

Curriculum Newsletter

Summer Term ~ Class 3 (Y3/4)

Hello and welcome back! So that you feel clear about the teaching and learning intentions for Summer Term 2026, please enjoy reading this overview. I hope that you find it helpful.

In **geography** and **history**, children will be learning about rivers and how they are used and the Maya and how their achievements have impacted society. They will explore, but not be limited to the following: Identifying water stores and processes in the water cycle, describing the three courses of a river, naming the physical features of a river, naming some major rivers and their location and describing different ways a river is used. In history, they will: Sequence the key periods of the Ancient Maya civilization, identify periods that were happening in Britain at the same time, explain how the Ancient Maya settled in the rainforest and the challenges they faced, describe Ancient Maya beliefs, name the features of the Ancient Maya cities and evaluate the reasons for the decline of the Maya civilisation.

English work will include practicing writing fiction, such as, diary entries, monologues and setting descriptions. Non-fiction work will focus on information texts and instruction texts. There will also be a focus on poetry. All the texts we share will support the learning of subject vocabulary and help put the children 'in the context' of our learning. We will read a story text together which will connect with the intended learning and support vocabulary and understanding and reading for pleasure. The text we will be mainly using are *Stitch Head* by Guy Bass and *The Nowhere Emporium* by Ross Mackenzie

Mathematics work will involve recalling past knowledge from the Spring term and building on it. We will explore measurement (mass, capacity, time and money), decimals. Geometry and statistics.

Other curriculum areas:

- **Science** knowledge will focus on plants and plant reproduction, then connecting all science learning with the question 'How does wind force affect seed dispersal?'
- In **DT**, the children will look at crafts and sew an item.
- In **Art**, the children will be learning about the fabric of nature.
- **Music** knowledge will involve learning about changes in pitch, tempo and dynamics and samba and carnival sounds.
- **PHSE/RSE** will follow the Jigsaw program – "Relationships" and "Changes"
- **French** vocabulary knowledge will be developed through things in our school and hobbies and holidays.
- **Computing** knowledge will relate to animation and creating our own cartoon character.
- In **PE**, the children will be undertaking activities with our sports provider Premier Education and myself. They will practice and play rounders and multi skills.

If you have any queries or if you have any resources you feel may help support our learning, please do get in touch!

Kind regards, Mr. J Anderson

Update:

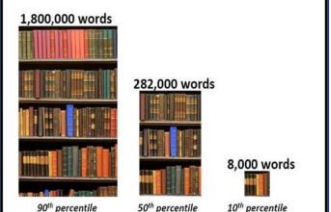
- Thank you for engaging with Class Dojo to keep up with what's happening in school. Please check Class and 'School Story' updates.
- Remember that ClassDojo is not the way to contact me, that is best done through the school office.
- Your child will have brought home a Reading Diary, in it you will find TTRockstars & Spelling Shed logins – please use these as often as possible as they are proven to have a positive impact on learning and are considered your children's homework tasks.
- Reading is an essential part of your children's development, as such it is expected that they read at least 4 times a week and that this is recorded in their Reading Diary.

Messages:

- P.E will take place on **Wednesday** and some children will swim on **Thursday**. Children to come to school in their PE kit, and, if swimming, their swimming gear underneath.
- (For PE, earrings **must** be removed and long hair **must** be tied back securely.
- Please listen to your child read 3-4 times a week for 10-15mins, it makes a huge difference to their learning. The child who reads at home will always achieve more highly!
- If you have questions about how you can support your child/ren's knowledge development please feel free to ask.

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A" reads 20 minutes each day	Student "B" reads 5 minutes each day	Student "C" reads 1 minute each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year



By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?
(Nagy & Herman, 1987)