Opal Class (Year3/4)
2025-2026

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Title / Information :	**Nantwich and the Tudors** 	**The UK** 	**Changing Power of Monarchs** 	**Our Changing World** 	**Local History- Our School Through Time** 	**Local Study- fieldwork** 
Maths	As **Mathematicians,** we will study place value, addition & subtraction, area, multiplication & division and measurement.		As **Mathematicians,** we will stud multiplication & division, length & perimeter, fractions, mass & capacity and fractions.		As **Mathematicians,** we will be learning about time, decimals money, shape, statistics and position and direction.	
English	As **Writers**, we will develop our skills through a range of genres including dialogue stories in a familiar setting, instructions, dilemmas and discussions. We will learn to write using a range of sentence types, choose the correct tense, develop our use of speech and openers.		As **Writers,** we will develop our skills through a range of genres including non-chronological reports, setting descriptions, diary entries and persuasive texts. We will learn to use technical language, write for a range of purposes, use metaphors, similes, personification and fronted adverbials.		As **Writers**, we will develop our skills through a range of genres including suspense stories, explanation texts, balanced arguments, losing tales and newspaper reports.	

	As **Readers**, we will develop pleasure in reading, motivation to read, vocabulary and understanding by: • Applying our growing knowledge of root words, prefixes and suffixes (etymology and morphology, , both to read aloud and to understand the meaning of new words we meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • check that the text makes sense to us, discuss our understanding and explain the meaning of some words in context, asking questions to improve our understanding	As **Readers**, we will continue develop pleasure in reading, motivation to read, vocabulary and understanding by: • read a wide range of books that are structured in different ways and read for a range of purposes • use dictionaries to check the meaning of many unknown words that we have read • increase our familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • identify themes and conventions in an increasing range of books • ask questions to improve our understanding of a text • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence	As **Readers**, we will continue develop pleasure in reading, motivation to read, vocabulary and understanding by: • prepare short poems and play script excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action • discuss some words and phrases that capture the reader's interest and imagination • recognise some different forms of poetry (for example, free verse, narrative poetry) • predict what might happen from details stated and which are implied • identify how language and structure contribute to meaning • retrieve and record some information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Science	As **Scientists** we will plan different types of scientific enquiries to answer questions, including recognizing and controlling variables. We will take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. We will record data and results using scientific diagrams and labels, classification keys, bar and line graphs. We will use test results to make predictions to set up further fair tests. We will report and present findings from enquiries, including conclusions, in oral and written forms such as displays and presentations. We will identify scientific evidence that has been used to support or refute ideas or arguments.				
	As **Scientists**, we will explore how forces affect the way objects move. We will investigate pushes and pulls, friction and how different surfaces can slow objects down. We will also learn about magnets, discovering how they attract or repel and identifying materials that are magnetic. Through practical investigations, we will test and compare forces, make predictions and record our findings to help us understand how forces are used in everyday life.	As **Scientists**, we will learn about how animals, including humans, survive and stay healthy. We will explore nutrition and balanced diets, understanding why living things need the right types of food. We will also investigate skeletons and muscles, learning how they support, protect and help our bodies to move. Through observations and simple enquiries, we will develop our understanding of how our bodies grow and function.	As **Scientists**, we will investigate light and how it helps us to see. We will explore different sources of light, learn how light is reflected, and understand how shadows are formed and change. Through practical experiments, we will make predictions, observe patterns and explain our findings using scientific vocabulary.	As **Scientists**, we will explore different types of rocks and how they are formed. We will compare and group rocks based on their appearance and properties, and learn how fossils are formed over time. We will also investigate soils and understand why different soils are suitable for different purposes.	As **Scientists**, we will study plants and what they need to grow and stay healthy. We will identify the parts of flowering plants, explore their functions and investigate how water is transported within plants. Through observations and simple investigations, we will learn how plants grow, change and reproduce throughout their life cycle.

Geography		As **Geographers**, we will explore the United Kingdom and develop our understanding of its countries and key physical features. We will learn to name and locate the four countries of the UK, their capital cities and recognise important counties, including exploring the features of our own county. We will investigate key rivers and mountain ranges, identifying areas of high ground and understanding how these physical features shape the landscape. We will also explore famous landmarks and consider how places such as London have changed over time. Finally, we will learn about the Prime Meridian and discuss why people choose to move to the UK, helping us		As **Geographers**, we will explore how our world and landscapes are constantly changing over time. We will learn about weathering and erosion, discovering how wind, water, ice and plants can wear away rocks and shape the land. We will investigate coastal features such as caves, arches, stacks, bays, beaches and spits, and understand how deposition moves materials to form new land. We will also explore changing landscapes, learning how places can be altered when		As **Geographers**, we will carry out local fieldwork to explore how land is used in our area. We will observe and record human and physical features in the local environment, creating sketch maps, surveys and field notes to collect data. We will investigate how our local landscape has changed over time, comparing different locations and considering how land is used for housing, transport, farming or recreation. Finally, we will present our findings to help us understand how our local environment is organised and how it continues to change.

		understand how the UK is connected to the wider world.		new buildings and roads are built, land is cleared for farming, or old buildings are updated or demolished. We will understand how some important landscapes are protected through National Parks, listed buildings, conservation areas, green belt land, Sites of Special Scientific Interest and World Heritage Sites. Finally, we will learn how boundaries can change due to both natural processes and human activity, helping us understand how environments and countries develop over time.		

History	As **Historians**, we will travel back in time to the Tudor period to discover what life was like in Britain over 400 years ago. We will learn who the Tudors were and place important Tudor monarchs such as Henry VIII and Elizabeth I on a timeline to understand where this period fits in history. We will explore key events from the Tudor era, including how the Tudor dynasty began and why some events had important consequences for the country. We will investigate how one event could lead to another and how the actions of monarchs helped shape England. We will find out about daily life during Tudor times, comparing how rich and poor people lived. We will look at Tudor homes, clothing, food and jobs and think about why lifestyles were different for different people in society. We will also focus on our local area of Nantwich, discovering why it was		As **Historians**, we will explore how the power of British monarchs has changed over time. We will learn what a monarchy is and place important monarchs on a timeline to understand how their power has developed from the medieval period to today. We will investigate what made monarchs powerful, including how power was linked to birthright, land and control. We will explore key events such as the Magna Carta and the reign of Henry VIII, discovering how some people challenged unfair decisions and how these moments helped to limit the monarch's power. We will also learn how Parliament gradually became stronger, leading to the monarchy becoming constitutional, where the monarch no longer makes all the rules. Finally, we will reflect on how the monarchy has changed over time, comparing powerful		As **Historians**, we will investigate the history of our school to understand how our local area has changed over time. We will use historical enquiry skills to ask questions about the past and explore a range of sources such as old photographs, artefacts, maps, school records and oral histories. We will learn how people's memories can help us find out about what school life was like in different periods. We will place key events on a timeline, including when our school was founded, and link this to important national events. We will compare similarities and differences between school life in the past and today, thinking about why changes have happened. By studying different sources, we will learn how to find evidence, make observations, make simple inferences and consider how reliable different sources are.	

	an important Tudor market town and how salt production and trade helped the town to grow. Using historical sources, we will investigate the Great Fire of Nantwich in 1583, finding out what happened, what caused the fire and how it affected the people who lived there. Finally, we will think about the legacy of the Tudor period, identifying Tudor buildings, traditions and influences that can still be seen today both locally and across the country.		monarchs from the past with the more ceremonial role of the monarch today, and consider how these changes have shaped Britain.		Finally, we will present and document our school's story, using writing, labelled diagrams, displays or presentations to show how our school has developed over time.	

	As **Historians** we will develop an awareness of the past, using common words and phrases relating to the passing of time. We will know where the people and events we are studying fit within a chronological framework and identify similarities and differences between ways of life in different periods. We will use a wide vocabulary of everyday historical terms. We will ask and answer questions, choosing and using parts of stories and other sources to show that we know and understand key features of events. We will understand some of the ways in which we find out about the past and identify different ways in which it is represented		
Art	As **Artists** we will learn to create our own 3D sculptures.	As **Artists** we will develop our Painting and Mixed Media skills.	As **Artists** we will develop out drawing skills.
D.T.	As **Designers** we will explore mechanical Systems by making our own slingshot car.	As **Designers** we will develop our knowledge of cooking by adapting a recipe.	As **Designers** we will explore electrical systems and create our own torches.

Music	As **Musicians**, we will explore rhythm using body percussion and tuned instruments. We will create rainforest-inspired sound patterns and simple compositions, developing our understanding of pulse, rhythm and pitch.	As **Musicians**, we will listen to and appraise rock and roll music. We will learn about its strong beat and energetic style, perform rhythms and begin to create our own rock and roll patterns and performances.	As **Musicians**, we will develop our understanding of pitch, tempo and dynamics. We will use instruments and voices to represent the movement of rivers, creating musical pieces that change in speed, volume and pitch.	As **Musicians**, we will combine poetry and music to create expressive performances. We will explore rhythm and structure through haiku, composing simple melodies and performing with confidence.	As **Musicians**, we will learn about samba music and traditional carnival instruments. We will perform layered rhythms as an ensemble, developing our timing, coordination and performance skills.	As **Musicians**, we will explore how musical motifs can be adapted and transposed. We will create and perform short compositions inspired by Roman themes, developing our understanding of pitch patterns and musical structure.
P.E.	As **Athletes** we will develop our invasion skills by learning to play netball and tag rugby.	As **Athletes** we will develop our invasion skills by learning to play football and dodgeball	As **Athletes** we will learn to perform actions with control and consistency with different speeds and levels through gymnastics and dance.	As **Athletes** we will learn to hit, catch and run through the game of cricket and basketball.	As **Athletes** we will learn to run, jump and throw through athletics. As **Athletes** we will learn about health-related exercise.	As **Athletes** we will learn to send and return through the game of rounders.

RE	As **Theologians**, we will explore how different people talk about God and why beliefs about God are important to many religions and worldviews.	As **Theologians**, we will explore how beliefs help people decide what is right and wrong, including how new babies are welcomed and why Christians call Jesus a saviour at Christmas.	As **Theologians**, we will explore why there is diversity within beliefs and how different Muslims express their faith, including why Muhammad is important to many Muslims in the UK.	As **Theologians**, we will explore beliefs about life after death, including the Christian belief in the resurrection and how different groups understand what happens after death.	As **Theologians**, we will explore how beliefs shape identity and what it means to belong to a religious group. We will learn how Christian and Humanist beliefs can influence people's lives, and discover how and why Jews celebrate important events such as Passover.

PSHE/SMSC themes	Family and Relationships	Health and wellbeing	Safety and the changing body		Citizenship	Economic wellbeing
Computing	As **Computer Scientists** we will learn about computing systems and Networks.	As **Computer Scientists** will explore programming using Scratch.	As **Computer Scientists** we will journey into further coding with Scratch.	As **Computer Scientists** we will explore emailing through computing systems and networks.	As **Computer Scientists** we be creating media through video trailers.	As **Computer Scientists** we will Create media through web design.