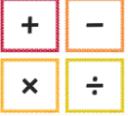


# Year Three Spring Term Curriculum 2026

	<p>The children will continue to develop their growth mindset as it leads to a desire to learn and therefore a tendency to embrace challenges. We promote this positive attitude to learning across the curriculum.</p> <p>This overview gives an outline of the Year 3/4 Spring Term curriculum.</p>
<p><b>English</b></p> 	<p>The children will be starting the term looking at the text '<b>Varjak Paw</b>' by SF Said. They will produce writing linked to the text including a <b>setting description</b> from the perspective of Varjak and a character description. Another text that they will explore as part of their English lessons include '<b>The Journey</b>' by Aaron Becker as a stimulus to create a <b>fantasy story</b>. <b>Explanation texts</b> will also be a focus linked to other curriculum areas. Within <b>reading lessons</b>, a range of texts will be used to support children in developing their retrieval, inference, prediction, explanation and summarising skills. These texts, along with 'Powerful Words' will support the children's vocabulary development.</p> <p><b>Spelling</b> and <b>grammar</b> skills are taught throughout the term, both discretely and integrated into the reading and writing units.</p>
<p><b>Maths</b></p> 	<p><b>Year 3</b></p> <p>Year 3 will be completing their learning linked to Multiplication and Division which began in the Autumn Term. They will also be learning about Area and Perimeter, Fractions and Decimals.</p> <p>We also encourage the children to continue to engage with Times Table Rockstars to consolidate their knowledge of multiplication and division facts up to 12 x 12.</p>
<p><b>Science</b></p> 	<p><b>States of Matter</b></p> <p>The children will be learning to compare and group materials together, according to whether they are solids, liquids or gases. They will be observing materials to see if they change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C). They will also learn about the processes of evaporation and condensation in the water cycle.</p> <p><b>Plants</b></p> <p>The children will dive into the exciting world of plants. They will explore life cycles, adaptations and the importance of plants in our environment through engaging, hands-on learning and observations.</p>
<p><b>History</b></p> 	<p><b>Ancient Egyptians</b> – What did the Ancient Egyptians achieve?</p> <p>The Ancient Egypt unit will support the children's understanding of what a civilisation is and what people need to thrive. This unit focuses on different aspects of Ancient Egyptian civilisation including religion, trade and power. The children will learn about the River Nile and find out why it is so important. The children will find out about the afterlife and the process of mummification.</p>
<p><b>Geography</b></p> 	<p><b>Local Fieldwork</b>- 'Why does my locality look the way it does?'</p> <p>This unit of learning will focus on Cambridge itself as a tourist destination in East Anglia and comparing it to the town we live in. This unit builds on the children's previous learning in Key Stage 1. We will be thinking about human and physical features and the interactions between humans and land use. It will be a great opportunity for children to share and develop local knowledge and celebrate how fortunate we are to live in such a region.</p>
<p><b>Art</b></p> 	<p><b>Working with Shape and Colour</b></p> <p>Children will explore artworks from another culture or time, linked to their history learning of the <i>Ancient Egyptians</i>. They will consider how artists use shape, colour and line. The children will then go on to make their own creative response to an original artwork, using printmaking and collage to layer shape, colour and line.</p> <p><b>Using Natural Materials to Make Images</b></p> <p>Children will experiment with natural and found materials to create images, exploring texture, pattern and mark-making. Their artwork will be rooted in the materials and place in which it was made. As such, this unit aims to encourage creativity, discussion and hands-on exploration, helping children build confidence and enjoyment in Art.</p>

<p><b>Design and Technology (DT)</b></p> 	<p><b>Structures/Digital World</b></p> <p>The children will be aiming to construct a desk tidy using a template made with C.A.D. (Computer Aided Design). They will be learning to generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. They will be able to select from and use materials according to their functional properties and aesthetic qualities.</p> <p>They will be asked to evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. They will learn to use C.A.D. to support the creation of their final product.</p>
<p><b>Physical Education (PE)</b></p> 	<p><b>Games: Invasion: Basketball</b></p> <p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling and shooting. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p> <p><b>Game Sense net/wall</b></p> <p>The unit of work will explore how to apply the principles of attack vs defence, to win a game. Pupils will understand where and why we throw the ball on the court, when playing with both a net and a wall.</p> <p><b>Gymnastics: bridges</b></p> <p>The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.</p> <p><b>Dance: Space</b></p> <p>The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus</p>
<p><b>Computing</b></p> 	<p><b>Information Technology</b></p> <p>The children will develop their understanding of how digital images can be changed and edited. They will consider the impact that editing images can have and evaluate the effectiveness of their choices. In our E-Safety lessons, we will look at how the internet can be used to buy and sell things online and consider the impact of spending too much time on technology.</p>
<p><b>Music</b></p> 	<p><b>Samba with Sergio</b></p> <p>In this unit, <i>Samba with Sergio</i>, pupils explore samba music and rhythms through singing, body percussion and movement. They learn to keep a steady pulse, copy and create rhythmic patterns, and perform together as a group. Pupils also develop their listening skills by identifying different instruments and recognising changes in tempo and dynamics.</p> <p><b>West African Music</b></p> <p>Children will learn to sing and play African music. They will listen to African music and practise the effects of different rhythms and sounds. They will learn rhythm notation and compose their own rhythms. These will then be layered to create cross-rhythms, and they will be able to have a turn at being the leader to create texture and dynamics. They will create and add their own sounds, melody, and signals to create a whole piece of music to perform.</p>
<p><b>Personal Social Health Education (PSHE)</b></p> 	<p><b>Diversity and Communities</b></p> <p>The children will be thinking about their own identify and similarities and differences between themselves and others. As part of this work, the children will learn to recognise difference and about respecting diversity. They will learn about stereotypes and the importance of challenging these. The children will learn about their local community and who are key people locally.</p> <p><b>Healthy Lifestyles</b></p> <p>The children will learn about healthy choices, thinking about diet, exercise, sleep and hygiene. They will learn about the benefits of exercise, both physical and mental.</p>
<p><b>World Views</b></p> 	<p><b>What are the hidden clues in the Nativity story?</b></p> <p>In this unit, children begin exploring the story of Jesus and why it is important to Christians. Focusing on the Nativity, they learn about Jesus' birth and discover key clues about what Christians believe he came to teach, such as kindness, welcome and understanding hardship. Children are also introduced to the idea of a covenant, a special promise between God and people. The unit ends with children reflecting on why the Nativity story is meaningful to Christians today</p> <p><b>Is Easter a festival about endings or beginnings?</b></p> <p>What happened to Jesus at Easter? How and why do Christians remember the events 2000 years later and what do the events mean in the Christian worldview? We will explore important ideas in Christianity such as incarnation, sacrifice, atonement and resurrection. We will also look at how Easter is celebrated in different ways around the world.</p>
<p><b>Languages</b></p> 	<p>This term in French, Year 3 will be learning all about different vegetables, including how to name them and express their likes and dislikes. Children will take part in a role-play activity based on buying different quantities of vegetables from a market stall.</p>
<p><b>Enrichment</b></p> 	<p>Children will have a range of opportunities to share and celebrate their learning within and across year groups.</p> <p>Date TBC: Art Showcase</p> <p>Date TBC: Field trip to St. Neots Town centre</p>