

Termly Planning Overview: 2025-26 Summer Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<i>School events</i>		RE Focus Week			Cadbury's World			
<i>Outdoor Learning</i>	PSHE warm ups, Maths games, French games.							
<i>Zones of Regulation</i>	Our Behaviour impacts the feelings of those around us	The Zones in Video	Me in my Zones Understanding Different Perspectives	How do I feel?	My Zones Across the Day			
<i>Growth Mindset</i>	Your Fantastic Elastic Brain: Identifying the characteristics of growth and fixed mindsets; debating whether we are born to be good at something.							
ENGLISH	<i>Text: We Travel So Far</i>	<i>Text: What is Pink?</i>	<i>Text: The Dark</i>	<i>Text: The Dark</i>	<i>Text: The Sun is Laughing</i>	<i>Text: The Sun is Laughing</i>	<i>Text:</i>	<i>Text:</i>
Phonics/Spelling	Endings which sound like /jən/, spelt – tion, – sion, – ssion, – cian	Strategies for learning words: words from statutory spelling list Year 3/4 Y3 Recap and Review of words and rules.	Strategies for learning words: words from statutory spelling list Year 3/4	Strategies for learning words: words from statutory spelling list Year 3/4	Strategies for learning words: words from statutory spelling list Year 3/4	Strategies for learning words: words from statutory spelling list Year 3/4		
Reading	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and		

	their actions, and justifying inferences with evidence clearly taken from the text.	listening to what others say	inferences with evidence clearly taken from the text.		inferences with evidence clearly taken from the text.	listening to what others say		
Composition	Writing to inform. To write a non-chronological report about an animal in the style of 'We travel so far' – 'We are the...description, how we travel, how we change, how we move, our eggs, the weather affects us etc	Writing to entertain. To write a colour poem with rhyming couplets.		Writing to entertain. To use the text to model and guide written descriptions of the light, sun, cloud or moon.				
Handwriting	Unit 10 Practising the size and height of letters: ous	Unit 11 Practising spacing within words	Unit 12 Practising joining to and from the letter w: owf	Unit 13 Practising joining from the letter m: mb	Unit 14 Practising joining to the letter a from the letter w: wa	Unit 15 Practising using a diagonal joining line: hi		
Vocabulary, Grammar & Punctuation	Mixed skills Choosing nouns or pronouns	Apostrophes for possession: plural & singular	Speech punctuation Noun phrases expanded by	Possessive or plural 's' Evaluate and edit by proposing	Mixed skills Use of paragraphs to organise ideas	Past perfect & Present perfect. Use of paragraphs to organise ideas		

	appropriately for clarity and cohesion and to avoid repetition.	Use noun phrases that are expanded by the addition of modifying adjectives. Write rhyming couplets.	the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).	changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.	around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.		
MATHS								
Fluency	TTRS Fluent in 5. Mastering Number. Flashback Y3 Fractions A	TTRS Fluent in 5. Mastering Number. Flashback Y3 Fractions A	TTRS Fluent in 5. Mastering Number. Flashback Y4 Fractions A	TTRS Fluent in 5. Mastering Number. Flashback Y4 Fractions A	TTRS Fluent in 5. Mastering Number. Flashback Y4 Fractions A	TTRS Fluent in 5. Mastering Number. Flashback Y4 Fractions A		
Main Learning Focus	Fractions TP1 Understand the whole TP2 Count beyond 1 TP3 Partition a mixed number TP7 Convert mixed	Fractions TP4 Number lines with mixed numbers TP5 Compare and order mixed numbers TP6 Understand improper fractions	Fractions TP8 Convert improper fractions to mixed numbers TP9 Equivalent fractions on a number line TP10 Equivalent fraction families	Fractions TP12 Add fractions and mixed numbers TP13 Subtract two fractions TP14 Subtract from whole amounts	Decimals TP1 Tenths as fractions TP2 Tenths as decimals TP3 Tenths on a place value chart TP4 Tenths on a number line	Decimals TP5 Divide a 1-digit number by 10 TP6 Divide a 2-digit number by 10 TP7 Hundredths as fractions		

	numbers to improper fractions TP8 Convert improper fractions to mixed numbers	TP7 Convert mixed numbers to improper fractions	TP11 Add two or more fractions	TP15 Subtract from mixed numbers		TP8 Hundredths as decimals TP9 Hundredths on a place value chart		
Computing:								
Science:	<p>Energy: Sound and vibrations Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. Pupils explore how pitch and volume can be altered and how sound can be insulated using different materials.</p>							
History or Geography:	<p>Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.</p> <p>How did the achievements of the Ancient Maya impact their society and beyond? Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p>							
Art & Design or Design Technology:	<p>Mechanical Systems: Making a slingshot car Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.</p> <p>Painting & mixed media: Light and dark Developing skills in colour mixing, focusing on tints and shades to create a 3D effect. Experimenting with objects to create a composition, clear sketch and final painting.</p>							
Music:	<p>Unit 3: South America (instrumental lessons) Learning about the history and features of Latin America music, performing a salsa style song and playing from staff notation; performing a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments.</p>							
French:	French numbers, calendars and birthdays							

PSHE/RSE:	<p>Relationships I can recognise situations which can cause jealousy in relationships. I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. I can tell you about someone I know that I no longer see. I understand that we can remember people even if we no longer see them. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend. I know how to show love and appreciation to the people and animals who are special to me. I can love and be loved.</p>
RE:	<p>Strand: Community and identity (Human and Social Science) Key Question: What role does worship play in the life of a Hindu? Religion: Hinduism</p>
PE:	<p>Cricket To be able to run, jump and catch in combination. To be able to catch a ball with good control. To understand the rules of cricket. To be able to hit a ball towards a target. To use space when fielding to make it difficult for opponents. To participate in modified competitive games, showing good teamwork</p> <p>Athletics To throw an object using both a pushing and pulling technique To combine different types of jumping To run for distance To run in races of varied distances To take part in athletic events To perform competitively with others</p>