

Termly Planning Grid
Summer 2 2025

Week	1 w/b 2/6/25	2 w/b 9/6/25	3 w/b 16/6/2025	4 w/b 23/6/2025	5 w/b 30/6/2025	6 w/b 7/7/2025	7 w/b 14/7/2025
Literacy	Text: Frozen Mountain Adventure Adventure story features and structure	Text: Frozen Mountain Adventure Descriptive story openers Writing in first person Speech	Text: Frozen Mountain Adventure Story writing skills – building up vocabulary and extending sentences Developing characters and settings for story	Text: Frozen Mountain Adventure Planning and writing	Text: BFG Playscripts Features and structure	Text: BFG Playscripts Innovating	Text: BFG Planning and writing our own playscript
Maths	Time	Time	Time	Shape	Shape	Statistics	Statistics
Science	Plants What is water transportation?	Plants What are seeds?	Plants What are the reproductive parts in plants?	Plants What is pollination?	Plants What is seed dispersal?	Plants What does the life cycle of a plant look like?	Plants Can I evaluate my experiment?
History					When was the first successful Mount Everest expedition?	What is the difference in the equipment for the expeditions up Mount Everest?	End of unit assessment Why was climbing Everest such a big deal?
Geography	What are the major mountain ranges of the UK?	What are the major mountains in Europe and North/South America?	What is the summit challenge?	8 compass points 6 grid figure references Can I read a map?			End of unit assessment What makes a mountain, a mountain?

DT	To be familiar with the net of a 3D shape	To learn how to score, cut out and assemble 3D shapes.	To learn how to score, cut out and assemble 3D shapes.	To draw a net for a cube	To design a Dream Box	To make and evaluate a Dream Box	
Art	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Computing	To understand the terminology around databases.	To compare paper and computerised databases.	To sort, filter and interpret data.	To represent data in different ways.	To sort data for a purpose.	To sort data for a purpose.	End of unit assessment
RE	What's wrong with the world?	How can the 'Golden Rule' help people to work out how to make the world a better place?	Repairing the world, rescuing the Earth: what can we learn from this Jewish idea?	Who is inspired by Jesus' example of sacrifice? Find out about an inspiring Christian person	How do Muslims try to make the world a better place?	How do non-religious people try to make the world a better place?	End of unit activity: How and why do people try to make the world a better place?
PE	To learn how to score points in a striking and fielding game.	To develop batting to score points.	To develop fielding skills to limit the batter's score.	To understand the role of a bowler.	To develop my understanding of tactics and begin to use them.	To apply skills and knowledge to play games using cricket rules.	To apply skills and knowledge to play games using cricket rules.
PSHE	. I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups.	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I can start to recognise stereotypical ideas I might have about parenting and family roles	How am I feeling about starting year 4?
Music	Night on Bare Mountain	Night on Bare Mountain	School play practice	School play practice	School play practice	School play practice	School play practice

MFL	To name the characters in Le Petit Chaperon Rouge.	To join in the repeated phrases in the story. (Part 1) Speaking, listening acting	To join in the repeated phrases in the story. (Part 2) Speaking, listening acting	To join in the repeated phrases in the story. (Part 3) Speaking, listening acting	To join in the repeated phrases in the story. (Part 5) Speaking, listening acting	To join in the repeated phrases in the story. (Part 6) Speaking, listening acting	To join in the repeated phrases in the story. (Part 7) Speaking, listening acting
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