Tale of fear, action focus	Losing tale	Poetry
Maths **See WRM units for small steps**	Number: place value wk 1-4 Number: addition & subtraction wk 5-6	Number: addition & subtraction cont wk 1-2 Number: multiplication & division wk 3-5 Consolidation wk 6-7	Number: multiplication & division wk 1-2 Measurement: length, perimeter, area wk 3-4 Number: Fractions wk 5-6	Number: Fractions wk 1-2 Number: Y3 Fractions Y4 Decimals wk3-5 Consolidation	Measurement: Money wk 1-2 Statistics wk 3-4 Measurement: Time wk 5	Measurement: Time wk 1-3 Geometry – properties of shape wk 4-5 Measurement: Y3 mass & capacity Y4 positoin & direction wk 6-7 Consolidation
Science	Sound • How sounds are made by vibration • How sound travels to the ear • Patterns of pitch, volume, distance and associated features	Light • Light is needed to see, dark is absence of light • Light is reflected from surfaces • Protect eyes from sun • Shadows are formed when light is blocked • Patterns of size of shadows	Living things & their habitats • Group things in varied ways • Use classification keys to identify living things • Recognise effects of environmental change on living things	Forces & magnets • Compare movement on different surfaces • Forces need contact but magnets act at a distance • Attraction & repulsion according to poles • Magnetic attraction of everyday materials	Animals, including humans • Humans & animals need correct nutrition, can't produce own • Have skeletons & muscles for support, protection & movement • Describe digestive system • Identify tooth types & functions • Construct food chains including, predators, prey and producers	
Art	Viking artwork, designing and creating a Viking shield. - Paint - Colour mixing	Creating shapes to produce different shadows		Futurism Art	American art and artists. How it developed over time. Create own piece of art using style discovered.	

DT	Computing – control & monitoring Control & monitor models using software designed for the purpose (see Purple Mash coding unit + robots)		Mechanics Use scientific knowledge of transference of force to choose appropriate mechanisms (such as levers, winding mechanisms, pulleys, and gears)		Food Prepare hygienically with appropriate utensils Measure ingredients to nearest gram Follow a recipe Assemble or cook healthy ingredients, controlling temperature of hob or oven	
Geography	Where did the Vikings originate, where did they travel and settle?	8 points of compass, grid references and mapwork	Human geography types of settlement and land use, economic activity including trade links distribution of natural resources – energy, food, minerals & water	Physical geography Climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, water cycle Use fieldwork to observe, measure, record and present features in local area	North America (Midwest/tornado alley) Environmental regions, physical & human characteristics, major cities	
History	Vikings • Viking struggle for England at the time of Edward the Confessor • Raids and invasions		Local history and how the use of local land has changed over time.		Lewis and Clark expedition The creating of the US railways	American independence
Computing	Purple Mash unit 3.1 Coding Y4 – robots VEX-IQ	Purple Mash units 3.2 Online Safety 3.3 Spreadsheets	Purple Mash unit 3.4 Touch typing	Purple Mash unit 3.5 Email	Purple Mash units 3.6 Branching databases 3.7 Simulations 3.8 Graphing	
Music	Charanga Unit Let Your Spirit Fly World War One songs	Charanga unit Glockenspiels – notation	3 Little birds	Bringing us together	Stop	Mamma Mia
PE						
PSHE / SEAL						
RE **Norfolk Agreed Syllabus**	Judaism How special is the relationship Jews have with God?	Christianity What is the most significant part of the Nativity story for Christians today?	Judaism How important is it for Jewish people to do what God asks them to do?	Christianity Is forgiveness always possible?	Judaism What is the best way for a Jew to show commitment to God?	Christianity Do people need to go to church to show they are Christians?

Some subjects will be taught discretely but, where appropriate, links will be made to the context of the theme
English planning should include opportunities for speaking and listening, drama and debate
Computing to include use of, blogging and school website

National Curriculum Overview

Core subjects (English, Maths & Science) are presented in a year-by-year format, based on the outlines given in the National Curriculum. History is also presented in this format, based on a suggested programme.
All other subjects are presented in two-year sections, dividing KS2 into Lower and Upper Key Stages.

English	**Mathematics**
Reading	**Number/Calculation**
Match graphemes for all phonemes	Count to / across 100
Read accurately by blending sounds	Count in 1s, 2s, 5s and 10s
Read words with very common suffixes	Identify 'one more' and 'one less'
Read contractions & understand purpose	Read & write numbers to 20
Read phonics books aloud	Use language, e.g. 'more than', 'most'
Link reading to own experiences	Use +, - and = symbols
Join in with predictable phrases	Know number bonds to 20
Discuss significance of title & events	add and subtract one-digit and two-digit numbers to 20, including zero
Make simple predictions	Solve one-step problems, including simple arrays
Writing	**Geometry & Measures**
Name letters of the alphabet	Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest
Spell very common 'exception' words	Begin to measure length, capacity, weight
Spell days of the week	Recognise coins & notes
Use very common prefixes & suffixes	Use time & ordering vocabulary
Form lower case letters correctly	Tell the time to hour/half-hour
Form capital letters & digits	Use language of days, weeks, months & years
Compose sentences orally before writing	Recognise & name common 2-d and 3-d shapes
Read own writing to peers or teachers	Order & arrange objects
Grammar	Describe position & movement, including half and quarter turns
Leave spaces between words	**Fractions**
Begin to use basic punctuation: . ? !	Recognise & use ½ & ¼
Use capital letters for proper nouns.	
Use common plural & verb suffixes	
Speaking & Listening	
Listen & respond appropriately	
Ask relevant questions	
Maintain attention & participate	

Science **Biology** Identify basic plants Identify basic plant parts (roots, leaves, flowers, etc.) Identify & compare common animals Identify & name basic body parts **Chemistry** Distinguish between objects & materials Identify & name common materials Describe simple properties of some materials Compare & classify materials **Physics** Observe weather associated with changes of season	**History (KS1)** **Key Concepts** Changes in living memory (linked to aspects of national life where appropriate) **Key Individuals** Lives of significant historical figures, including comparison of those from different periods Significant local people **Key Events** e.g. Bonfire night Events of local importance
Art & Design (KS1) Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers	**Design & Technology (KS1)** Design purposeful, functional & appealing products Generate, model & communicate ideas Use range of tools & materials to complete practical tasks Evaluate existing products & own ideas Build and improve structure & mechanisms Understand where food comes from
Physical Education (KS1) Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination Participate in team games Perform dances using simple movement Swimming proficiency at 25m (KS1 or KS2)	**Computing (KS1)** Understand use of algorithms Write & test simple programs Use logical reasoning to make predictions Organise, store, retrieve & manipulate data Communicate online safely and respectfully Recognise uses of IT outside of school
Geography (Y1) Name & locate the four countries and capital cities of the United Kingdom using atlases & globes Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world Use basic geographical vocabulary to refer to local & familiar features Use four compass directions & simple vocab	**Music (KS1)** Sing songs Play tuned & untuned instruments musically Listen & understand live and recorded music Make and combine sounds musically

RE (KS1)	

Year 1 expected skills progression in art

Pupils begin to explore and participate in creative art-making processes and learn to use a step by step process to create artwork. They begin to develop observational skills, fine motor skills and sensory connections. Using basic art-making techniques, pupils begin to experience and use the elements of art and principles of design. They learn how to share their ideas and explain their artwork to others. Through their experiences with the visual arts, they develop an awareness of their own community.

Drawing: Using different media, make a variety of patterned lines, wavy, straight, zig-zag, thick, thin, wide and narrow. Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.

Use a sketchbook to gather and collect artwork.

Begin to explore the use of line, shape and colour.

Painting: mix paint, including powder paint, using primary colours. Apply a variety of paints and explore brush marks. Use a variety of tools and techniques including the use of different brush sizes and types.

Mix and match colours to artefacts and objects.

Work on different scales.

Mix secondary colours and shades using different types of paint.

Create different textures e.g. use of sawdust.

Printing: Print with found objects and experiment with colour. Make marks in print with a variety of objects, including natural and made objects.

Carry out different printing techniques e.g. monoprint, block, relief and resist printing.

Make rubbings.

Build a repeating pattern and recognise pattern in the environment.

Collage: Sort materials by texture, etc. Draw and cut shapes from a variety of materials to create either abstract or representational images.

Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons and sewing.

How to thread a needle, cut, glue and trim material.

Create images from imagination, experience or observation.

Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.

Tone: Talk about light and dark colours.

Shape, form and space: Handle, manipulate and explore materials, card, paper and clay. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.

Explore sculpture with a range of malleable media, especially clay.

Experiment with, construct and join recycled, natural and man-made materials.

Explore shape and form.