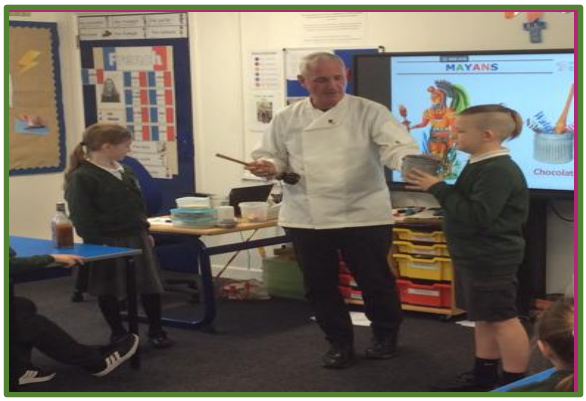
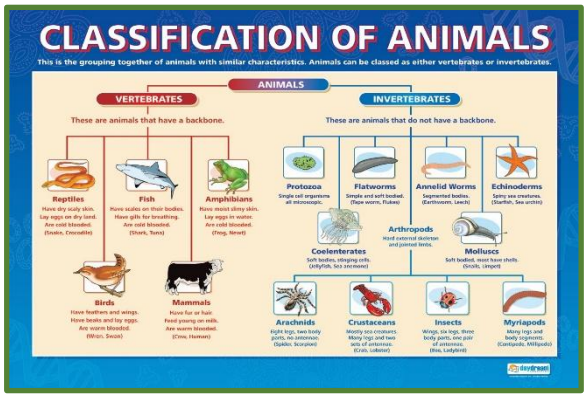
THE CHURCH OF ENGLAND
Diocese of Norwich

Ashill V.C. Primary School

My Learning Discovery



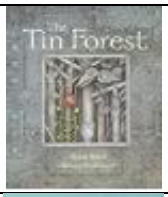
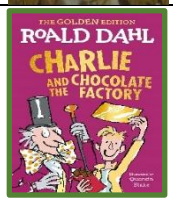


Year 3/4

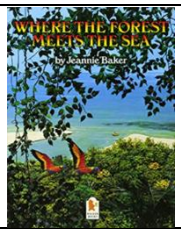
Chocolate!

Autumn Term 1 & 2 2026

Chocolate!

	"'The Tin Forest' follows an old man who tidies the rubbish in a junkyard and dreams of a better place. With faith, ingenuity and hard work, he transforms it into a wonderland in this poetic modern fable." This introduces the children to environmental issues and contrasts two possible worlds. It allows the idea of rainforest destruction, specifically the Amazon to be introduced.
	BAFTA award winning film based on the book of the same name. A mysterious tale of a threatened natural world, and a hopeful new start. This aligns to 'The Tin Forest' book.
	This well-known story allows the children to focus on the characters and plot, without having to learn the whole story as well, as most will be at least familiar with it. Winning a tour of a chocolate factory via a golden ticket, Charlie Bucket's adventures have just begun, and his fortunes change as a result.

Additional texts to support learning:

	Used as our class reader, in this educational text we follow rainforest expert Ollie on an exciting mission to rescue a lost baby orangutan in the steamy rainforest. With information on plant and animal life, as well as the topic of deforestation, the children learn about serious topics through storytelling in a fun way.
	'I asked the river' by Valerie Bloom. The river winds its way through the countryside happily. But the river can cause erosion and flood. The children can discuss the 'beauty and the beast' of the river and how and why it can change.
	"When a young boy visits a tropical rain forest, he pretends it is a long time ago and that extinct and rare animals live in the forest, and aboriginal children play there. 'But how much longer will the rainforest remain?' he wonders." Tying into the other texts studied, this book, set in Australia offers another perspective of bringing imagination into the story telling and raises questions from a child's point of view.

Further opportunities in maths and English

Maths	English
• Classifying in science. • Logical sequencing of circuitry in science. • Accurately research, measure and collect information. e.g. rainfall, temperature, wind speed, noise levels – geography. • Using signs and symbols in geography on maps. • Recognising how and why data is collected over time / using data loggers – computing. • Playing with rhythm - music • Using 4 figure grid references.	• Describe environmental dangers to endangered species and present findings orally and in writing - science • Correct geographical words to describe a place and the events that happen. • Capturing and editing audio to produce a podcast, ensuring that copyright is considered • Communicate what is being expressed in own work and that of an artist.

In support of our Christian Vision as a school, opportunities for spirituality are provided for the children to foster deep feelings inside, of being part of something bigger on the outside, and the connectedness of ourselves to this.

Further opportunities for Spirituality this term:
Experiences of Awe and Wonder: • **Through Science lessons:** Exploring the natural world, noticing its beauty, and appreciating its complexity can spark a sense of wonder. • **In English and RE looking at stories:** Engaging with stories that explore themes of good and evil, courage, and compassion can stimulate reflection and discussion. • **Creative Arts:** Allowing children to express their feelings and ideas through art, music, and drama can be a powerful way to explore spirituality. **Developing Emotional Awareness: through PSHE, RSHE and RE lessons** • **Recognizing Feelings:** Helping children identify and name their emotions, both positive and negative, is a crucial step in spiritual development. • **Empathy and Compassion:** Encouraging children to understand and share the feelings of others fosters a sense of connection and concern for the well-being of others. • **Self-Awareness:** Creating opportunities for self-reflection and appreciation of their own uniqueness can build self-esteem and a sense of purpose. **Opportunities for Reflection: through all subjects** • **Quiet Time:** Providing moments of quiet reflection, perhaps after a stimulating activity, can allow children to process their experiences and feelings. • **Discussions:** Creating a safe and supportive environment for children to share their thoughts and feelings about big questions can be very valuable. **Connecting to Something Bigger: through RE, History, Geography and PSHE lessons** • **Values and Beliefs:** Exploring concepts like kindness, honesty, and fairness, and how these relate to their own lives and the lives of others. • **Meaning and Purpose:** Asking open-ended questions about the world and their place in it can encourage children to think about meaning and purpose. • **Belonging:** Fostering a sense of belonging to their school community, their families, and the wider world.

In Science, in Autumn 1, we will recognise that living things can be grouped in a variety of ways and explore and use classification keys to help group, identify and name a variety of living things in our local and wider environment. We will recognise that environments can change and that this can sometimes pose dangers to living things.

Science
Year 3 & 4
• I can group living things in a range of ways and use different methods to sort them. • I can generate questions to use in a classification key and identify vertebrates by observing their similarities and differences. • I can use a key and evidence to identify invertebrates. • I can create a classification key and show the characteristics of living things in a table and a key. • I can recognise positive and negative changes to the local environment and record my observations in different ways. • I can describe environmental dangers to endangered species and present my findings orally and in writing.

In Autumn 2, we will study electricity and identify common appliances that run on electricity. The children will be challenged to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. We will identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery or whether a switch position makes a difference. The children will develop knowledge of recognising some common conductors and insulators, and associate metals with being good conductors.

Science
Year 3 & 4
• I can explain ways that electricity is generated. • I can identify electrical appliances and the types of electricity they use. • I can identify complete and incomplete circuits. • I can identify and sort materials into electrical conductors or insulators. • I can explain how a switch works and why they are needed. • I can record and report on an investigation.

In Geography, in Autumn 1 and 2, we will be looking at life in the Rainforest and describing this geographically, using and noticing the location of the Amazon Rainforest in relation to the equator. We will examine the Amazon climate and how this affects the life of the people there. We will look at the Mayans and chocolate, as key people and products associate with the Rainforest in the Amazon. We will also explore Fairtrade and what this means.

Geography	
Year 3	**Year 4**
<u>Geographical Enquiry</u> • I can use correct geographical words to describe a place and the events that happen there. • I can use some basic map symbols. <u>Locational Knowledge</u> • I can identify key features of a place by using a map. <u>Geographical Skills and Fieldwork</u> • I can begin to use 4 figure grid references. • I can accurately plot NSEW on a map. <u>Place Knowledge</u> • I can present my research.	<u>Geographical Skills and Fieldwork</u> • I can find the same place on a globe, atlas or map. • I can compare human and physical characteristics. <u>Human and Physical Geography</u> • I can accurately research, measure and collect information. e.g. rainfall, temperature, wind speed, noise levels <u>Place Knowledge</u> • I can present my research. E.g. reports, brochures, drama, art.

In Computing, in the first half term we will be looking at how computers help us to manage data and information. We will learn about gathering, recording and interpreting data. We will use **MicroBits** and the software '**Microsoft Excel'** for this. In the second half term we switch our attention to Audio production. This will involve creating and editing digital sound files relating to a Podcast. This will involve using **Audacity** software.

Computing	
Year 4	**Year 4**
Data and Information - Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation. • To explain that data gathered over time can be used to answer questions - I can choose a data set to answer a given question - I can identify data that can be gathered over time - I can suggest questions that can be answered using a given data set • To use a digital device to collect data automatically - I can explain what data can be collected using sensors - I can identify that data from sensors can be recorded - I can use data from a sensor to answer a given question	**Creating Media - Audio production** Capturing and editing audio to produce a podcast, ensuring that copyright is considered • To identify that sound can be recorded - I can explain that the person who records the sound can say who is allowed to use it - I can identify the input and output devices used to record and play sound - I can use a computer to record audio • To explain that audio recordings can be edited - I can discuss what sounds can be added to a podcast - I can inspect the soundwave view to know where to trim my recording - I can re-record my voice to improve my recording • To recognise the different parts of creating a podcast project - I can explain how sounds can be combined

• To explain that a data logger collects 'data points' from sensors over time - I can identify the intervals used to collect data - I can recognise that a data logger collects data at given points - I can talk about the data that I have captured • To recognise how a computer can help us analyse data - I can explain that there are different ways to view data - I can sort data to find information - I can view data at different levels of detail • To identify the data needed to answer questions - I can plan how to collect data using a data logger - I can propose a question that can be answered using logged data - I can use a data logger to collect data • To use data from sensors to answer questions - I can draw conclusions from the data that I have collected - I can explain the benefits of using a data logger - I can interpret data that has been collected using a data logger	to make a podcast more engaging - I can plan appropriate content for a podcast - I can save my project so the different parts remain editable • To apply audio editing skills independently - I can improve my voice recordings - I can record content following my plan - I can review the quality of my recordings • To combine audio to enhance my podcast project - I can arrange multiple sounds to create the effect I want - I can explain the difference between saving a project and exporting an audio file - I can open my project to continue working on it • To evaluate the effective use of audio - I can choose appropriate edits to improve my podcast - I can listen to an audio recording to identify its strengths - I can suggest improvements to an audio recording

In Art, we will study well-known artists, such as Rousseau, and their work as influenced by the Rainforest. We will also include modern artists, such as John Dyer and Nixiwaka Yawanawá, (Eden Project Rainforest Art.) We will use paint and collage to create images in these styles.

Art	
Year 3	**Year 4**
<u>Drawing</u> • I can use my sketches to develop a final piece of work. • I can use drawing as a tool to express an idea. • I can use different shading techniques to give depth to a drawing. <u>Painting</u> • I can use a range of brushes to create different effects. <u>Sketch books</u> • I can use my sketch books to express feelings about a subject and to describe likes and dislikes. • I can make notes in my sketch book about techniques used by artists. • I can suggest improvements to my work by keeping notes in my sketch book. <u>3D</u>	<u>Drawing</u> • I can explain why I have chosen specific materials to draw with. <u>Painting</u> • I can use shade to create depth in a painting. <u>Sketch books</u> • I can use my sketch book to express my feelings about various subjects and outline likes and dislikes. • I can use my sketch book to adapt and improve my original ideas. • I can keep notes about the purpose of my work in my sketch book. • I can evaluate my learning and record in my sketchbook. <u>3D</u> • I can take a 2D drawing into a 3D form. <u>Knowledge</u> • I can compare the work of different artists. • I can explore work from other

• I can add layers onto my work to create texture and shape. <u>Use of IT</u> • I can use the web to research an artist or style of art. <u>Knowledge</u> • I can compare the work of different artists. • I can explore work from other cultures. • I can communicate what I feel is being expressed in my work and the artist's.	cultures. • I can see how art can change over time. • I can communicate what I feel the artist is trying to express in their work. • I can communicate what I am trying to express in my own work.

In Modern Foreign Languages (MFL) we are studying French. We start with learning a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of our language learning experience. In Autumn 1 we will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play'. By the end of the unit, we will be able to recognise, recall, remember and spell up to 10 instruments with their definite article.

French
• I can recognise, recall and spell up to 10 instruments in French with their definite article/determiner. • I can understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. • I can learn to say and write 'I play' + an instrument in French using the highfrequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments.

In Autumn 2 we will learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit, we will have the skills and knowledge to say which is their favourite season and why.

French
• I can attempt to name all 4 seasons in French from memory with the correct article/determiner with some support. • I can say/write a short phrase on at least one season in French from memory with high accuracy. I may need to look at the vocabulary sheet first to support me with the spellings. • I can say/write which is my favourite season in French. I find it more challenging when asked to provide a justification using the conjunctions 'et' and 'car'.

In Design Technology, in Autumn 1, we will be covering the unit called 'Cooking and Nutrition: Eating Seasonally' We will be:

Design Technology	
Year 3	**Year 4**
<u>Developing, planning and communicating ideas</u> • I can plan my design, using accurate diagrams and labels. • I can plan the equipment/ tools needed and give reasons why. • I can start to order the main stages of making their product. • I can identify a design criteria and establish a purpose/ audience for their product. • I can make realistic are plans. e.g. tools, equipment, materials,	<u>Developing, planning and communicating ideas</u> • I can create a final design for my product based on initial ideas and revisions, based on existing ideas. • I can create a detailed plan considering my target audience, design criteria and intended purpose. <u>Working with tools, equipment, materials and components to make quality products</u> • I can use equipment and tools with increased accuracy and safety.

components?

Working with tools, equipment, materials and components to make quality products

- I can use equipment and tools accurately and safely.
- I can select the most appropriate materials, tools and techniques to use.
- I can manipulate materials using a range of tools and equipment
- I can measure, cut and assemble with increasing accuracy.

Evaluating processes and products

- I can start to think about my ideas as I make progress and be willing to make changes if this helps me to improve my work.
- I can assess how well their product works in relation to the purpose.
- I can explain how I could change my design to make it better.

Cooking and Nutrition

- I can start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.
- I can demonstrate how to prepare and cook a variety of dishes safely and hygienically.
- I can begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading and kneading.
- I can understand and apply the principles of a healthy and varied diet.
- I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- I can understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

- I can select the most effective materials, tools and techniques to use.
- I can manipulate materials effectively using a range of tools and equipment.
- I can measure, cut and assemble accurately.

Evaluating processes and products

- I can think about my ideas as they progress and make changes to improve my work
- I can assess how well my product works in relation to the design criteria and the intended purpose.
- I can explain how I could improve my design and how my improvement would affect the original outcome.

Cooking and Nutrition

- I can discuss that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.
- I can demonstrate how to prepare and cook a variety of dishes safely and hygienically including, where appropriate, the use of a heat source.
- I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

In Design Technology, in Autumn 2, we will be covering the unit called Electrical systems: Torches. We will be:

Design Technology	
Year 3	**Year 4**
<u>Developing, planning and communicating ideas</u> • I can plan my design, using accurate diagrams and labels. • I can plan the equipment/ tools needed and give reasons why. • I can start to order the main stages of making their product. • I can identify a design criteria and establish a purpose/ audience for their product. • I can make realistic are plans. e.g. tools, equipment, materials, components? <u>Working with tools, equipment, materials and components to make quality products</u> • I can use equipment and tools accurately and safely. • I can select the most appropriate materials, tools and techniques to use. • I can manipulate materials using a range of tools and equipment • I can measure, cut and assemble with increasing accuracy. <u>Evaluating processes and products</u> • I can start to think about my ideas as I make progress and be willing to make changes if this helps me to improve my work. • I can assess how well their product works in relation to the purpose. • I can explain how I could change my design to make it better.	<u>Developing, planning and communicating ideas</u> • I can create a final design for my product based on initial ideas and revisions, based on existing ideas. • I can create a detailed plan considering my target audience, design criteria and intended purpose. <u>Working with tools, equipment, materials and components to make quality products</u> • I can use equipment and tools with increased accuracy and safety. • I can select the most effective materials, tools and techniques to use. • I can manipulate materials effectively using a range of tools and equipment. • I can measure, cut and assemble accurately. <u>Evaluating processes and products</u> • I can think about my ideas as they progress and make changes to improve my work • I can assess how well my product works in relation to the design criteria and the intended purpose. • I can explain how I could improve my design and how my improvement would affect the original outcome. <u>Electrical and Mechanical Components</u> • I can use a simple circuit and add components to it. • I can make a product which uses both electrical and mechanical components.

In Autumn 1, in music, we will explore the musical style of samba. In this unit, focusing on rhythm and pulse, we will have the opportunity to perform samba music as a whole class and in small groups. We will explore the instruments of the samba and create their own samba band.

Music
• I can introduce samba music through listening, appraising and singing.
• I can create and perform rhythms using call and response.
• I can refine, perform and appraise samba introductions.
• I can learn and perform the rhythms of a Brazilian samba groove as a whole class ensemble.
• I can perform a solo in an ensemble.
• I can create a suitable ending for a samba piece and perform in carnival style.

In Autumn 2, in music, we explore how the inter-related dimensions of music: dynamics, tempo, duration, texture, timbre, pitch and structure, can be combined to communicate an intended effect, using the ancient Mayan civilisation as a stimulus for listening, performing and composing. Towards the end of the unit, we will be performing from simple given rhythms and melodies.

Music	
Learning Objectives	Skills
• I can explore how the inter-related dimensions of music can be combined to create an effect. • I can create a performance inspired by Mayan wind instruments. • I can compose and perform using the inter-related dimensions of music to reflect the rainforest. • I can compose a piece of music to reflect a Mayan god. • I can add rhythm to our Mayan god music. • I can perform and evaluate using the inter-related dimensions of music.	• Listening: identify instruments, identify the inter-related dimensions • Composing: use rhythmic & pitch notation, add accompaniments, improvisation • Performing: follow staff & graphic notation • Social: sharing, acceptance, inclusion, respect, leadership, support • Emotional: empathy, confidence, perseverance • Thinking: observation, provide feedback, reflection, select & apply, creativity

In Physical Education, in the Autumn 1 term, we will play **field hockey** and apply the principles of defending and attacking, communicating, collaborating and competing with each other. We will develop an understanding of how to improve and how to evaluate and recognise our own success.

Physical Education
• To send and receive with some control. • To move safely and with control when dribbling. • To develop decision making in attack. • To understand the role of a defender. • To apply tactics to small, sided games. • To apply rules, skills and tactics to play in a tournament.

In Physical Education, in Autumn 2, will we do circuit training. Pupils will take part in a range of fitness challenges testing and recording their scores. They will learn about different components of fitness, speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. Pupils will be encouraged to work safely and with control.

Physical Education
• To develop an awareness of what your body is capable of. • To develop speed and strength. • To complete actions to develop co-ordination. • To complete actions to develop agility. • To complete actions to develop balance. • To complete actions to develop stamina.

In PSHE, we draw from a variety of different schemes and schedules of work, to create a series of lessons that meet the children where they are in the class at the time we teach them.

In Autumn 1, we will be learning about…

Personal, Social and Health Education
Year 3 & 4
Good to be Me Knowing myself • I can explain how I learn and recognise when I find something difficult and what to do about this. Understanding my feelings • I can tell you what feeling surprised, hopeful or disappointed is like, and understand my different responses to these. Managing my feelings • I can think about my worries and how to act on them. • I can recognize when I am beginning to get upset or angry and have some ways to calm down. • I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness. • I can choose when to show my feelings, when to hide them and know when it is good to relax. Standing up for myself • I can choose to act and express myself assertively in a variety of ways.

In Autumn 2, we will be learning about…

Personal, Social and Health Education
Year 3 & 4
Say no to bullying • I can tell you what bullying is. • I know what it means to be a witness to bullying. • I know that witnesses can make the situation better or worse by what they do. • I know how it might feel to be a witness to and a target of bullying. • I can tell you why witnesses sometimes join in with bullying or don't tell. • I can tell you some ways of helping to make someone who is bullied feel better. • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on, but I am not sure. • I can problem solve a bullying situation with others.

In Religious Education, we will be taught to use and develop our skills and understanding of Theology, Philosophy and Human and Social Sciences to explore and answer a "big question".

In Autumn 1, we are looking at…

Religious Education
What do we mean by truth? Is seeing believing?
I will be able to… • Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. • Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts. I will explore and understand… • At least three the views about the nature and existence of God. • The difference between knowledge, belief and opinion. • The complex nature of concepts such as truth and reality. • Debates about whether something can be proven. • Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. • Use of the term Waheguru and other titles used for God.

In Autumn 2, we are looking at…

Religious Education
How do/have religious groups contribute to society and culture?
I will be able to… • Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. • Describe ways in which dharma impacts on and influences Hindu life and society. • Describe some of the varying ways in which religious beliefs are practiced both locally and globally with reference to Christianity and Hinduism. • Identify ways in which beliefs might make a Christian or Hindu think about how they live their life. I will explore and understand… • Christian teachings about compassion and care for the most vulnerable in society, eg, Agape, "Love your neighbour …" • Hindu teachings about compassion and care for the most vulnerable in society, e.g., seva (to serve selflessly), following dharma (duty). • The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell. • The role of the Hindu community in charity work as an expression of dharma, e.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha. • The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi, Sannyasins.