

# Year 3/ 4

# Spring 2 2026

# Mrs Gomersall and Mrs Winstone

Subject	Week 1 13.4.26	Week 2 20.4.26	Week 3 27.4.26	Week 4 4.5.26	Week 5 11.5.26	Week 6 18.5.26
Reading Objectives	To use dictionaries to check the meaning of unknown or unfamiliar words	To use dictionaries to check the meaning of unknown or unfamiliar words	To read with good pace and fluency using intonation when appropriate	To read with good pace and fluency using intonation when appropriate	To reread extracts of text to gain meaning and to make relevant predictions	To reread extracts of text to gain meaning and to make relevant predictions
Spelling Objectives	spell words where s is sc – science, scene, discipline	spell words where the ‘ai’ sounds is ei, eigh or ey – they, weight, vein	the i sound spelt y elsewhere than at the end of words eg gypsy, Egypt	spell ou words as in young, country	spelling using ture and sure eg creature, measure	spell words with the k sounds spelt ch – chemist, chorus, scheme
Ongoing Skills	<p>Reading</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarizing these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>• Use diagonal and horizontal strokes to join letters</li> <li>• Leave the correct letters not joined when necessary</li> <li>• Develop good posture and a firm pencil grip to support with handwriting</li> </ul>					
Novel	How to train your dragon					
Writing Genre	Poetry : Dragon Song		Fiction: write a character profile, a fictional fact file for a dragon and write an alternative chapter.			

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<p style="text-align: center;">Writing</p>	<p>Read the Dragon Song poem. Explain what is meant by personification and identify what natural element each dragon is personifying.</p> <p>Provide the children with a copy of the poem to read. Identify where the rhyming words are in each of the lines.</p> <p>Complete the Dragon song reading task to develop understanding of the poem.</p> <p>As a class complete the planning a personification poem sheet. Use the plan to write a whole class personification poem about dragons.</p> <p>Handwriting lesson 11</p>	<p>Read our class poem written last week. Identify the rhyming words in the poem. Discuss ideas for their own personification poems. Complete rhyming couplets task for dragon features.</p> <p>Complete their own personification poem plan.</p> <p>Write a personification poem about dragons using their plan.</p> <p>Revise and edit their poem them publish and decorate.</p> <p>Handwriting lesson 12</p>	<p>What have we learned so far about Hiccup? How is he described in the book? Can you think of expanded noun phrases and similes to describe Hiccup. Write ideas on a class plan then create own plan.</p> <p>What have we learned about the island of Berk where Hiccup lives? What is it like? What expanded noun phrases and similes could we use to describe Berk? Write a setting plan</p> <p>What have we learned about Toothless? How is Toothless described in the book? Think of expanded noun phrase and similes to describe Toothless.</p> <p>What is the initiation that Hiccup must complete? Why does he need to complete it? How is Hiccup feeling about the initiation? Write ideas on a plan.</p> <p>Handwriting lesson 13</p>	<p>Write a character profile about Hiccup including information about where he lives, his dragon and the initiation.</p> <p>Edit and revise character profiles then publish.</p> <p>Show the children the dragon fact files from the books. Find descriptive words and phrases for the dragons in the text. How has the author used words to create an image in our heads of the dragons? Ask the children to create and draw their own dragon and add labels to it to identify features.</p> <p>Plan a description of their own dragon thinking about appearance, features, speed and attack.</p> <p>Handwriting lesson 14</p>	<p>Write a description of their own dragon using expanded noun phrases, adverbs and similes to add detail.</p> <p>Discuss what has happened so far in the story and what we have learned about the main characters and dragons. Explain to the children that they are going to write a new adventure for Hiccup and Toothless about an invasion by another Viking tribe the Mighty Mad Men. Ask the children to plan the beginning of the story about what they think the Mighty Mad Men look like drawing on their knowledge of Vikings from their history unit and how they get to the island of Berk and why they came there.</p> <p>Plan the middle of their story thinking about what happens when the Hairy Hooligans find out they are being invaded. What can Hiccup, Toothless and the other boys and dragons do to help?</p> <p>Plan the end of their story detailing what happens to the Mighty Mad Men and how the boys, dragons and Hairy Hooligans save Berk from invasion.</p> <p>Handwriting lesson 15</p>	<p>Write their Hiccup and Toothless adventure story.</p> <p>Revise and edit their story.</p> <p>Publish their story on paper for others to read.</p> <p>Handwriting lesson 16</p>
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Yr 3 Maths	<p><b>Money</b></p> <p>Subtract pounds and pence from £5 Subtract pounds and pence from £10 Calculate change beyond £1 Solving problems involving money</p>	<p><b>Fractions</b></p> <p>Find unit fractions of a number of objects and an amount Find non-unit fractions of a number of objects Find non-unit fractions of an amount Add fractions with the same denominator within one whole Subtract fractions with the same denominator within one whole</p>	<p><b>Geometry</b></p> <p>Understand that angle is a description of turn Understand that angles are a feature of shapes Identify a right angle as a quarter turn Identify when a shape has a right angle Recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn Identify angles that are less than or greater than a right angle</p>	<p><b>Time</b></p> <p>Read Roman numerals up to XII (to be completed in M.O.T) Know the number of seconds in a minute and multiple minutes Know the number of days in each month, year and leap year Tell the time to one minute intervals past the hour on an analogue clock Draw the hands on a clock to show one minute intervals past the hour on an analogue clock Tell the time to one minute intervals to the hour on an analogue clock</p>	<p><b>Time</b></p> <p>Draw the hands on a clock to show one minute intervals to the hour on an analogue clock Read analogue time and record using digital format Read digital time and write using 'to' and 'past' Sequence events using a.m. and p.m. (M.O.T) Compare times given in seconds, minutes and/or hours Calculate the duration of events less than one hour</p>	<p><b>Statistics</b></p> <p>Interpret a pictogram where the symbol represents multiple items Construct a pictogram where the symbol represents multiple items Interpret and construct a bar chart Interpret data in a table Create a table to show data</p>
Yr 4 Maths	<p><b>Decimals</b></p> <p>Recognising tenths and hundredths as a fraction and a decimal Writing whole number, tenths and hundredths as a decimal Divide a one digit number by 100 Divide a two digit number by 10 Divide a two digit number by 100</p>	<p><b>Decimals</b></p> <p>Compare numbers with two decimal places Order numbers with the same number of decimal places Round numbers with 1 decimal place to the nearest whole number Convert from pence to pounds Convert from pounds to pence</p>	<p><b>Geometry</b></p> <p>Identify acute angles Identify obtuse angles Identify acute and obtuse angles in shapes Compare angles up to two right angles in size Order angles up to two right angles in size</p>	<p><b>Time</b></p> <p>Convert times to 24-hour time Convert from 12-hour analogue time to 24-hour time Convert from 24-hour time to 12-hour analogue time Convert from hours to minutes Convert from weeks to days</p>	<p><b>Measure</b></p> <p>Convert from years to months Convert from litres to millilitres Convert from kilograms to grams Convert from kilometres to metres Solve problems with measures</p>	<p><b>Statistics</b></p> <p>Interpret bar charts with different scales on the frequency axis Construct a bar chart with different scales on the frequency axis Interpret a time graph Construct a time graph</p>
Science	<p><b>Habitats</b></p> <p>Living things and their habitat</p>	<p><b>Habitats</b></p> <p>Classification keys animals</p>	<p><b>Habitats</b></p> <p>Classification keys animals</p>	<p><b>Habitats</b></p> <p>Human impact on habitats. Explore deforestation</p>	<p><b>Data Collection Task</b></p> <p>Investigate what plants and animals are in the local environment. Record in a table</p>	<p><b>Data Collection Task</b></p> <p>Display data using an appropriate methods. Analyse data and draw conclusions.</p>

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History	<b>Local History Study – Chepstow Castle</b> Who were the Normans. Learn about the Battle of Hastings	<b>Local History Study – Chepstow Castle</b> Why did the Normans settle in Wales? Why did they build a castle in Chepstow? Castle location task	<b>Local History Study – Chepstow Castle</b> What was Chepstow Castle like? How did they defend the castle from attack?	<b>Local History Study – Chepstow Castle</b> Visit to Chepstow Castle	<b>Local History Study – Chepstow Castle</b> Use the internet to research facts on Chepstow Castle for a non-chronological report	<b>Local History Study – Chepstow Castle</b> Write a non-chronological report about Chepstow Castle
Art	<b>Pneumatic Toys</b> To explore how pneumatic systems create movement within mechanisms.	<b>Pneumatic Toys</b> To use different types of diagrams to summarise information.	<b>Pneumatic Toys</b> To design a toy that uses a pneumatic system.	<b>BANK HOLIDAY</b>	<b>Pneumatic Toys</b> To create a pneumatic system for a moving toy.	<b>Pneumatic Toys</b> To test and finalise ideas against design criteria.
French	<b>Presenting Myself</b> How to respond to ‘How are you?’	<b>Presenting Myself</b> Learn how to ask and answer the question Comment t’appelles-tu ? (What is your name?) in French.	<b>Presenting Myself</b> To learn the numbers 0-10 and to be able to count from 1-10 in French.	<b>Presenting Myself</b> To learn the numbers 11-20 and to be able to count from 1-20 in French.	<b>Presenting Myself</b> To be able to ask and answer the question ‘How old are you?’ ‘in French using the pupils’ knowledge of numbers 1-20.	<b>Presenting Myself</b> Learn how to ask and answer the question Où habites-tu ? (Where do you live?)
Music	<b>Samba</b> To recognise and identify the main features of samba music	<b>Samba</b> To understand and play syncopated rhythms	<b>Samba</b> To play syncopated rhythms as a group	<b>Samba</b> To compose a basic rhythmic break	<b>Samba</b> To perform rhythmic breaks within a samba piece	<b>Samba</b> To evaluate our samba performance
PSHE	<b>Being My Best</b> What makes me ME!	<b>Being My Best</b> Making choices	<b>Being My Best</b> SCARF hotel	<b>Being My Best</b> Harold’s Seven Rs	<b>Being My Best</b> My school community	<b>Being My Best</b> Basic first aid

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religious Education</p>	<p style="text-align: center;"><b>What was the impact of Pentecost?</b> Read the Pentecost story and write a recount</p>	<p style="text-align: center;"><b>What was the impact of Pentecost?</b> In the final part of the chapter, Acts 2:41–47, 3,000 people accept Jesus as king of their lives, and join the ‘kingdom of God’. Ask pupils to use the text to find out what these new followers of Jesus were told to do, what they did and how they felt.</p>	<p style="text-align: center;"><b>What was the impact of Pentecost?</b> Recap their learning on God as Trinity (Unit L2.3). Who or what do Christians think the Holy Spirit is? Why do Christians think the Holy Spirit is important now? Christians might say the Spirit of God is like a battery: Christians can’t do God’s work and live in God’s way without the Holy Spirit’s power. Find out more about Christian beliefs about the Holy Spirit and list the ways in which Christians believe the Holy Spirit helps them.</p>	<p style="text-align: center;"><b>BANK HOLIDAY</b></p>	<p style="text-align: center;"><b>What was the impact of Pentecost?</b> Since Pentecost, Christians have been trying to make the world look more like the kingdom of God. Ask pupils to describe what it might be like, if the God described by Christians really did rule in everyone’s heart. Talk about why Christians would say God’s rule on Earth is a good thing today. Look at the words of the Lord’s Prayer: what clues does that give to what Christians might believe the kingdom of God should be like?</p>	<p style="text-align: center;"><b>What was the impact of Pentecost?</b> Consider why quite a few people do not want to have God as ‘king’ in their life. See if pupils can give some reasons, from people being atheists to preferring to make up their own minds about how to live. Consider why Christians believe allowing God to rule in their life is a good thing, which guides and comforts them. Ask pupils to explain what difference they think the giving of the Holy Spirit at Pentecost made to Christians, then and now.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical Education</p>	<p style="text-align: center;"><b>ProStars</b> Being an athlete (athletics)</p>	<p style="text-align: center;"><b>ProStars</b> Being an athlete (athletics)</p>	<p style="text-align: center;"><b>ProStars</b> Being an athlete (athletics)</p>	<p style="text-align: center;"><b>ProStars</b> Being an athlete (athletics)</p>	<p style="text-align: center;"><b>ProStars</b> Being an athlete (athletics)</p>	<p style="text-align: center;"><b>ProStars</b> Being an athlete (athletics)</p>