

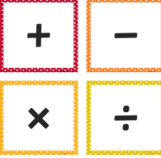










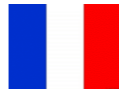



Year 3/4 Summer Term Curriculum 2026

This overview gives an outline of the Year 3/4 summer term curriculum.

	<p>Our focus this half term is Kindness. This is doing nice things for others and treating people with care and respect. It means being friendly, helpful, and thinking about how to make someone else's day better. For example, saying kind words, or helping a friend with their homework. Kindness helps everyone feel happy and valued.</p>	
<p>English</p> 	<p>Narrative – 'The Miraculous Adventure of Edward Tullane' by Kate DiCamillo Poetry - Rhyming Poems Narrative – Letters - inspired by 'The Boy At The Back Of The Class' by Onjali Rauf Alongside writing, children will be revising aspects of spelling, grammar and punctuation and reading a wide range of texts, both in reading lessons and across the curriculum. The children will continue to engage with Powerful Words to further enhance and develop their vocabulary.</p>	
<p>Maths</p> 	<p>Year 3</p> <ul style="list-style-type: none"> Fractions Measures - Time Geometry Measurement- Mass and Capacity Statistics 	<p>Year 4</p> <ul style="list-style-type: none"> Decimals Measurement - Money, Length, Mass and Capacity Measures - Time Statistics Geometry (Position and direction)
<p>Year 4 children will complete the government Multiplication Tables Check (MTC) this Summer. More detailed information will follow, but if you have any questions or concerns in the meantime, please contact your child's class teacher.</p>		
<p>Science</p> 	<p>Plants Children will identify and describe the functions of different parts of flowering plants. They will explore the requirements of plants for life and growth, investigate the way in which water is transported and the role that flowers play in a plant's life cycle.</p> <p>Light The children will learn how light is reflected from surfaces, that shadows are formed when the light from a light source is blocked by an opaque object and discover patterns in the way that the size of shadows change. In addition, they will recognise that we need light in order to see things.</p>	
<p>History</p> 	<p>Local History Study- St. Neots (Year 3) The purpose of this unit is to build on the children's wider understanding of their local area. Children explore how the town has changed/stayed the same over the years and consider the significance of it. Finally, they find out about significant people from the area, particularly reflecting on individuals who may have been overshadowed in history. The unit will be enhanced by their educational visit to St. Neots Museum.</p>	<p>Local History Study- Cambridge (Year 4) The purpose of this unit is to build on the children's wider understanding of their local area. Children explore how the city of Cambridge has changed/stayed the same over the years and consider the significance of the city. Finally, they find out about significant people from the city, particularly reflecting on individuals who may have been overshadowed in history. The unit will be enhanced by their educational visit to Cambridge.</p>
<p>Geography</p> 	<p>European Study - Spain Children look at the contrasting European country of Spain, considering its location, climate and weather, human and physical features and finally Madrid as a destination city. There are lots of opportunities to build on their previous understanding of tourism, place and space, and physical processes while expanding their cultural awareness and understanding of a different location.</p>	
<p>Art</p> 	<p>Using Natural Materials to Make Images In this unit children are introduced to Cyanotypes, and the work of the first female photographer Anna Atkins. They are also introduced to artist Frances Hatch, who finds and makes pigments from the landscape she is drawing. Children then go on to make their own imagery, choosing one or more methods, to make artwork which is rooted in the materials and place in which it was made.</p> <p>Exploring Still Life Children delve into the timeless genre of still life, honing their observational drawing skills and experimenting with various mediums like collage, photography with paint, clay relief, or graphic still life. They deepen their understanding of artistic elements and develop their artistic abilities while exploring the rich tradition of still life art.</p>	

<p>Design and Technology (DT)</p> 	<p>Mechanisms- Levers and Linkages In this Design and Technology unit, your child will be creating an interactive book. They will learn how to incorporate different mechanisms, such as pop-ups, sliders, and levers, into their book to make it engaging. This project is not only a fun way for them to express their creativity, but it's also linked to their local area studies relating to Cambridge. By using their knowledge of the history and geography of the local area with hands-on design skills, they can demonstrate their understanding in these subject areas.</p>	
<p>Physical Education (PE)</p> 	<p>Year 3 Gymnastics: Symmetry & Asymmetry (Summer 1) Explore symmetrical/asymmetrical balances and create flowing apparatus sequences. Athletics (Summer 1) Develop sprinting technique, teamwork, jumping distance, and accurate/distance throwing. Athletics: Throwing & Jumping (Summer 2) Refine running, jumping for distance, and throwing for accuracy/distance. Invasion: Football (Summer 2) Apply attack/defence principles through passing, moving, dribbling, possession, and scoring.</p>	<p>Year 4 Net/Wall: Tennis (Summer 1) Use attack/defence principles, create space, and develop forehand/backhand skills. Gymnastics: Levels & Direction (Summer 1) Create group sequences using levels, direction, balances, and apparatus. Cricket (Summer 2) Develop batting and advanced fielding to score runs and restrict opponents. Athletics Improve sprinting, pacing, distance throwing, and triple jump. Programming: Repetition in Games Use Scratch loops to modify animations and create games.</p>
<p>Computing</p> 	<p>Programming - Repetition in Games Children will be exploring the concept of repetition in programming using Scratch. They will look at the difference between 'count-controlled' and 'infinite loops' and use their knowledge to modify animations and games using repetition. The final project is to design and create a game which uses repetition.</p>	
<p>Music</p> 	<p>Calypso & Reggae Music – Unit Overview This term, children will explore Calypso and Reggae music, beginning with a recap of rhythmic notation from previous learning. They will learn about where these music styles come from and what makes them distinctive. Children will sing and play music, identifying key musical features, and will finish the unit by composing their own song in a Calypso or Reggae style, applying their musical knowledge creatively.</p>	
<p>Personal Social Health Education (PSHE)</p> 	<p>Relationships and Sex Education: The children will learn about the different parts of our bodies, and how to ensure that we look after our bodies as we grow up. Healthy and Safe Lifestyles: Managing Risks: Children will learn how to stay safe by recognising risks, understanding peer influence, and developing safety skills for everyday situations such as roads, water and fire. They will also learn basic first aid and ways to reduce risks at home and outdoors. There will also be PSHE lessons which focus on transitions towards the end of the year.</p>	
<p>World Views</p> 	<p>The children will be building on their understanding of an Islamic Worldview and exploring 'Why are the 5 pillars of Islam an important idea for Muslims?' The 5 pillars are Shahadah, Salah, Zakah, Sawm and Hajj (the declaration of faith, prayer, giving, fasting and pilgrimage). We will explore what these ideas mean to Muslims and how they might demonstrate them in their lives. In the following unit, the children will investigate places for worship in their local area. They will demonstrate their new knowledge by designing a place for worship suitable for a new town, answering the question, 'What does a place of worship need in a new town?'</p>	
<p>Languages</p> 	<p>Year 3 In this unit, pupils will learn how to: recognise, recall and spell 10 action verbs in French; use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' and 'je ne peux pas'; combine positive and negative sentence structures to form longer, more complex sentences Year 4 In this unit the children will learn how to: recall 12 classroom objects with their indefinite article/determiner; replace an indefinite article/determiner with a possessive adjective; say and write what they have and do not have in their pencil case.</p>	
<p>Enrichment</p> 	<p>Year 3 Museum trips: 2nd June/3rd June/5th June Year 4 Museum trip: TBC Year 3 residential trips: 18th – 20th May and 8th – 10th June Sports Day: 14th July PTA Summer Fayre: 10th July</p>	