

Curriculum Overview Year 3 & 4 Summer Term 2 2026

Week Beginning	Reading	English	Maths	PE	Geography	Art (Week 4-7) DT (Week 1-3)	Computing Purple Mash:	PSHE Jigsaw:	Music	Science	RE	French Language Angels Do you have a pet?	Outdoor Learning
WB 1 st June Assessment week	<p>Class Book: Charlie and the Chocolate Factory - By Roald Dahl</p> <p>Poem of the Term: Jelly Jam and Buttered Toast - by Denise Rodgers</p> <p>Text type: Recipe</p>	<p>Writing focus: Recipes</p> <p>Grammar: Expanded Noun Phrases</p> <p>Spelling: Unit 12- Y3 prefix anti Unit 12 - Y4 prefix ir</p> <p>Handwriting: Bridge to sister - Frog</p>	<p>FKNS: Dividing 1 and 2 digit numbers by 10 and 100.</p> <p>Focus: Assessment Hundredths on a place value chart. Halves, quarters and wholes. Partition decimals.</p> <p>Times Tables: Year 3 – 4 times table.</p> <p>Year 4 – mixed MTC prep.</p>	<p>Elm - Swimming</p> <p>Walnut/ Cherry - Real PE Y4 Unit 6</p> <p>Chance to Shine Cricket</p>	<p>Where does our food come from?</p>	<p>Kapow unit Adapting a recipe Lesson 1</p> <p>To evaluate existing biscuit products.</p>	<p>To understand how people communicate with each other.</p>	<p>LI: TO understand how babies grow.</p>	<p>To participate in ensemble singing.</p>	<p>LI: To understand the life process of an animal.</p>	<p>Why did Peter apologise to Lucy? Why was this important?</p>	<p>To introduce the unit and the aim of the lesson: to learn the 8 different pets in French with their corresponding indefinite article/determiner.</p>	<p>To create a mud kitchen.</p>

<p>WB 8th June Assessment week</p>	<p>Text type: Recipe</p>	<p>Writing focus: Recipes</p> <p>Grammar: Main Clause</p> <p>Spelling: Unit 12- Y3 prefix anti</p> <p>Unit 12 - Y4 prefix ir</p> <p>Handwriting: Hill to egg - he</p>	<p>FKNS: Counting up and down in tenths.</p> <p>Focus: Assessment Compare and order decimals. Round to the nearest whole number. Dividing by 10 and 100.</p> <p>Times Tables: Year 3 – 8 times tables. Year 4 – mixed MTC prep.</p>	<p>Elm - Swimming</p> <p>Walnut/ Cherry - Real PE Y4 Unit 6</p> <p>Chance to Shine Cricket</p>	<p>How is land in temperate climate zones used to produce food?</p>	<p>Kapow Lesson 5 + design brief shared</p> <p>To make and test a prototype biscuit</p>	<p>To understand and respond to an email.</p>	<p>LI:To understand how babies develop.</p>	<p>To participate in ensemble singing.</p>	<p>LI:To sort animals into groups.</p>	<p>What do we mean by 'trust'?</p>	<p>To introduce the 1st person verb conjugation J'ai (I have) so that pupils can express which pets they have in French. They will also learn the conjunction et (and) to expand their descriptions.</p>	<p>To find food in the local area</p>
<p>WB 15th June</p>	<p>Text type: Author Focus</p>	<p>Writing focus: Playscripts</p> <p>Grammar: Subordinating Clause</p> <p>Spelling: Unit 13- Y3 prefix super -</p> <p>Unit 13 - Y4 suffix -ion</p> <p>Handwriting: Bridge to egg - we</p>	<p>FKNS: Finding a quarter.</p> <p>Focus: Money: Pound and pence, writing money using decimals and comparing amounts of money.</p> <p>Times Tables: Year 3 – 3 times tables. Year 4 – mixed MTC prep.</p>	<p>Elm - Swimming</p> <p>Walnut/ Cherry - Real PE Y4 Unit 6</p> <p>Chance to Shine Cricket</p>	<p>How is land in tropical climate zones used to produce food?</p>	<p>Kapow Lesson 2</p> <p>Making a biscuit</p> <p>To prepare and cook a dish</p>	<p>To compose and send an email.</p>	<p>LI: TO understand outside body changes.</p>	<p>Introduction to rock bands. To be able to subdivide instruments into different categories such as orchestral.</p>	<p>LI:To group animals into vertebrates</p>	<p>How would you feel if someone betrayed you? How does this relate to the story of Jesus' crucifixion?</p>	<p>To introduce the structure qui s'appelle (that is called) so that pupils can expand their descriptions of the pets by introducing their names.</p>	<p>To go on a bug hunt.</p>

<p>WB 22nd June</p>	<p>Text type: Author Focus</p>	<p>Writing focus: Playscripts</p> <p>Grammar: Prepositions</p> <p>Spelling: Unit 13- Y3 prefix super -</p> <p>Unit 13 - Y4 suffix -ion</p> <p>Handwriting: Celebration Day - Love</p>	<p>FKNS: Doubles and halves to 50 and 100.</p> <p>Focus: Adding and subtracting money and finding change.</p> <p>Times Tables: Year 3 – 4s, 8s and 3s.</p> <p>Year 4 – mixed MTC prep.</p>	<p>Elm - Swimming</p> <p>Walnut/ Cherry - Real PE Y4 Unit 6</p> <p>Chance to Shine Cricket</p>	<p>How is land in tropical biomes being changed to enable more food to be produced?</p>	<p>To create a collaborative piece of art inspired by an artist.</p>	<p>To send an email attachment.</p>	<p>LI: TO understand inside body changes.</p>	<p>To explore the electric guitar and acoustic guitar. To find similarities and differences.</p>	<p>LI: To understand what a habitat is.</p>	<p>In the story of Adam and Eve, what excuses do they make about eating the forbidden fruit?</p>	<p>To introduce the negative structure Je n'ai pas de... (I do not have...) so that pupils can express which pet(s) they do not have in French, alongside which pet(s) they do have</p>	<p>Outdoor habitat search</p>
<p>WB 29th June</p>	<p>Text type: Recount</p>	<p>Writing focus: Narrative based on class story</p> <p>Grammar: Tenses</p> <p>Spelling: Unit 14 - Y3 prefix sub-</p> <p>Unit 4 - Y4 suffix -ion</p> <p>Handwriting: Joining to the snake - hs</p>	<p>FKNS: Rounding decimals to the nearest whole number.</p> <p>Focus: Shape: Turns and angles, types of lines and triangles, quadrilaterals.</p> <p>Times Tables: X6</p>	<p>Elm - Swimming</p> <p>Walnut/ Cherry - Real PE Y4 Unit 6</p> <p>Chance to Shine Cricket</p>	<p>How is food produced in Mediterranean climate zones?</p>	<p>Development task. Main: Make impasto- see step by step guide on Kapow slides.</p> <p>To paint in a style of an artist</p>	<p>To learn how to use email safely.</p>	<p>LI: To understand family stereotypes.</p>	<p>To explore the bass guitar. Can they compare it to instruments from last week?</p>	<p>LI: To understand animal classifications.</p>	<p>How does Lucy describe her meeting with Father Christmas? What does she mean?</p>	<p>To introduce the conjunction mais (but) so that pupils can combine both positive and negative sentence forms expressing which pets they have and do not have in French.</p>	<p>To build a insect hotel</p>

<p>WB 6th July</p> <p>Transition Days</p>	<p>Text type: Recount</p>	<p>Writing focus: Narrative based on class story</p> <p>Grammar: Sentence openers</p> <p>Spelling: Unit 14 - Y3 prefix sub- Unit 4 - Y4 suffix -ion</p> <p>Handwriting Joining from the snake - sw</p>	<p>FKNS: Counting backwards through zero to include negative numbers.</p> <p>Focus: Polygons, symmetry and 3-D shapes.</p> <p>Position and direction: Co-ordinates and translation of shapes.</p> <p>Times Tables: X9</p>	<p>Elm - Swimming</p> <p>Walnut/ Cherry - Real PE Y4 Unit 6</p> <p>Chance to Shine Cricket</p>	<p>How is land used to produce food in the United Kingdom?</p>	<p>To paint in a style of an artist</p> <p>Design a breakfast plate and paint on a paper plate. What are you including?</p>	<p>To explore simulated email scenarios.</p>	<p>Ll: Looking ahead.</p>	<p>To explore the keyboard. How is this different from the other instruments?</p>	<p>Ll: To understand environmental changes.</p>	<p>What does it mean to betray someone? Can children be brave? How?</p>	<p>To consolidate all knowledge from the unit and complete the end of unit assessment.</p>	<p>To go bird watching.</p>
<p>WB 13th July</p> <p>Transition Days</p>	<p>Text type: Poetry</p>	<p>Writing focus: Narrative based on class story</p> <p>Grammar: Apostrophes</p> <p>Spelling: Year 3/4 CEW focus</p> <p>Handwriting: Celebration Day - mess</p>	<p>FKNS: Mental maths – adding and subtracting a 3 digit number and hundreds.</p> <p>Focus: Statistics: Pictograms, bar charts, line graphs, 2 way tables.</p> <p>Times Tables: X7</p>	<p>Elm - Swimming</p> <p>Walnut/ Cherry - Real PE Y4 Unit 6</p> <p>Chance to Shine Cricket</p>	<p>Answering the Enquiry Question.</p>	<p>To paint in a style of an artist</p> <p>Design a breakfast plate and paint on a paper plate. What are you including?</p>	<p>To learn correct finger positioning on the keyboard and understand when to use the left or right hand.</p>		<p>To explore the drum kit. How is this different to the other instruments?</p>	<p>End of Unit quiz</p>	<p>What do you think of the way the rescuers treated Edmund? How does this link with the 'Golden Rule'?</p>	<p>To consolidate all knowledge from the unit and complete the end of unit assessment.</p>	<p>To</p>