



## Year 3/4 Curriculum Newsletter – Summer Term 2025

Dear Parents and Carers,

Welcome back to Summer term! We hope you have all had a fun filled Easter break. We are very excited for the learning opportunities that have been carefully planned this term. Please find below a summary of Years 3/4's main learning areas for this term along with some general reminders.

### **English**

In English, pupils will explore the text *Alba the Hundred-Year-Old Fish*, using it as a stimulus for a range of engaging writing opportunities. They will develop their descriptive writing by creating vivid ocean settings, using expanded noun phrases, fronted adverbials, and rich vocabulary to contrast a clean, vibrant sea with one affected by pollution. Pupils will also write detailed character descriptions of Alba and other sea creatures, using adjectives, similes, and "show not tell" techniques to convey personality and emotion. Alongside this, they will practise key Year 3–4 grammar skills, including correct punctuation, varied sentence structures, and organising their ideas into clear paragraphs.

As part of their non-fiction learning, pupils will write non-chronological reports about plastic pollution, using headings, subheadings, and formal language to explain its causes, effects on marine life, and ways to help protect the environment. They will also create their own narratives inspired by *Alba*, focusing on story structure, dialogue, and the use of conjunctions and adverbs to build cohesion. This unit will not only strengthen their writing skills in line with the Year 3–4 curriculum but will also help raise awareness of important environmental issues in a meaningful and creative way.

Throughout all units, children will be encouraged to plan, draft, edit, and improve their work, developing confidence in checking spelling, punctuation, and grammar, and making thoughtful choices about vocabulary. Reading comprehension, discussion, and oral storytelling will support writing outcomes, ensuring that pupils not only learn technical skills but also enjoy English as a creative and meaningful subject, while building empathy, curiosity, and pride in their own developing abilities as readers and writers.

As readers, our learning for Spring term 1 will be planned around the text, 'Operation Gadgetman and in Autumn 2 will be planned around the text, 'Future Hero: Race to Fire Mountain by Remi Blackwoodby. Through whole class reading lessons, we will focus our learning around three core skills: vocabulary, retrieval and inference. We will also develop our prediction skills. Children in Year 4 will be challenged further with mastering explain and summarise type questions. We will also develop our reading fluency too.

### **Maths**

In Mathematics, pupils will take part in daily arithmetic practice to build fluency and confidence in the four operations: addition, subtraction, multiplication and division. They will also develop their understanding of fractions, including recognising, comparing and working with different fractions. This regular practice will support pupils in becoming more accurate and efficient in their calculations, while applying their knowledge to a range of problem-solving contexts in line with Year 3–4 expectations.

Throughout the unit, pupils will explore key areas of the curriculum including shape, space and measures, statistics, coordinates and money. They will learn to identify and describe 2D and 3D shapes, measure length, mass and volume, and interpret data using charts and graphs. Pupils will also be introduced to coordinates, plotting points on a grid, and will develop their understanding of money through practical, real-life problems involving calculating totals and giving change. This learning will help pupils to build strong mathematical reasoning skills and apply their knowledge in meaningful ways.

There will also be a focus on learning their times tables weekly. Year 4 will have the Multiplication Table Check in June 2025.

## **Science**

In Science, pupils will explore the Year 3–4 unit on rocks and soils, developing their understanding of how different types of rocks are formed and how they can be identified and compared. They will investigate the properties of a range of rocks, including hardness, permeability and durability, and will learn about the formation of fossils and what they tell us about the past. Pupils will also study soils, examining how they are made from organic matter and rocks, and exploring different soil types through practical, hands-on investigations.

In Summer 2, pupils will build on this learning by making connections to the theme of seed dispersal. They will carry out a range of scientific enquiries, including observing, classifying and conducting simple comparative and fair tests. Pupils will explore how seeds are dispersed in different ways, such as by wind, water and animals, and will investigate how this links to the environment, including soil and habitats. This unit will support pupils in developing their scientific skills, including asking questions, making predictions, recording results and drawing conclusions, in line with the Year 3–4 science curriculum.

## **P.E.**

Matisse and O'Keefe will have PE sessions every Wednesday (Outdoor - POSH) and Friday (Indoor). Seurat Class will have PE on Monday and Thursday.

Other PE sessions may arise throughout the week so please ensure your child has their PE kit in school at all times and are prepared for the unpredictable weather. **PE kit is a plain white t-shirt or polo shirt, black or navy shorts, black or navy joggers and an outdoor jumper** (when the weather requires it), outdoor trainers (these must be different shoes to the ones your child wears to school) and a water bottle. Dojo points will be rewarded for correct uniform. Earrings need to be removed at home, if your child cannot remove them by themselves in school. Long-hair must be tied back. PE is a statutory requirement of the National Curriculum.

## **Homework**

**Spellings** will be shared on Friday when the children's homework is sent home. We expect the children to learn spellings rules at home and in school. They will also be expected to use the spellings in their writing. Whilst we will not be formally assessing spellings through a test, these will be monitored informally through the curriculum and application.

For **Maths** homework, the children need to complete 15 minutes TT rock stars (<https://trockstars.com/>) three times a week. In addition, children are required to practise multiplication tables and division facts to aid rapid recall. TT Rockstars will be monitored weekly, and we will have class competition and individual celebrations around these. Times table recall is fundamental to many aspects of mathematics and being able to recall these fluently will significantly support other concepts in maths.

**Reading:** In Years 3/4 children need to read 3-5 times per week. Dojo points will be rewarded for 3, 4 and 5 times a week achievement. This will be checked on your child's reading day. You will be notified of this day through Dojo. When the children read at home, it should be for the equivalent of at least 10 minutes and comprehension developed through questioning. They need to complete their reading record each time they read. We would very much appreciate you listening to your child read and discussing their book with them. Parents/carers should write a comment in their book, and we request that you sign your child's reading record book too. Without a signature, the reward system cannot be awarded. Reading regularly at home will really help them to progress in reading and writing.

Your child will bring two books home: a reading for pleasure book and an Accelerated Reader book. Every time your child completes a book, they will take a quiz on AR (Accelerated Reader) where we can track their comprehension progress. Once complete, they will change their book. Your child's reading diary will let you know what their reading ZPD (level) is. Once children have quizzed 3 times at 100%, they will move up a level within their ZPD.

We are looking forward to an exciting term ahead, thank you in advance for your continued support.

From the Year 3 and 4 team.

**Seurat Class:** Mrs Smith/Mrs Duddy/Ms Shaughnessy, Mrs Hayes/Mrs Simkins and Mrs Whitehouse.

**O'Keefe Class:** Mrs Davies and Ms Burroughs.

**Matisse Class:** Mr Offredi, Mrs Witt, Mrs Crofts and Ms Rhodes.

## Year 3/4 Topic – Summer Term 2026

### Geography

As geographers, we will explore rivers, learning about how they are formed and the journey they take from source to mouth. They will learn key vocabulary and identify some major rivers in the UK and around the world. Pupils will also look at how rivers shape the land and how people use them. This unit will develop their map skills and understanding of the world around them.



### History

In History, pupils will explore the Anglo-Saxons, learning who they were and why they came to Britain. They will find out about Anglo-Saxon life, including homes, settlements and beliefs. Pupils will also discover how we know about the past through artefacts and historical sources. This unit will help develop their understanding of early British history and how it has shaped life today.



### Spanish

In Spanish during Summer term will focus our learning on food and restaurants, my family and at the farm.



### PE

As sportsmen/women, during the Summer term, we will have indoor and outdoor PE. Our indoor PE will be learning how to improve our athletics skills and learning how to play rounders.

### Design Technology

As designers, we will develop our designing, making and evaluating skills through cooking. We would love to share our learning with you and you will be invited in to join us. More information will follow on Dojo in due course.

### Computing

In computing we will learn about e-safety throughout the unit. We will also explore emails, and we will learn knowledge and skills in computing showcase project.

### Music

As musicians we will be learning and developing our creating a composition and Caribbean.



### PSHE

As citizens, we will develop our knowledge of 'Economic Well-being. Here we will explore issues around wants and needs, budgeting, saving and spending habits. During the second half term, we will delve into 'Citizenship, focusing our learning on recycling and reusing, contributing groups in society, how democracy works in our local area, rules and consequences, both in school and at home, understanding the UN conventions of rights of the child and understanding human rights.

### Religion and Worldviews

Being world aware, our two key questions this term are: 'Just how important are our beliefs?' and 'Does the language of scripture matter?'. Through these questions we will explore: Hindu, Christian, Buddhist, Humanist, Sikh, Muslim and Shinto.

### Art

As artists this term we will study the unit, 'Sculpture and 3D: Mega Materials and Painting and Mixed Media: Light and dark'.

