



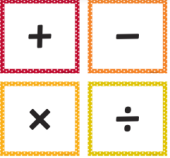












# Year 3/4 Spring Term Curriculum 2026

	<p>Throughout all areas of the curriculum, teachers will encourage children to foster a growth mindset: this will entail embracing challenges through practice, perseverance and a passion for learning</p> <p>This overview gives an outline of the Year 3/4 Spring Term curriculum.</p>	<p><b>Design and Technology (DT)</b></p> 	<p><b>Structures/Digital World</b> The children will design 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. 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>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 <b>setting and character descriptions</b>. 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. <b>Handwriting, spelling and grammar</b> skills are taught throughout the term, both discretely and integrated into the reading and writing units.</p>	<p><b>Physical Education (PE)</b></p>  <p><i>Long hair should be tied back &amp; no jewellery worn for PE lessons.</i></p>	<p><b>Invasion Games: Football (Year 3)</b> The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing &amp; moving and dribbling. Pupils will learn how to keep possession and eventually score in order to win a modified game. <b>Invasion Games: Hockey (Year 4)</b> The unit of work will develop pupils’ ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics to move the ball up the pitch, creating an attack that results in a shooting opportunity. <b>Gymnastics: Canon &amp; Unison (Year 3) / Levels &amp; Direction (Year 4)</b> These units of work will challenge pupils to develop and apply an understanding of canon and unison/ levels &amp; direction to create sequences. Pupils will work in small groups to create flowing sequences that combine these elements, using a range of movements and balances on both floor and apparatus.</p>
<p><b>Maths</b></p> 	<p><b>Year 3</b> Year 3 will be completing their learning linked to Multiplication and Division which began in the Autumn Term. They will also be learning about Money, Statistics, Length and Perimeter and Fractions.</p> <p><b>Year 4</b> Year 4 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. 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>Computing</b></p> 	<p><b>Information Technology</b> 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>Science</b></p> 	<p><b>States of Matter</b> 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> 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>Music</b></p> 	<p><b>West African Music</b> Children will learn to sing and play music originating from West Africa. They will listen to various examples 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>History</b></p> 	<p><b>Ancient Egyptians</b> – What did the Ancient Egyptians achieve? 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>Personal Social Health Education (PSHE)</b></p> 	<p><b>Diversity and Communities</b> 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. <b>Healthy Lifestyles</b> 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>Geography</b></p> 	<p><b>Local Fieldwork</b>- ‘Why does my locality look the way it does?’ In this unit, we will make comparisons between the immediate locality of the school and the increasingly urban landscape towards and within Cambridge city centre. 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. We are planning a field trip into the city itself to bring our classroom learning to life.</p>	<p><b>World Views</b></p> 	<p><b>Is Easter a festival about endings or beginnings?</b> 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>Art</b></p> 	<p><b>Working with Shape and Colour</b> 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> 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>Languages</b></p> 	<p>This term in French, Year 3 will be finding out how to describe their families in French and then looking at how to talk about and describe pets. For intercultural understanding, they will learn about the festival of ‘<i>La fête des rois</i>’. This term in French, Year 4 will be thinking all about different animals, particularly zoo and wild animals, before learning how to express their opinions about different hobbies, particularly sports. For intercultural understanding, they will learn about the tradition of ‘<i>Le Poisson D’Avril</i>’.</p>
		<p><b>Enrichment</b></p> 	<p>Tuesday 10<sup>th</sup> February: Year 3 trip to Cambridge Tuesday 10<sup>th</sup> February 2026: Safer Internet Day Thursday 5<sup>th</sup> March 2026: World Book Day Date TBC: Open classroom afternoon - Ancient Egyptians Date TBC: Year 4 trip to Cambridge</p>