



Curriculum Newsletter

Lenten Term 2026 – Year 3/4

Subject	Curriculum	Overview	
Religious Education	Galilee to Jerusalem: How can I help build the Kingdom? Desert to garden: How can we live in communion?	<ul style="list-style-type: none">The Adoration of the Magi shows that all people are seeking Jesus and he comes for the whole world.The kingdom of God begins in all those who open their hearts to God's love.The miracles that Jesus worked expressed his love for all people and were signs that the kingdom of God was beginning.Jesus' parables show the choices people must make to accept his invitation to the kingdom.At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to 'Do this in remembrance of me'.Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist).That at the Last Supper Jesus instituted the Eucharist.People give themselves to Jesus when they receive the Eucharist (Holy Communion).	
English	Writing Spelling Reading Bug Club	<ul style="list-style-type: none">Y3 Formal letters to complainY3 First person narrative descriptionsY3 Advanced instructional writingChildren learn the common exception words.Sam Wu is not afraid of the dark	
Maths	The children in Year 3 will focus on the following areas: <ul style="list-style-type: none">Multiplication and divisionLength and perimeterFractionsMassCapacity	The children in Year 4 will focus on the following areas: <ul style="list-style-type: none">Multiplication and divisionLength and perimeterFractionsDecimals	
Art	Textiles and Collage 3D	<ul style="list-style-type: none">In this block, pupils will explore colour, texture and pattern by combining textiles and collage. They will look at the work of artist Faith Ringgold.In this block, pupils will combine form and texture to build relief images and then create 3D insects, taking inspiration from Louise Bourgeois.	
DT	Mechanisms – How can you do a lot of work with little effort?	<ul style="list-style-type: none">In this block, pupils will investigate various linkages and levers to design and make their own linkages and levers product. Pupils will select and use a variety of modelling materials to create their final outcomes.	
Music	'Rockin out' 'Alright'	Children will: <ul style="list-style-type: none">be able to use their skills reading stave notation to play from sheet musicbe able to compose a 4-bar rhythm using the correct names for lengths of notes (crotchet, minim, quaver, semibreve)understand the use of layering and ostinatos in making music from multiple short ideasbe able to read and play rests (crotchet and quaver)	
PE	Solo Sequence (Gymnastics)	Children will: <ul style="list-style-type: none">show creativity when performing effective balancesperform sequenceshow creativity when performing effective balancesmove with fluency and control when moving	

	Workout (Dance)	<ul style="list-style-type: none"> • demonstrate control in a variety of sideways and forward rolls • perform movements with control, precision and expression • translate stimuli to repeatable dance moves or phrases
French	Ice creams and vegetables	<p>Children will:</p> <ul style="list-style-type: none"> • name and recognise ten flavours of ice cream • order an ice cream in french • specify a cone, cup and the number of scoops • name and recognise 10 vegetables • use simple vocabulary to role play buying vegetables • specify one kilo or half a kilo of vegetables
History	The Roman Empire and its impact on Britain	<p>The children will explore and answer the following questions:</p> <ul style="list-style-type: none"> • Who were the Romans? • What was it like to live in Rome? • When did the Romans invade Britain? • Who resisted the Roman invasion? • Technology: how did Britain change under Roman rule? • Belief: how did Britain change under Roman rule?
Geography	United Kingdom Study	<p>The children will explore and answer the following questions:</p> <ul style="list-style-type: none"> • What are the regions of England? • What are the cities and counties of the UK? • What are the physical and human landmarks of England and Scotland? • What are the physical and human landmarks of Wales and Northern Ireland? • What are the topological patterns of the UK? What can I see here?
Science	<p>Forces and magnets</p> <p>Light and Shadows</p>	<p>The children will explore and answer the following questions:</p> <ul style="list-style-type: none"> • What are contact forces? • How do surfaces affect the motion of an object? • How does friction affect moving objects? • What is a non-contact force? How is this different from a contact force? • How do magnets attract and repel? • Do we need light to see things? Remember: what are light sources and what are not light sources? • How are shadows formed? • What happens to the size of a shadow when the object moves closer to, or away from, the light source?
Computing	Programming	<p>The children will explore:</p> <ul style="list-style-type: none"> • tinkering with Scratch - to explore a programming application • using loops - to use repetition (a loop) in a program • making an animation - to programme an animation • storytelling - to programme a story • programming a game - to programme a game