

Year 3/ 4

Summer 2 2026

Mrs Gomersall and Mrs Winstone

Subject	Week 1 1.6.26	Week 2 8.6.26	Week 3 15.6.26	Week 4 22.6.26	Week 5 29.6.26	Week 6 6.7.26	Week 7 13.7.26
Reading Objectives	To use a dictionary to check the meaning of a word	To use a dictionary to check the meaning of a word	To read aloud play scripts showing understanding through intonation, tone, volume and action	To read aloud poems showing understanding through intonation, tone, volume and action	To read and complete comprehension tasks on poems	To read and discuss myths and legends	To read and discuss myths and legends
Spelling Objectives	Y3 - spell words with the k sounds spelt ch – chemist, chorus, scheme Y4 – spell Y3/4 common exception words from memory	Y3 - spell words where sh wounds is ch – chef, machine, chalet, brochure Y4 – spell Y3/4 common exception words from memory	Y3 - Spell –gue and –que words – league, antique Y4 – spell Y3/4 common exception words from memory	Y3 - add the prefix – super meaning above Y4 – spell Y3/4 common exception words from memory	Y3 - add the prefix anti meaning against Y4 – spell Y3/4 common exception words from memory	Y3 - add the prefix meaning self or auto when, if, because, although Y4 – spell Y3/4 common exception words from memory	Y3/Y4 – spell Y3/4 common exception words from memory
Ongoing Skills	<p>Reading</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarizing these identifying how language, structure, and presentation contribute to meaning <p>Handwriting</p> <ul style="list-style-type: none"> Use diagonal and horizontal strokes to join letters Leave the correct letters not joined when necessary <p>Develop good posture and a firm pencil grip to support with handwriting</p>						
Novel	Charlotte’s Web						
Writing Genre	Non-fiction writing – non chronological report about pigs		Fiction: write a diary entry for Wilbur and write a playscript.				

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</p>	<p>Look at non chronological reports and recap the features. Write a success criteria for writing non-chronological reports.</p> <p>Recap apostrophes for possessions and introduce apostrophes for contraction.</p> <p>Recap the main and subordinate clause and use FANBOYS to link clauses.</p> <p>Recap expanded noun phrases and improve basic sentences from the book using expanded noun phrases and adverbs</p> <p>Handwriting lesson 17</p>	<p>Use iPads to find out interesting facts about pigs. Write facts on a plan.</p> <p>Write a non-chronological report on pigs.</p> <p>Revise and edit their report using the success criteria they created. Select images they want to add in their report.</p> <p>Write their non-chronological report in their publishing books.</p> <p>Handwriting lesson 18</p>	<p>Use WAGOLLS to introduce diary entries to the children. Explore text and organisational features and share these to create a success criteria.</p> <p>Explain to the children that a diary entry is a recount and recap how to write a recount using who, what, where, when and why. Plan a recount of their weekend.</p> <p>Recap writing in the first person – what does this mean? Write a diary entry for their weekend.</p> <p>Publish their diary entry.</p> <p>Handwriting lesson 19</p>	<p>Explore the text to find out what we know about Wilbur’s first few days at Zuckerman farm. Write ideas on a class plan using dates as headings.</p> <p>Encourage the children to think of how Wilbur is feeling. Create a plan for Wilbur’s diary.</p> <p>Write diary entries for the first week at Zuckerman farm.</p> <p>Edit and revise their diary entries and publish.</p> <p>Handwriting lesson 20</p>	<p>What is a play script? Look at examples of play scripts. How is the text organised? Use playscripts to perform a simple play.</p> <p>Discuss the main characters in the story. What are these characters like? What do we know about them. Choose a character to describe and write a plan.</p> <p>Write a character description.</p> <p>Use a scene from the book to model write a playscript using the 3 main characters – Charlotte, Fern, Wilbur. Use the script and practise acting out. What else do we need to know when we’re acting out a script?</p> <p>Handwriting lesson 21</p>	<p>Work in small groups of 3 to plan a scene from the story as a play. Where will the scene take place? Who will be speaking? What will they say? Write notes on a planning sheet.</p> <p>Work in groups of 3 to write a playscript using the notes from the last lesson.</p> <p>In groups practise reading the playscript ready to perform.</p> <p>Perform their playscript and record for SeeSaw.</p> <p>Handwriting lesson 22</p>	<p>Discuss the theme of Charlotte’s Web and ask the children to write what they think the story teaches us.</p> <p>Write a book review for Charlotte’s Web.</p> <p>Extract quotes about friendship from the text. Choose quotes to create a poster to display in school or in the classroom.</p> <p>Write a note from Wilbur to Charlotte to thank her for looking after him and being a good friend.</p> <p>Handwriting lesson 23</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Yr 3 Maths</p>	<p>Measurement and Length</p> <p>Use a ruler to measure millimetres Compare the lengths of 2 objects Order lengths Add lengths Subtract lengths</p>	<p>Measurement and Length</p> <p>Find the perimeter of 2D shapes Measure mass Compare mass Order mass Add and subtract mass</p>	<p>Measurement and Length</p> <p>Measure capacity Compare capacity Add and subtract capacities Use scaling with measures Measures problem solving.</p>	<p>Fractions</p> <p>Counting in tenths Add fractions Subtracting fractions Finding unit fractions of an amount Finding non unit fractions of an amount</p>	<p>Addition and Subtraction</p> <p>Adding 3 digit numbers exchanging from multiple columns Subtracting 3 digit numbers by exchanging and regrouping</p>	<p>Multiplication</p> <p>Recall of 3, 4 and 8 times tables. Multiplication calculations using 3, 4 and 8 times tables. Multiplying a 2 digit number by a single digit number</p>	<p>Division</p> <p>Dividing by 2,3,4,5, 8 and 10 Division with remainders.</p>

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Yr 4 Maths	<p>Times Tables Recall Practise quick recall of all times tables in preparation for the multiplication test check</p>	<p>Times Tables Recall Practise quick recall of all times tables in preparation for the multiplication test check</p>	<p>Measurement: Area and Perimeter Measure and calculate the perimeter of 2D shapes when dimensions are unknown Calculate the perimeter of rectangles and squares Calculate the perimeter when dimensions are known Find the area of shapes by counting squares</p>	<p>Geometry: Position and Direction Use coordinates to describe the position of a point Pick points using coordinates Use coordinates to plot points Describe movements as translations</p>	<p>Fractions Add fractions with the same denominator Subtract fractions with the same denominator Calculate the unit fraction of an amount Calculate the non unit fraction of an amount</p>	<p>Fractions Identify equivalent fractions using diagrams Find families of equivalent fractions Know and use the decimal equivalents for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$</p>	<p>Decimals: Addition and Subtraction Use mental strategies to add numbers with one decimal place Use mental strategies to add numbers with 2 decimal places Use column addition for 2 decimal places Use mental strategies to subtract numbers with 1 decimal place Use mental strategies to subtract numbers with 2 decimal places Use column subtraction for numbers with 2 decimal places</p>
Science	<p>The Digestive System Teeth – carnivores, herbivores and omnivores</p>	<p>The Digestive System Human teeth</p>	<p>The Digestive System Layers of the teeth</p>	<p>The Digestive System Tooth decay experiment</p>	<p>The Digestive System The digestive system</p>	<p>The Digestive System The digestive system model</p>	<p>The Digestive System Tooth decay experiment findings</p>
History	<p>Rivers The water cycle</p>	<p>Rivers The water cycle</p>	<p>Rivers Recognise features of the course of a river</p>	<p>Rivers Recognise features of the course of a river</p>	<p>Rivers Name and locate some of the world's longest rivers</p>	<p>Rivers Describe how rivers are used</p>	<p>Rivers Identify and locate human and physical features on a map</p>
Art	<p>Developing Drawing Recognise how artists use shape in drawing</p>	<p>Developing Drawing To develop shading skills and use them to blend tones.</p>	<p>Developing Drawing To use careful observation for adding detail to drawings.</p>	<p>Developing Drawing To use line, shape and tone in an imaginative drawing.</p>	<p>Developing Drawing To explore digital media techniques to develop drawings</p>	<p>Developing Drawing To understand how art can be made in different ways.</p>	
French	<p>Pets Learn the names for 8 pets</p>	<p>Pets Learn how to respond to have you got a pet?</p>	<p>Pets To learn how to say they don't have a pet</p>	<p>Pets Extend their response to the question about pets to say the name of the pet</p>	<p>Pets To learn how to say which pets they have or don't have</p>	<p>Pets Practise a conversation about themselves including their pets with a partner</p>	<p>Pets Record a conversation about themselves including their pets with a partner</p>

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Music	<p>Adapting and transposing motifs To sing in tune and in time</p>	<p>Adapting and transposing motifs To understand what a musical motif is</p>	<p>Adapting and transposing motifs To compose and notate a motif</p>	<p>Adapting and transposing motifs To develop and transpose a musical motif</p>	<p>Adapting and transposing motifs To combine and perform different versions of a musical motif</p>	<p>Adapting and transposing motifs To perform and record their musical motifs</p>	<p>Adapting and transposing motifs To evaluate their performance of their musical motif</p>
PSHE	<p>Rights and Respect Identify people who keep us safe and healthy</p>	<p>Rights and Respect To understand that people have rights and responsibilities</p>	<p>Rights and Respect To understand the reason we have rules</p>	<p>Rights and Respect To recognise that reports in the media can influence the way they think about a topic</p>	<p>Rights and Respect To explain the role of the bystander and how it can influence bullying or other anti-social behaviour</p>	<p>Rights and Respect To understand what is meant by income and expenditure</p>	<p>Rights and Respect To explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'</p>
Religious Education	<p>How and why do people try to make the world a better place? Understand that people are not always as good as they could be and so keep needing to say sorry and ask for help. Recall that Christians believe God helps them through the Holy Spirit Muslims believe people do good and bad deeds, and also need God's mercy.</p>	<p>How and why do people try to make the world a better place? Explore the Ten Commandments. What do they mean? Do people still behave like that? What difference would it make if people keep these guides for living? How would it make the world a better place?</p>	<p>How and why do people try to make the world a better place? Look at examples of Jewish charities who try to make the world better; what do they do and why? (e.g. Tzedek, Jewish Child's Day); find out about how the Jewish new year festival for trees (Tu B'shevat) and how that can 'mend the world'.</p>	<p>How and why do people try to make the world a better place? Explore the Muslim belief in charity (zakah): find out what it is, and how Muslims give charity; use some examples of charities such as www.Islamic-Relief.org.uk or www.muslimhands.org.uk and find out how and why they help to make the world a better place.</p>	<p>How and why do people try to make the world a better place? Explore the lives of inspirational Christians (e.g. Desmond Tutu, Martin Luther King Jr, Mother Teresa, etc.). Consider how their religious faith inspired and guided them in their lives, and their contribution to making the world a better place.</p>	<p>How and why do people try to make the world a better place? Compare non-religious ways of 'being good without God': e.g. what do Humanists use to guide their ways of living? Many use the Golden Rule (which is common across many religions too), using reason, listening to conscience. Look at some inspiring Humanists who fight for justice (e.g. Annie Besant fought for women's rights) and why they did this. Look at the work of the secular charity, Oxfam. How have they made the world a better place?</p>	<p>How and why do people try to make the world a better place? Explore how Hindus support charity through dāna (giving money, food, or resources) and sewā (selfless service) without expecting reward, often aiming to accumulate good karma.</p>
Physical Education	<p>ProStars Athletics – Track and Field</p>	<p>ProStars Athletics – Track and Field</p>	<p>ProStars Athletics – Track and Field</p>	<p>ProStars Athletics – Track and Field</p>	<p>ProStars Athletics – Track and Field</p>	<p>ProStars Athletics – Track and Field</p>	<p>ProStars Athletics – Track and Field</p>