

## Overview – Class 3 – Summer Term 1 2026

Weeks	1 13 <sup>th</sup> April	2 20 <sup>th</sup> April Canal visit & Earth Day St George's Day	3 27 <sup>th</sup> April	4 4 <sup>th</sup> May <b>Bank Holiday</b>	5 11 <sup>th</sup> May SATS Mental health awareness Roots to Food workshops	6 18 <sup>th</sup> May Road Safety
<b>English Writing</b>	Narrative	Narrative	Narrative	Persuasion	Persuasion	Persuasion
<b>Spelling/ Phonics</b>	6 - Word families based on common words - related in form and meaning. 5 - words containing the letter string 'ough' 4 - adding the prefix inter - (between or among')	6 - Words that can be nouns and verbs 5 - words containing the letter string 'ough' 4 - adding the prefix anti (meaning against)	6 - Words that can be nouns and verbs 5 - adverbials of time 4 - Adding the prefix auto - (meaning 'self' or 'own')	6 - Words with a long /o/ sound spelt 'ou' or 'ow' 5 - adverbials of time 4 - adding the prefix	6 - ible 5 - words with an /ear/ sound spelt 'ere' 4 - adding the prefix non - (meaning 'not')	6 - ibly 5 - statutory spelling challenge words 4 - words ending in - ar / - er
<b>Reading</b>	Varjak - to finish  The house with chicken legs  Retrieval - skimming / scanning	Retrieval - skimming / scanning	Inference	Inference	Summarising	Sequencing
<b>Handwriting</b>	A focus on ensuring handwriting is fluent and effortless across the half term					
<b>Maths</b>	Y6 PV / Shape + Coordinates  Y4/5 Decimals	Y6 F/D/P / Symmetry + rotation / translation  Y4/5 Decimals	Y6 R / P / angles and shape  Y4/5 Money	Y6 All areas - Reasoning / Arithmetic  Y4/5 Money	Y6 SATs week  Y4/50 Position direction	Review / Assess / Reflect
<b>Science</b>	Explain what gestation periods are for different animals, including humans	Children understand the role of sperm and egg in fertilisation. Describe the changes as humans develop from fertilisation to birth.	Explain how babies grow and develop into children	Describe and explain the main changes that occur in boys and girls during puberty	Describe and explain the main changes that take place in old age	Describe and explain the stages of human development
<b>Music</b>	Next Half Term					

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<b>RE</b>	<p>Christians and how to live: What would Jesus do?</p> <p>Make sense of belief: • Identify features of Gospel texts (for example, teachings, parable, narrative)</p>	<ul style="list-style-type: none"> <li>• Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</li> </ul>	<p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</li> </ul>	<p>Make connections:</p> <ul style="list-style-type: none"> <li>• Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate their own responses to the issues studied, recognising different points of view.</li> </ul>	<p>Review and assess understanding</p>
<b>Art</b>	<p>Research into soft toys.</p>	<p>Research into methods for making / stitching vs Velcro / glue</p>	<p>Designs for fabric monsters / toys</p>	<p>Create patterns for toys / CAD designs - online patterns.</p>	<p>Make toy</p>	<p>Evaluate toy</p>
<b>Computing</b>	<p>Introduction to concept mapping</p>	<p>Using 2Connect</p>	<p>2Connect story mode</p>	<p>Collaborative concept maps</p>	<p>Collaborative concept maps</p>	<p>Collaborative concept maps</p>
<b>French</b>	<p>Explore a French poem</p>	<p>Create their own versions of a famous poem</p>	<p>French festivals using the verb er</p>	<p>French festivals</p>	<p>French festivals</p>	<p>Danser - regular verbs in the present tense</p>
<b>PE</b>	<p>Cricket - To develop overarm and underarm throwing and apply these to a striking and fielding game</p> <p>Athletics - Pace / speed over distance</p>	<p>Cricket - To develop bowling technique and learn the rules of the skill within this game.</p> <p>Athletics - developing fluency and coordination</p>	<p>Cricket - To develop batting technique and understand where to hit the ball.</p> <p>Athletics - Developing technique relay change overs</p>	<p>Cricket - To develop fielding techniques and apply them to game situations.</p> <p>Athletics - build momentum and power - triple jump</p>	<p>Cricket - To play different roles in a game and begin to think tactically about each role.</p> <p>Athletics - throwing with force - longer distances</p>	<p>Cricket - To apply skills and knowledge to compete in a tournament.</p> <p>Athletics - develop throwing with greater control and technique</p>
<b>PSHCE</b>	<p>LETTER TO GO OUT TO PARENTS ABOUT SRE</p> <p>Gender stereotyping 1</p>	<p>Gender stereotyping 2</p>	<p>Healthy Relationships 1</p>	<p>Healthy Relationships 2</p>	<p>Review and assess</p>	