



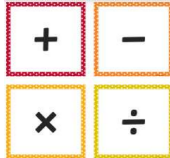







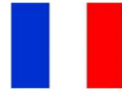




# Year 3 and 4 Spring Term Curriculum 2025

	The children will continue to develop their growth mindset as it leads to a desire to learn and therefore a tendency to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism and find lessons and inspiration in the success of others. We promote this positive attitude to learning across the curriculum.		<b>Design and Technology (DT)</b> 	<b>Electrical Systems</b> The children will be applying their learning from science to enable them to create a torch. They will investigate some different torch designs and how they work. They will use this research and knowledge to design and create their own torch that incorporates a switch.
<b>English</b> 	<p><b>Fiction:</b> The children using the video ‘Jotun- Journey of a Viking’ as a stimulus to explore narrative writing. The children will develop their use of vocabulary and sentence structure to build suspense and tension. Following this, the children will use Lynne Cherry’s, ‘The Great Kapok Tree’, to empathise with the issue of deforestation and create emotive and persuasive writing.</p> <p><b>Non-Fiction:</b> The children will create an explanation text developing their clarity and precision of language. We will look at instructional writing based on texts from the Autumn term.</p> <p><b>Spelling:</b> This continues to be taught on a weekly cycle which will cover all the curriculum words and rules.</p> <p><b>Reading:</b> Reading at home and school is a daily feature of learning in English and children enjoy a diverse range of books. Reading lessons focus on specific reading skills (vocabulary, infer, predict, explain, retrieve, summarise and sequence) to ensure children understand what they read.</p>		<b>Physical Education (PE)</b> 	<p><b>Tag Rugby:</b> Children will develop passing, moving and tagging skills to overcome opponents and maintain possession. They will learn when and why to pass and move to score a try, building confidence, resilience and teamwork throughout the unit.</p> <p><b>Gymnastics:</b> The children will develop a broad range of skills by linking actions to make a sequence that includes hand apparatus and changes in speed, level and direction.</p> <p><b>Dance:</b> Children will compare, develop and adapt movement motifs to create longer dances.</p>
<b>Maths</b> 	<p><b>Year 3</b></p> <ul style="list-style-type: none"><li>Recall and use multiplication/division facts for 2, 3, 4, 5, 8, and 10 times tables.</li><li>Solve multiplication and division problems.</li><li>Add/subtract money and give change.</li><li>Measure, compare, add and subtract lengths (m, cm, mm).</li><li>Measure perimeters of 2D shapes.</li><li>Compare, order, add and subtract fractions; find equivalents and fractions of amounts and solve fraction-related problems.</li></ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"><li>Master multiplication and division facts up to 12×12 and multiply/divide 2- and 3-digit numbers by 1-digit numbers.</li><li>Calculate area by counting squares; estimate, compare and calculate various measures.</li><li>Work with fractions and decimals: identify equivalents, calculate fractions of amounts, add/subtract fractions with the same denominator and understand mixed numbers and improper fractions.</li></ul>	<b>Computing</b> 	<p>In the first half of Spring Term, we will be exploring the concept of sequencing in programming using Scratch. We will look at a selection of motion, sound and event blocks which we will then apply to a final project based on designing and programming a maze-based game.</p> <p>In the second half of Spring Term, we will be exploring the impact our online interactions can have on others and how we can build positive behaviours that are respectful and considerate.</p>
	<i>The children will continuously apply the skills they are learning to problem solving and reasoning activities.</i>		<b>Music</b> 	The children will focus on traditional Rainforest chants from <b>South America</b> , developing their appreciation of music from other cultures. There will be a focus on body percussion and the creation of rhythms as an ensemble. In addition, we will look at how chants can be enriched by using repeated phrases (ostinato).
<b>Science</b> 	<p><b>Electricity:</b> The children will be identifying risks involved with electricity and how to stay safe. They will be exploring the different ways devices are powered by electricity (mains and batteries) and the output this produces, for example, heat, light, sound and movement. The different parts of a circuit will be explored. Children will also identify common insulators and conductors and apply this knowledge when developing circuits.</p> <p><b>Living Things and their Habitats:</b> Children will recognise that living things can be grouped in a variety of ways through the classification of a range of organisms. We will consider how environments around the world are changing and how this can pose dangers to living things. Current news on climate change will be considered.</p>		<b>Personal Social Health Education (PSHE)</b> 	<p>The children begin this term by learning about <b>Digital Lifestyles</b>, with an emphasis on how to stay protected and how to use the internet safely. The lessons will revolve around the “SMART Rules” for staying safe online.</p> <p>The focus then turns to <b>Drug Education</b> as the children learn about the role of medicines, how different types of drugs can enter our bloodstream and the potential dangers of both prescription and recreational drugs, including nicotine and alcohol.</p>
<b>History</b> 	<p><b>Vikings: Who were the Vikings?</b> The children will start to understand Viking origins and settlements in Britain and make links between other civilisations and ages.They will investigate the importance of raiding, trade, exploration and settlement for the Vikings. The children will gain an understanding of the impact of the Viking lifestyle by looking at: religion, artefacts, cultural development and legacy.</p>		<b>World Views</b> 	<p><b>‘What makes a book sacred? What do people learn from them?’</b></p> <p>We will explore why people see some books as sacred and how they are often treated differently to other books. We will take an in-depth look at the Sikh sacred book, the Guru Granth Sahib. We will see that sacred books often contain ‘codes for living’ which people try to follow to live a good life. We will compare different codes for living and try to decide what we think is important for a good life.</p> <p><b>‘How can Philosophy help us answer big questions?’</b></p> <p>We will find out what ‘philosophy’ is and how it has been used by people over many centuries to try to answer the biggest questions of life. We will explore some of those big questions, such as ‘What makes me, me?’ and ‘Why should we make good choices?’ using philosophical games and discussions.</p>
<b>Geography</b> 	<p><b>Rainforests: How important are the rainforests?</b> The children will use our key geography concepts to build on their learning about rainforest biomes from last term. The children will be looking in detail at the tropical rainforest, exploring and discovering where they are located, what life is like there and how humans and plants have adapted. In addition, the children will consider the threats to, and benefits of the rainforest and the impact rainforests and deforestation may have on their own lives. The learning will also include some virtual fieldwork.</p>		<b>Languages</b> 	<p><b>Year 3</b></p> <p>This term, Year 3 will explore French vocabulary for colours and simple adjectives, progressing to describing and talking about pets.</p> <p><b>Year 4</b></p> <p>Year 4 will focus on expressing opinions about pastimes, then expand their learning to include the different areas of a house and key furnishings.</p>
<b>Art</b> 	<p><b>Storytelling Through Drawing:</b> The children will explore how we can create sequenced imagery to share and tell stories. They will use line, shape, colour and composition to develop evocative and characterful imagery.</p> <p><b>Making Animated Drawings:</b> The children will be introduced to the idea that animations can be made by sequencing drawings. They will use their mark making skills and imagination to make their drawings visually engaging and use their moving drawings to share narratives.</p>		<b>Enrichment</b> 	<p><b>During the week commencing 3rd February:</b> Children’s Mental Health week</p> <p><b>Thursday 6<sup>th</sup> March:</b> World Book Day.</p> <p><b>24th March- 4<sup>th</sup> April:</b> Big Walk and Wheel Week</p>