

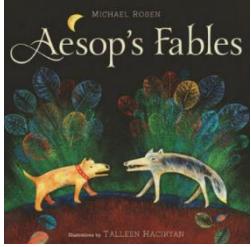
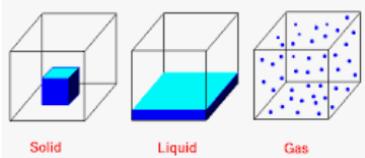


# CURRICULUM MAP

## KANDINSKY Year 3/4

### SPRING A 2026



<b>English</b>	<p><b><u>Traditional Tales – Fables</u></b></p> <p><b>Core Texts:</b> <i>Aesop's Fables</i> by Michael Rosen &amp; Talleen Hacikya and <i>War and Peas</i> by Michael Foreman</p> <p>We will be reading and comparing fables and identifying their features. We will be using conjunctions to extend and explain our ideas. We will use prepositions to describe a scene. We will plan, write and edit a new fable to convey a moral.</p> <p><b><u>Non-Chronological Report</u></b></p> <p>We will identify the key features of non-chronological reports and then apply these to writing a non-chronological report about the Amazon River.</p> 
<b>Maths</b>	<p><b><u>Year 3</u></b></p> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"><li>Understand multiplication and division as equal groups.</li><li>Use arrays to represent multiplication and division.</li><li>Multiply and divide by 2,3,4,8,5 and 10.</li><li>Learn facts from the 2,3,4,8,5 and 10 times tables.</li><li>Multiply 2 digit numbers by 1 digit numbers.</li><li>Written methods for multiplication.</li><li>Divide 2 and 3 digit numbers by 1 digit numbers.</li></ul> <p><b>Length and Perimeter</b></p> <ul style="list-style-type: none"><li>Measure in millimetres, centimetres and metres and find equivalent lengths.</li><li>Compare lengths and add lengths.</li></ul> <p><b><u>Year 4</u></b></p> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"><li>Understand multiplication and division as equal groups.</li><li>Use arrays to represent multiplication and division.</li><li>Multiply and divide by 0,1,2,3,4,5,6,7,8,9 and 10.</li><li>Learn times table and division facts from the 2 to 12 times tables.</li><li>Multiply and divide by 10 and 100.</li><li>Multiply 2 digit numbers and 3 digit numbers by 1 digit numbers.</li><li>Written methods for multiplication.</li><li>Divide 2 and 3 digit numbers by 1 digit numbers.</li></ul> <p><b>Length and Perimeter</b></p> <ul style="list-style-type: none"><li>Measure and find equivalent lengths in metres and kilometres.</li><li>Find perimeters of rectilinear shapes and regular polygons.</li></ul>
<b>Science</b>	<p><b><u>States of Matter</u></b></p> <p>We will compare and group materials together, according to whether they are solids, liquids or gases. We will observe how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). We will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> 

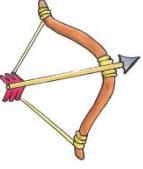
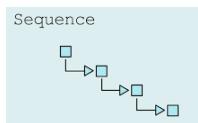


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RE	<p><b><u>Hinduism- Dharma</u></b></p> <p><b>How does the story of Rama and Sita inspire Hindus to follow their Dharma?</b></p> <p>We will think about the duty, roles and responsibilities of ourselves and others. We will explore the characters Rama and Sita and the Hindu idea of Dharma (duty) through Hindu story. We will learn about the celebration of Rama and Sita's example in the Hindu community and in Hindu living.</p>  
Art	<p><b><u>Cloth, Thread, Paint</u></b></p> <p>We will look at the work of the artists Hannah Rae and Alice Kettle. We will look at the ways in which artists can combine art and craft using painting and sewing together to make art. We will use paint and thread to build an image.</p> 
Geography	<p><b><u>Misty Mountain, Winding River</u></b></p> <p>We will be learning about the characteristics and features of rivers and mountain ranges around the world. We will learn about the ecosystems and processes that shape them and the land around them.</p>
PSHE	<p><b><u>Citizenship, Diversity &amp; Communities</u></b></p> <p>We will:</p> <ul style="list-style-type: none"><li>• Be able to describe aspects of our identity, and recognise similarities and differences between ourselves and others.</li><li>• Recognise difference and respect diversity, including the importance of challenging stereotypes.</li><li>• Know about groups and communities that exist locally, and the roles some people play in the community.</li><li>• Understand some different forms and roles of the media.</li><li>• Understand some of the needs of the local environment.</li><li>• Know some needs of animals, including pets, and the responsibilities of humans towards them.</li></ul>
PE	<p>On <b>Fridays</b>, Kandinsky will be doing Gymnastics. We will be continuing to develop our work on patterns and pathways. We will create and perform a floor and apparatus sequence using travel and balance actions. We will include arm patterns, whole body movement patterns and clear pathways.</p> <p>On <b>Thursdays</b>, Kandinsky will be completing a multi-skills unit.</p> <p>We will:</p> <ul style="list-style-type: none"><li>• Develop a range of skills including: balance, skipping, agility, racket and ball, ball handling and target practise;</li><li>• Develop team work skills by working in small groups.</li></ul> <p>We will be outside as much as possible. Please have a hat and gloves and wear layers (to avoid having to wear a coat as this limits movement).</p>
Computing	<p><b><u>Year 3 – Sequencing in programming</u></b></p> <p>Children will be introduced to a selection of motion, sound, and event blocks, which they will use to create their own sound programs, featuring sequences.</p> 



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	<p><b><u>Year 4 – Repetition in programming</u></b></p> <p>We will look at repetition and loops within programming. We will create programs by planning, modifying, and testing commands to create shapes and patterns using Logo, a text-based programming language.</p>
<b>French</b>	<p><b>Les animaux (animals)</b></p> <p>We will:</p> <ul style="list-style-type: none"><li>• Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles;</li><li>• Understand that there are more determiners/ articles in French than in English;</li><li>• Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</li></ul> 
<b>Please remember</b>	<p>Reading diaries and reading books should be in school daily.</p> <p>PE Kits should be worn on <b>Thursday</b> and <b>Friday</b>.</p> <p>Practise <b>TT Rockstars</b> at least 4 times each week as this will help us with our maths learning and help us prepare for the Multiplication Check taken in May for all Year 4 pupils.</p>