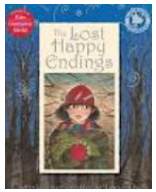
Year 3 & 4 Curriculum Newsletter Spring Term 2026

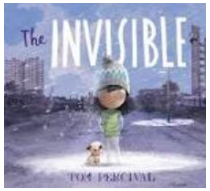
English

Our first model text of the year will be a fear based text. It's called Zelda Claw and the Rain Cat. We will be learning how to create suspense and build tension with a story. We are always focusing on those non negotiables as well like: spellings, punctuation and grammar.

Reading

Our first whole class reading book this term will be The Lost Happy Endings. We will do daily reading sessions on this text and complete lots of fun activities. We will then be moving onto The Invisible.





Message from your teachers

Hello, We hope you have all had a lovely Christmas holiday, it's great to be back!
This term our PE days will be:
Badgers: Monday badminton and Thursday cross country running
Leopards: Monday badminton and Thursday cross country running
Meerkats: Monday badminton and Tuesday cross country running
We look forward to seeing you in school again for our "Stay and Play" sessions so keep an eye on Dojo for dates.
Thank you, from the Year 3/4 team.

Maths

In maths we use the White Rose program of study. We do maths daily and we expect the children to be practising their times tables at home weekly.

Year 3

This term we will be focusing on multiplication facts and the division facts that can be derived from each one as well as measurements (length and mass) before moving onto a unit on fractions.

Year 4

This term we are looking at factors of number and working on multiplying numbers by 10, 100 and 1000. We will also be learning informal and formal written methods of multiplication and division.
The multiplication check is fast approaching so we will be spending a lot of time working on all of these up to 12x12. Your child will be given 6 seconds to answer each question so the more help they get now the better.



Computing-



Our first unit will use Scratch to explore links between events and actions, relating to sequencing. We will begin by moving a sprite in four directions and then explore movement within the context of a maze.

Our second unit will consider how and why data is collected over time. Pupils will use sensors to monitor the environment and log the results.

Home Learning



For home learning we do expect the children to be reading daily and practising their times tables regularly.
All other homework is usually Doodle Learning based and the expectation is that children complete 20 minutes of each of the 4 strands at least 3 times a week. Doodle Club runs on a Wednesday & Thursday breaktime for year 3 and on Monday and Tuesday for year 4. Children may access this if they would like to. All links are on Google Classroom.

Religious Education



This term year 3 and 4 will be learning about people who inspire us and we will be looking at inspirational people within Christianity and Buddhism.

Jigsaw

The first half of this term is all about dreams and goals and how we build our resilience to achieve them. After Easter we will be looking at being healthy and creating healthy friendship groups.

Indoor

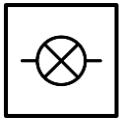
Our indoor PE session are going to be focused on badminton and we are lucky enough to have Tigers Trust in and running this for us on a Monday. We will be learning how to use a racket to control a shuttlecock and work as a team to create a rally.

Outdoor

Our outdoor PE will be Cross country running. We will be concentrating on the skills of jogging, sprinting and recovering. We shall explore different starting positions and the skills needed to demonstrate acceleration and speed over an increased distance.

Primary Steps in PE

Science



Electricity- circuits

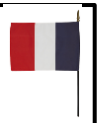
Children will learn about electricity by identifying electrical appliances and building simple circuits. They will explore how circuits work, how switches control them, and which materials conduct electricity, through practical, hands-on activities



Human impact on the environment

Children will explore how humans impact the environment and how changes can affect plants and animals. They will learn why protecting habitats matters, building on their previous knowledge of animals, plants, soil, and recycling

French



The children in both year 3&4 will start this half term with a topic on animals. This unit will introduce the children to nouns then they will learn the plurals of animal nouns and express which animal they have as well as which one is their favourite.
The children will go on to follow a story about animals and use this as a model to write their own sentences.

The second half term is a great opportunity to revisit some core language the children were introduced to in the autumn term, and to introduce the children to an important celebration in France: Carnival!

Geography

In year 3/4 this half term we will be comparing and contrasting the UK to a country in Europe. We will be looking at:

Physical Geography - natural features including rivers and mountains. How do people travel around; is water transport important to the country?

Human Geography - where do people live, how has the infrastructure of the country developed. What languages are spoken and are there any national traditions.

Climate - how the weather affects how people live including dress, jobs and travel.

Art

Year 3 will be studying sculpture through the work of Leonardo Da Vinci, Alberto Giacometti and Anthony Gormley.

We will use a range of materials to produce sculptures, exploring human form; demonstrating an understanding of perspective and proportion. Through our practical work we will develop a deeper understanding of the characteristics of materials e.g. ridgid & flexible, learning how to shape sculptures using pinch, coil and twist techniques.

Year 4

This term in Art, children will be exploring collage and montage. They will learn how artists combine different materials, images, textures, and patterns to create a new whole, known as mixed media. The children will experiment with combining patterns thoughtfully, learning how to avoid overusing them so their designs remain balanced and effective. Using these skills, each child will design and create their own collage to represent themselves, choosing colours, images, and materials that reflect their personality, interests, and identity.

Music

This term we shall be exploring writing music down. Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names. This helps us to remember what we are going to sing and play. We shall explore the notes, crotchets and minims within the music we learn and see how these notes can fit on the lines and spaces of a stave.



Learning in our theme - Compare and contrast an area of the Uk with a country in Europe

Subject specific vocabulary	
Physical Geography	Climate Patterns
Mountain Range	Seasonal Variation
Flat Land / Plains	Rural
Settlement Types	Urban
Economic Activities	Town / City
Tourism	Population Density
Road Network	Housing styles
Land Use	Coastline






Knowledge and Facts

When comparing an area in the United Kingdom with an area in Europe, pupils will need a secure subject knowledge of key geographical facts, concepts and vocabulary. This includes a clear understanding of **physical geography**, such as typical landforms found in each location (for example, hills, mountains, rivers, coastlines and plains) and how these features differ between the UK and selected European regions. Pupils should also understand basic **climate patterns**, including temperature, rainfall and seasonal variation, and how these affect the physical landscape

Knowledge of **human geography** is equally important. This includes awareness of settlement types (cities, towns and villages), housing styles, land use, transport networks and economic activities such as farming or tourism. Pupils should know how and why human features vary between places and how people adapt their environment to suit their needs.

Secure understanding of **map skills** is essential, including locating countries on a map of Europe, using simple symbols, and recognising physical and human features from maps, photographs and aerial images. Pupils should also be confident using **comparative language** (for example, hotter, flatter, more crowded) to describe similarities and differences. This knowledge enables lessons to be sequenced logically and ensures pupils build accurate, meaningful geographical understanding.