



CURRICULUM MAP KANDINSKY SPRING B 2026



<p>English</p>	<p><u>Non-Chronological Report</u> 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>  <p><u>Explanation Text</u> We will identify the features of explanation texts and write an explanation of the water cycle. Supporting text - The Rhythm of the Rain by Grahame Baker-Smith</p>  <p><u>POETRY</u> To coincide with Red Nose Day and National Poetry Day, we will be reading and writing our own collection of amusing poetry.</p>
<p>Maths</p>	<p><u>Year 3</u></p> <p>Length and Perimeter</p> <ul style="list-style-type: none"> • Measure in millimetres, centimetres and metres and find equivalent lengths. • Compare lengths and add lengths. • Find perimeters of rectilinear shapes and polygons <p>Fractions</p> <ul style="list-style-type: none"> • Compare and order unit and non-unit fractions. • Find equivalent fractions using visual representations <p><u>Year 4</u></p> <p>Length and Perimeter</p> <ul style="list-style-type: none"> • Measure and find equivalent lengths in metres and kilometres. • Find perimeters of rectilinear shapes and regular polygons. <p>Fractions</p> <ul style="list-style-type: none"> • Understand the whole and count beyond 1 in fractions. • Partition and compare mixed fractions. • Convert mixed numbers to improper fractions and vice versa. • Find equivalent fractions. • Add and subtract fractions.
<p>Science</p>	<p style="text-align: center;"><u>Grouping and Classifying</u></p>  <p>We will learn about <u>grouping living things</u>, known as classification. We will study the animal and plant kingdoms and use and create classification keys to identify living things.</p>
<p>RE</p>	<p style="text-align: center;"><u>Christianity</u></p>  <p>How do Christians show that 'reconciliation' with God and other people is important? We will engage with the idea and meaning of 'reconciliation' in everyday life. We will enquire into the concept of 'reconciliation' in a key Christian story – The Prodigal son. We will explore Christian 'reconciliation' through Church Practice and Christian Living.</p>



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Design and Technology	 <p style="text-align: center;"><u>Functional and Fancy Fabrics</u></p> <p>We will learn about textile design and study the work of William Morris. We will learn some techniques that designers use for create patterns and create our own printing blocks. We will use them to design and make a fabric sample. (Art link)</p>
Geography	 <p style="text-align: center;"><u>Misty Mountain, Winding River (continued from Spring A)</u></p> <p>We will continue to learn 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>
Music	<p style="text-align: center;"><u>Whole Class Recorders</u></p> <p style="text-align: center;">In this unit, we will:</p> <ul style="list-style-type: none"> • Learn how to handle and clean a recorder correctly • Learn how to play the notes BAGCDE (in this order!) • Begin (Y3)/revise (Y4) to read musical notation, starting with crotchets, minims, semibreves and quavers • Use our new knowledge to play simple tunes in small groups and as a class • Perform to a small audience.
PSHE	<p>We will complete our learning of Diversity and Communities (from Spring A)</p> <p style="text-align: center;"><u>Healthy & Safer Lifestyles Drug Education</u></p> <p>We will build on our learning from the Life Education bus to:</p> <ul style="list-style-type: none"> • Name some medical and legal recreational drugs (caffeine, nicotine and alcohol); • Have a basic understanding of how a drug can enter the body and the bloodstream; • Be able to explain some ways in which medicines are used, including as immunisations and describe some of the professionals who work with them; • Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help; • Know that nicotine and alcohol are drugs and describe some of their effects; • Begin to consider why some people choose to use nicotine and alcohol; • Think about influence and persuasion and will demonstrate some skills to counter these.
PE	<p>On Fridays, Kandinsky will be doing Gymnastics. We will be creating sequences of movements using small apparatus.</p> <p style="text-align: center;"><u>Rounders</u></p> <p>On Thursday, we will be developing our striking & fielding skills. We will improve skills of travelling, sending, chasing, receiving, avoiding, dodging, attacking, defending and movement into and out of spaces.</p>
Computing	<p style="text-align: center;"><u>Year 3</u></p> <p style="text-align: center;"><u>Information Technology: Branching Databases</u></p> <p>We will collect data and learn to retrieve, store and manipulate it. We will present and communicate our learning to others in a variety of ways. We will use technology safely, respectfully and responsibly. We will develop our understanding of what a branching database is and how to create one. We will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. We will create physical and on-screen branching databases. To conclude the unit, we will create an identification tool using a branching database, which we will test by using it. We will also consider real-world applications for branching databases.</p> <p style="text-align: center;"><u>Year 4</u></p>



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	<p><u>Information Technology Publishing work – Photo editing</u></p> <p>We will use photo editing software to crop and rotate an image and we will experiment with colour effects. We will add to the composition by cloning and we will combine images for a purpose. We will evaluate how changes can improve an image and develop our understanding of how digital images can be changed and edited. We will consider the impact that editing images can have and evaluate the effectiveness of our choices.</p>
French	<p>Je peux (I am able)</p> <p>We will:</p> <ul style="list-style-type: none">• Recognise, recall and spell 10 action verbs in French;• Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able);• Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and)/ 'mais' (but).
Please remember	<p>Reading diaries and reading books should be in school daily.</p> <ul style="list-style-type: none">• PE Kits should be worn on Thursday and Friday. For indoor PE on a Friday children will need to wear black shorts and a plain white t-shirt but please wear outdoor kit over the top so that you are warm enough during the rest of the day. Please remember no jewellery (earrings should be removed or covered) and long hair must be tied back. Thank you.• Daily reading remains a vital home learning task so please do continue to ensure that reading is a key part of your child's daily routine. Research is clear that reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.• TT Rockstars is also a great resource provided by school and just 5 minutes each day will really improve vital skills in times tables including the inverse division facts.