
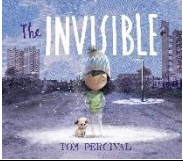
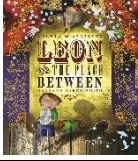















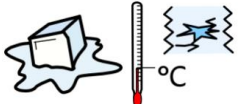










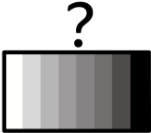
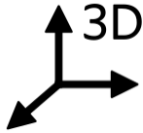


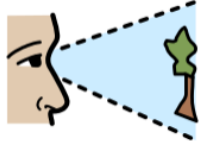











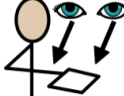

















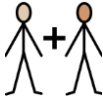


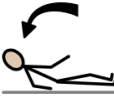










# **Year 3&4 Curriculum Overview 2025/26**

## **Spring 1**

Spring 1

Subject	Learning Overview					
 <b>English</b>		<b>The Invisible</b> Recount: Diary		<b>Leon and the Place Between</b> Narrative: Setting description Narrative: Dialogue	<b>Poetry</b> Descriptive: Based on 'Magic Box'	
 <b>Maths - Year 3</b>	$\times \div$ Multiplication and division			 Length and perimeter		
 <b>Maths - Year 4</b>	$\times \div$ Multiplication and division		 Area	 Length and perimeter		
 <b>History</b> What changed in Britain after the Anglo-Saxon invasion?	 Who were the Anglo-Saxons and the Scots?	 What did Anglo-Saxon settlements look like?	 What does Sutton Hoo tell us about Anglo-Saxon life?	 How did Christianity arrive in Britain?	 Was King Alfred really 'Great'?	 How did Anglo-Saxon rule end?
 <b>Science</b> Materials: State of matter	 Solids	 Liquids and gases	 Melting and freezing	 Condensing and evaporating	 The water cycle	 Climate change and the water cycle
 <b>DT</b> Cooking & nutrition: Adapting a recipe	 Existing biscuits	 Basic biscuits	 Budgeting	 Packaging	 Testing a new recipe	

 <b>Art</b> Painting & mixed media: Light and dark	 Tints and shades	 Three dimensions	 Painting techniques	 Composition	 Still life	
 <b>PSHE</b> Dreams and Goals	 Dreams and goals	 My dreams and ambitions	 A new challenge	 Our new challenge	 Our new challenge – overcoming obstacles	 Celebrating my learning
 <b>RE</b> Just how important are our beliefs?	 What do promises mean?	 What promises do we make?	 Can we see the importance of someone's beliefs on the outside?	 How else might someone show their commitment?	 What else might people give up for their beliefs?	 What might someone sacrifice?
 <b>Computing</b> Programming 2: Computational thinking	 Decomposition and pattern recognition	 Abstraction	 Algorithm design	 Computational thinking in action	 Evaluating computational thinking	
 <b>Spanish</b> Weather in Spain	 Weather words	 What's the weather like?	 Compass points	 Weather forecast	 Que tiempo hace hoy?	 Spanish weather presenters
 <b>PE</b> Gymnastics	 Movement and balance	 Group balances	 Travelling, balancing and jumping	 Floor skills	 Rolls	 Apparatus
 <b>PE</b> Dance: Carnival of the animals	 Carnival of the animals	 Keeping control	 Dynamic dance	 Feel the rhythm	 The Finale (part 1)	 The Finale (part 2)