

## Y3/4 Curriculum Information – Spring 2026

Happy New Year and welcome back to school! The following gives some information about the learning taking place this term.

### Important dates:

*Parent theme event afternoon: Wednesday 25<sup>th</sup> March, 2:45pm*

*Mount Everest VR experience in school: Friday 27<sup>th</sup> February*

*Parents Evenings- Wednesday 11<sup>th</sup> and Thursday 12<sup>th</sup> February*



In the **Misty Mountain, Winding River** project, your child will learn about the characteristics and physical processes of rivers, including how they shape the landscape over time, their significance around the world and the impact of flooding. They will learn how to use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map, as well as how contour lines are used to show the topography of an area. They will have

the opportunity to learn about the stages of the water cycle and about mountains and their different formations, studying mountain ranges in the United Kingdom and around the world. They will also learn about habitats and how human and natural influences can have an impact on the environment.



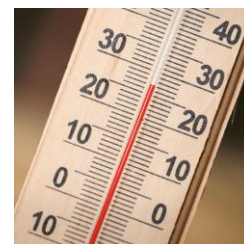
The **Vista** project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.

In the **Animal** project children learn about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through

sketching, printmaking and clay modelling.



In the **States of Matter** project, your child will identify and classify solids, liquids and gases. They will learn the properties of solids, liquids and gases and discover that some materials have properties of more than one state. They will learn that particles make up all matter and how their arrangement determines whether the material is a solid, liquid or gas. They will find that materials can change from one state to another and learn about how materials can change state. They will use thermometers to measure the temperature of water and observe what happens when water changes state. They will investigate melting ice and record their data on graphs. They will also learn about melting and boiling points, researching various materials' melting and boiling points.



In the **Grouping and Classifying** project, your child will learn why we sort and group things and the important classification skills of observing and questioning. They will learn what classification keys are and how they identify living things. Your child will learn the characteristics of the five vertebrate groups and the six main invertebrate groups. They will learn how to identify vascular and non-vascular plants and sort vascular plants into the three main groups. They will also examine and classify real plants and create a classification key based on their observations. They will learn about some newly discovered plants and animals and use a classification key to classify each discovery.



**Functional and Fancy Fabrics** teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.



### English

Fiction: Narrative: Finding tale (focus: dialogue); Narrative: Tale of fear (focus: suspense)  
Non-fiction: Explanation text; Recounts - Diaries  
Poetry: Acrostic

### Maths

Year 3: Block 1: Number – Multiplication and division; Block 2: Measurement – Length and perimeter; Block 3: Number – Fractions; Block 4: Measurement – Mass and capacity

Year 4: Block 1: Number – Multiplication and division; Block 2: Measurement – Length and perimeter; Block 3: Number – Fractions; Block 4: Number – Decimals

### R.E.

Spring 1 Why do some people think life is a journey and what significant experiences mark this?  
Spring 2 How do people from religious and non-religious communities celebrate key festivals?  
(2)

### PSHE

Spring 1 Safety and the Changing Body  
Spring 2 Citizenship

### Computing

Spring 1 Computing Systems and Networks - Journey Inside a Computer + Online Safety  
Spring 2 Computing Systems and Networks - Collaborative Learning + Online Safety

### Music

Spring 1 Compose with Your Friends  
Spring 2 Feelings Through Music

### French

Spring 1 Birthday celebrations  
Spring 2 Colourful creatures - animals, colours and size.

### P.E.

Spring 1 Gymnastics (Unit 2), Netball  
Spring 2 Badminton, Football

Please wear P.E. kits to school on the days that your class has their P.E lessons. P.E kits should consist of a white t-shirt, black/navy shorts and trainers. On colder days, your child may wear a

matching black/navy tracksuit or black/navy joggers or leggings with a school jumper. Any child with long hair must have it tied back on P.E days. Earrings must be removed at home on P.E. days.

**P.E days in Y3/4 are as follows:**

Y3/4SWHC: Thursdays (indoor) and Fridays (outdoor)

Y3/4LH: Thursdays (indoor) and Tuesdays (outdoor)

Y3/4ES: Tuesdays (indoor) and Thursdays (outdoor)

**Library visits**

We will visit the school library each week and children will be encouraged to choose up to 3 books. The library visit days are:

Y3/4SWHC: Tuesdays

Y3/4LH: Mondays

Y3/4ES: Fridays

**Homework Expectations**

- 10-15 minutes of reading (*at least 5x per week*). Reading records to be signed by parents/carers for teachers to check.
- 10-15 minutes of Spelling Shed/ weekly spellings from the spelling list
- CGP Reading comprehension, punctuation and grammar booklets as well as White Rose maths booklets. These books will be due on Wednesdays. You are encouraged to mark these at home with your child using the answers in the back and they will be reviewed as a class on Wednesdays focusing on common tricky questions. Answers for the White Rose maths booklets can be accessed through this link: [White Rose Maths Practice Journals Answers](#)
- 10-20 minutes of Times Table Rock Stars practise
- Creative homework linked to learning project (optional)

**Spelling overview for Spring term:**

Year 2 recap spellings

| WB<br>5.1.26<br>Words ending<br>'le'  | WB<br>12.1.26<br>Words ending in<br>'el'   | WB<br>19.1.26<br>Words ending in<br>'al'   | WB<br>26.1.26<br>Words ending in<br>'il'   | WB 2.2.26<br>Challenge words<br>(Recap)                                      | WB 9.2.26<br>Words where 'y'<br>makes an /igh/<br>sound                      |
|---|--|--|--|--|--|
| table<br>apple<br>bottle<br>little<br>middle<br>eagle<br>pretty<br>beautiful<br>after<br>fast | camel<br>tunnel<br>squirrel<br>travel<br>towel<br>vowel<br>last<br>past<br>father<br>class | medal<br>petal<br>hospital<br>animal<br>magical<br>final<br>grass<br>pass<br>plant<br>path | pencil<br>fossil<br>April<br>pupil<br>nostril<br>lentil<br>bath<br>hour<br>move<br>prove | wild<br>climb<br>most<br>only<br>both<br>old<br>cold<br>gold<br>hold<br>told | cry<br>fly<br>dry<br>reply<br>July<br>why<br>improve<br>sure<br>sugar<br>eye |

### Spelling Homework Y2 Spring 1

Words in black link to the spelling pattern of the week.

Words in red are commonly exception words in Y2.

### Year 3

| Year 3 Spellings Spring Term 1  |  |   |  |  |  |
|---|--|---|--|--|--|
| Week 1  | Week 2   | Week 3  | Week 4   | Week 5   | Week 6   |
| waiter<br>waist<br>snail<br>painter<br>straight<br>strainer<br>failure<br>chained<br>claimed<br>fainted | freight<br>vein<br>weigh<br>reins<br>eight<br>eighteen<br>reign<br>veil<br>neighbour<br>sleigh | obey<br>disobey<br>osprey<br>prey<br>convey<br>they<br>survey<br>surveyor<br>conveyor<br>grey | calmly<br>exactly<br>deadly<br>bravely<br>boldly<br>gladly<br>deeply<br>clearly<br>hourly<br>quickly | great<br>grate<br>groan<br>grown<br>mist<br>missed<br>mane<br>main<br>meet<br>meat | build<br>describe<br>library<br>imagine<br>promise<br>ordinary<br>weight<br>suppose<br>recent<br>natural |

| Year 3 Spellings Spring Term 2   |   |  |   |  |  |
|--|---|--|---|--|--|
| Week 1   | Week 2  | Week 3   | Week 4  | Week 5   | Week 6   |
| arrival<br>burial<br>comical<br>magical<br>emotional<br>national<br>personal<br>optional<br>survival<br>tropical | battle<br>settle<br>article<br>humble<br>struggle<br>terrible<br>possible<br>example<br>capable<br>adjustable | gently<br>simply<br>humbly<br>nobly<br>durably<br>terribly<br>incredibly<br>responsibly<br>wrinkly<br>possibly | basically<br>frantically<br>logically<br>tragically<br>magically<br>publicly<br>dramatically<br>historically<br>automatically<br>specifically | truly<br>slyly<br>fully<br>duly<br>shyly<br>wholly<br>drily<br>coily<br>happily<br>daily | address<br>mention<br>arrive<br>occasionally<br>certainly<br>probably<br>experience<br>reign history<br>sentence |

### Year 4

## Year 4 - Spring Term 1

| Week 1<br>Words ending in <u>'-sion'</u>   | Week 2<br>Words ending in <u>'-ous'</u>  | Week 3<br>Words ending in <u>'-ous'</u> including those where <u>'ge'</u> from the base word remains.                | Week 4<br>Words where a suffix is added to words ending in <u>'y'</u>                                    | Week 5<br>Words ending in <u>'-ious'</u> and <u>'-eous'</u>                                       | Week 6<br>Challenge words   |
|--|--|--|--|---|---|
| expansion, extension, comprehension, tension, suspension, exclusion, provision<br>explosion, erosion, invasion | poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous | courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous | merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness | serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous | extreme, although, breath, caught, different, exercise, medicine, thought, business, possession |

## Year 4 - Spring Term 2

| Week 1<br>Words where <u>'au'</u> makes an /or/ sound  | Week 2<br>Words ending in <u>'-tion'</u>  | Week 3<br>Words ending in <u>'-sion'</u>   | Week 4<br>Words ending in <u>'-cian'</u>   | Week 5<br>Words that are adverbs of manner   | Week 6<br>Challenge words   |
|--|---|--|--|--|---|
| automatic<br>August<br>launch<br>haul<br>astronaut<br>cause<br>author<br>applaud<br>autumn<br>audience | invention<br>injection<br>action<br>hesitation<br>completion<br>stagnation<br>nomination<br>migration<br>communication<br>selection | expression<br>discussion<br>confession<br>permission<br>admission<br>impression<br>obsession<br>procession<br>omission<br>concussion | musician<br>magician<br>electrician<br>politician<br>mathematician<br>technician<br>optician<br>beautician<br>physician<br>dietician | reluctantly<br>quickly<br>generously<br>unexpectedly<br>gently<br>curiously<br>furiously<br>seriously<br>victoriously<br>courteously | surprise<br>separate<br>group<br>height<br>potatoes<br>though<br>particular<br>through<br>caught<br>woman |