



Windmill Hill Primary School

Spring Term 2026 Curriculum Plan

Class 3

English	<p>This half term, pupils will be given a setting narrative opportunity, focusing on the book 'Rhythm of the Rain' written by Grahame Baker-Smith. The children will explore the different settings and characters in the book. They will develop their understanding of key vocabulary from the book and analyse an example text of a setting narrative. The children will look at language features, the organisational structures, grammar and punctuation used. This will support them when planning and writing their own setting narrative. After that, the children will be given the opportunity of writing an information leaflet on rivers. They will look a variety of non-fiction texts to gain a greater understanding of rivers and key features of the text.</p> <p>After half term, the children will look at a return narrative, focusing on the book 'Jemmy Button' written by Jennifer Uman and Valerio Vidali. The Children will have an opportunity to develop their understanding of previous grammar and punctuation learnt, like inverted commas, preposition and paragraphing. After that, the children will work on letter writing. They will use the text to plan and write a letter using images from the text for support.</p> <p>There will be a number of weekly reading sessions following the 'Steps to Read' scheme. The children will improve their comprehension skills and word recognition, looking at a range of fiction and non-fiction texts. In the first half term, the children will read a range of texts based on rivers and mountains. After half term, the children will read a mixture of fairy tale and poetry. Throughout the term, there will be regular opportunities for independent reading.</p> <p>The pupils will focus on letter formation in their handwriting. The children will continue to concentrate on their letter size and where to start and join letters correctly.</p> <p>We will continue to develop our grammatical knowledge through reading, writing and speaking. The children will use the 'Ready Steady Spell' scheme. Sessions will focus on common exception words and spellings rules for Year 3 objectives.</p>
Mathematics	<p><u>Year 3</u></p> <p>In the first half term, the children will continue to look at multiplication and division. Lessons will focus multiplying where regrouping is necessary before the children start to look at division. Once the children have mastered multiplication and division, they focus on solving problems using the multiplication and division methods they have learnt. Then, the children will look at length in metres and centimetres before moving on to kilometres. The pupils will learn to measure different items using centimetres, metres and kilometres. They will be able to convert different units of measure as well as compare different lengths. After that, the children will look at mass using scales. They will use grams and kilograms to measure mass. When the children are secure in these</p>

skills we will work on basic word problems, which will extend to more challenging word problems. Next, the children will work on volume and capacity, using millilitres and litres.

At the end of looking at each measurement of length, mass, volume and capacity there will be a sequence of problem solving lessons. The pupils will use mental and procedural skills to solve problems. They will use visual aids like the bar model method to support their understanding.

After half term, the pupils will look at money. The children will further develop the concepts related to addition and subtraction of money using number bonds as a key method. The pupils are then expected to apply their new knowledge to solve word problems using bar modelling as a key strategy. Then the children will work on telling the time using 'a.m.' and 'p.m.', telling time to the minute, using analogue and digital time and telling time by using both the minute and hour hands. The pupils then learn to use the 24-hour clock and clocks using roman numerals. After this, the pupils will measure and compare time in seconds, hours and minutes.

Daily '5 a day' Maths fluency will focus on previous learning and give opportunities to address any gaps in learning. Weekly 'Beat it Big Maths' will develop the speed and accuracy of the children's times tables, that will support them in their mental recall and fluency.

Year 4

During the first half term, the children will be diving deeper into 'Further Multiplication and Division'. In this chapter, children will further develop their understanding of multiplication and division. They will learn how to divide and multiply by 1 and 0 and understand the law of commutativity. They will learn how to multiply three numbers together using prior knowledge of multiplication tables. The children will use their tables and knowledge of place value to multiply multiples of 10, leading to the multiplication of 2-digit numbers using short multiplication. Moreover, the children will learn more about division and will divide 2-digit numbers using two methods, including numbers with remainders. They will learn to solve multiplication and division problems using the methods they have learned and will use bar models to visualise what the problem is asking them to do.

In the second half term, the children will firstly focus on 'Graphs'. In this chapter, we will learn how to interpret picture graphs and bar graphs. The children will be introduced to line graphs and how they are used to measure change over time. They will interpret line graphs and use information from a table to draw a line graph. The children will make predictions based on trends identified in data. After this, we will then move onto 'Fractions' and hundredths will be introduced. The children will learn about mixed number fractions and improper fractions. They will learn how to convert between mixed numbers and improper fractions. They will learn how to add and subtract fractions and will solve addition and subtraction word problems. Reasoning will be at the heart of lessons where the children will face mathematical problems that they will be encouraged to discuss and strategies before journaling their thoughts and ideas.

<p>Science</p>	<p><u>Year 3</u> Forces and Magnets</p> <p>Through practical lessons they will notice that some forces need contact between two objects (contact forces) and magnet forces can act at distance (non-contact forces). The children will compare how things move on different surfaces, looking at how gravity and friction acts as a force on an object. They will make a prediction of which surface (grass, gravel, artificial grass, soil) a car will travel the furthest. Then they measure how far the car moves on each surface.</p> <p>Looking at magnets, they will observe and understand that magnets can attract and repel each other. They will look at different types of magnets (horseshoe, bar, disc, block and rod) and test the strength of each of these. They will record the data in a bar chart. They will group and identify everyday materials on the basis of whether they are attracted to a magnet. The children will learn that magnets have two poles and will understand why they attract and repel each other.</p> <p>Pre and post assessments will help address any misconceptions that the children have and fill gaps in their knowledge from previous learning.</p> <p><u>Year 4</u> Sound</p> <p>The children will already know many things about sound, even without any formal teaching of it. They will encounter how sounds are made on a variety of instruments and how they can be changed in volume, pitch and over distance. They will explore making sounds on a range of objects that aren't instruments, in order to investigate how sounds are created to make music.</p> <p>This topic will cover the following learning objectives:</p> <ul style="list-style-type: none"> · Identify how sounds are made, associating some of them with something vibrating. · Recognise that vibrations from sounds travel through a medium to the ear. · Find patterns between the pitch of a sound and features of the object that produced it. · Find patterns between the volume of a sound and the strength of the vibrations that produced it. · Recognise that sounds get fainter as the distance from the sound source increases.
<p>Computing</p>	<p>During the first half term, the pupils will explore the concept of programming through Scratch. They will be introduced to a selection of motion, sound and event blocks which they will use to create their own programs.</p> <p>After half term, pupils will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Pupils will create physical and on-screen branching databases.</p> <p>E-safety will continue to be taught throughout the term. This will reinforce how the pupils should behave online and what they should do if they encounter a problem.</p>

<p>Art and Design and Technology</p>	<p>In the first half term, our art lessons will follow the Scholastic scheme of work and introduce pupils to the life and work of Vincent van Gogh. The children will explore his use of colour, line and texture, focusing particularly on how he expressed mood and movement in his paintings. Through discussion and practical activities, The children will experiment with drawing and painting techniques inspired by Van Gogh's style, such as bold brushstrokes and expressive mark-making. These lessons help develop creativity, observational skills and an appreciation of significant artists, while encouraging our class to talk about and evaluate their own and others' artwork.</p> <p>After half term, we will be focusing on design and technology. These lessons are based on the Kapow Primary scheme of work and focus on designing and making a book sleeve. Pupils explore the purpose of a book sleeve and investigate different materials, fastenings and decorative techniques. They develop their skills in measuring, cutting and joining fabrics, before designing and creating their own functional and appealing book sleeve. Throughout the unit, children evaluate their ideas and finished products, considering how well they meet the intended purpose and user.</p>
<p>Humanities</p>	<p>The National Curriculum objectives will be taught through the theme 'The Romans'. The children will be taught a sequence of lessons answering the question 'What did the Romans ever do for us?'</p> <p>In History, they will learn about the impact the Roman Empire had on Britain. The children will learn who the Romans were and why they invaded Britain. They will learn about what life was like in Britain before the Romans invaded and the legacy they left in Britain. They will also look at why the Romans settled in Chester. The children will learn about the Roman walls and ruins around the city. They will learn more about the Romans and why they settled in Chester. The pupils will learn about how the walls were built to prevent the Welsh invading. They will learn how the River Dee, like the River Thames, had a port that was important for Roman trade.</p> <p>In Geography, through map work, the children will develop a geographical understanding of where the Romans originated and how they got to Britain. The children will locate where the Romans settled in England and understand what made the United Kingdom so attractive. The children will compare human and physical features of Southern Europe and the United Kingdom. The children will also, through map work, develop a geographical understanding of where Chester is. They will locate Chester on a map, looking at surrounding cities. The pupils will identify physical and human features of the area. They will focus on key physical aspects, like the River Dee and human features, like the walls and fort.</p>
<p>French</p>	<p>This term, the children will extend their French vocabulary and look into French customs and traditions. The pupils will look at how the Epiphany is celebrated in France. They will learn about what happens during this celebration.</p> <p>After that, the children will learn about the weather, seasons and months of the year. They will learn how to say these in French and use these in conversations with partners</p>

	<p>or group activities. In addition, the children will look at different colours in French. They will construct sentences verbally about their likes and dislikes. Finally, children will look at Easter traditions in France. They will look at French phrases used during the Easter celebrations.</p>
Music	<p>In music, we will be following the 'Charanga' scheme to develop the children's understanding. The children will learn a song called 'Three Little Birds'. This is a Reggae style song and will focus on key elements of music (pulse, rhythm, pitch). They will sing, play, improvise and compose music using the song.</p> <p>After half term, children will work on 'The Dragon Song' written by Joanna Mangona and Pete Readman. This is a song about kindness, respect, friendship, acceptance and happiness. Children will use their imagination and work together as a class to create a performance of this song.</p>
Physical Education	<p>This term, the children will work on invasion games. This will be done through key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, the children will achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p> <p>In the first half term, the children will also have weekly swimming lessons. They will work on swimming a variety of strokes and self-rescue in different water base situations. This will help support the children to swim 25m by the end of key stage 2.</p>
RE	<p>In the spring term, the children will focus on Christianity. They will both look at the theme 'Who should we follow?'.</p> <p>In the first half term, the children will look at Jesus. They will learn what it means to be a disciple of Jesus. They will learn how Christians follow Jesus and act as a disciple. They will see how performing kind acts, like helping others, has a positive impact.</p> <p>After half term, the pupils will look at the church. They will look at what the Holy Spirit means and how it guides others to make good decisions. They will look at how the Pentecost is a Christian Holy Day, where the Holy Spirit visited the Apostles. They will learn how it is a day that celebrates God's hand in guiding Christians.</p>
PSHE	<p>This half term, the children will focus on the theme 'Dreams and Goals'. Pupils will learn how to stay focused when doing something challenging. They will understand how it is important to keep trying even when it is difficult and the importance of having a positive attitude. The pupils will see how it is important work with a partner or group to achieve goals. They will learn how it can be equally rewarding helping others to achieve</p>

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their goals.

After half term, the children will focus on the theme 'Healthy Me'. They will learn how to make healthy choices. The children will learn the importance of a balanced diet and being physically active. They will understand how to keep themselves safe. The children will know how to be a good friend and enjoy healthy friendships. Finally, children will look at their mental health. They will learn how keep calm and deal with difficult situations.