



Years 3 & 4 Carpenter Class Summer 2026

Dear Parents/Guardians,

Happy Summer Term, this term the children have lots of exciting topics to cover and I hope that this overview enables you to support your child's learning.

English

Mrs Concannon's Literacy

The children in Mrs Concannon's Guided reading class will be continuing to read 'Stig of the Dump'. Additional to this we will be reading 'The Iron Man' by Ted Hughes as part of our English unit. Through this unit we will be exploring Fiction and Non-fiction, Literary genres, figurative language including similes and metaphors, the use of paragraphs, diary writing, Dialogue and direct speech, character profiling and story writing.



Mrs Morgan's Literacy



Well-being- Positive steps and ways forward

In this unit the children will use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. They will use a variety of media to express their thoughts and feelings, including watercolour paints, water, art paper, masking tape, boards, salt, straws, cotton buds. They will use their writing to give well-structured descriptions to express feelings, using a range of adjectives and expanded noun phrases.

Texts: *The Great Realisation* by Tomos Roberts and Nomoco

Weblinks: <https://www.youtube.com/watch?v=LA7fGLK35wQ&ab>

Art- Insects

This Insects unit will teach the children about how to use pencil, colour, mosaic design, puppet making and sculpture to create quality artwork that shows progression in their skills. The children will also have the opportunity to explore the work of a range of 'Insect' artists, in particular, Louise Bourgeois and Jennifer Angus.



DT- The Great Bread Bake Off!

In this unit the children will learn about working with food. They will gain an insight into the history of bread production, then investigate and evaluate existing bread products. They will create design criteria which will



be referred to when designing, making and evaluating their own bread product. Children use a range of skills and techniques using simple kitchen tools and measuring equipment, they will learn how to knead dough correctly and the technique of proving bread.



Science

Plants A (3)

In this unit the children explore the different parts of a plant and their functions. They will complete a plant dissection where they will carefully cut and observe the different parts of a plant including the roots, leaves, stem and flowers. The children will plan an experiment to test whether the number of seeds in one plant pot affects the growth of the plants. They will learn that the "stamen" is the male reproductive parts, and the "pistil" is the female reproductive parts. The children will learn about pollination and that seed dispersal can be through wind, animals, water or an "explosion"

Forces (3)

In this unit the children will learn about Scientific Enquiry: learn to ask questions, test ideas, and use various methods to find answers. Observing Over Time: Watching how things change over a period and recording those observations. Pattern Seeking: Identifying patterns and trends in scientific data. Identifying, Classifying, and Grouping: Sorting and categorising scientific information and objects. Comparative and Fair Testing: Designing and carrying out investigations to compare different variables or find out what happens under specific conditions. Researching: Using secondary sources to gather scientific information.

Magnets (3)

In this unit the children learn about Invisible Force: Magnetism is an invisible force that attracts or repels certain metals like iron, steel, nickel, and cobalt. Poles: Magnets have two poles, a north pole and a south pole. Attraction & Repulsion: The north and south poles attract each other (pull together), while like poles (north and north, or south and south) repel (push away).



Plants B (3)

The children will revisit their plant growth experiment from summer Block 1 where they have planted a different number of seeds in individual plant pots in order to investigate whether the number of seeds in one plant pot affects the growth of plants.

Biodiversity (3)

In this unit, children learn that biodiversity is not fixed and can both increase and decrease. Children also learn how humans can have both a positive and a negative impact on the delicate balance of biodiversity. They look at examples of biodiversity being reduced by humans and the impact this has on plants and animals, such as a living thing becoming endangered or extinct. Children identify positive actions humans can take to increase biodiversity within their local area.



Geography – ‘The UK’ and ‘Somewhere to Settle’.

The UK–In this unit, children will take a look at the geography of the UK – from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history.

Somewhere to settle–In this unit, children head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement!

P.E. – PE planning scheme: Athletics and Cricket. In athletics, the children will be learning a range of skills in preparation for Sports Day.

The image shows a document titled 'SCHEME OF WORK' for 'Kwik Cricket – KS2'. Below the title, it lists the 'Learning Intention' for seven lessons. The document is presented on a white background with a blue header and a light blue border.

SCHEME OF WORK	
Kwik Cricket – KS2	
Learning Intention:	
Lesson 1	How can you roll and stop a ball?
Lesson 2	How can you throw underarm, and catch a ball?
Lesson 3	How can you bowl a ball underarm?
Lesson 4	How can you throw a ball overarm?
Lesson 5	How can you bowl a ball overarm?
Lesson 6	How can you hit a ball?
Lesson 7	How can you take part in a batting and fielding game?

Coronation Cup event– Whole school Touch rugby event where House Teams compete for the Coronation Cup!

BGN sports– Thursdays, a calendar of event for all pupils.

Northampton Town Football Club– Lunch club to all pupils in KS2.

Computing– Purple Mash

*Logo-2*Logo is a text-based coding language used to control an on-screen marker to create mathematical patterns. Children were introduced to turtle patterns using 2Go in year 1. In this unit they will:

- Learn common commands and constructs of the Logo programming language.
- Develop their ability to compose algorithms for drawing mathematical structures and turn these into Logo code.

Touch typing–This unit of work uses 2Type and is designed to help the children learn the basics of quick and efficient typing. Typing, as with handwriting, needs regular practice and although the unit will give the children



a basic understanding regular and consistent practice is needed over the next 4 years to ensure typing skills develop.

French– The children have completed the French prescribed programme for this year and will revisit it for celebration to embed previous learning.

RE – To the ends of the Earth and Dialogue and Encounter.

The unit 'To the ends of the earth' in Religious Education (RE) focuses on the transformative events following the Resurrection and Ascension, including the coming of the Holy Spirit and the missionary work of the apostles and the early Church. It aims to teach pupils about the Catholic Church's apostolic foundations, its liturgy, traditions, and structures, and how they are connected to the faith and practices of the first Christians. The unit encourages pupils to reflect on the significance of prayer, share stories from various religious communities, and embody the fruits of the Holy Spirit to positively impact their lives and those around them.

The unit 'Dialogue and Encounter' in Religious Education (RE) focuses on fostering a spirit of understanding and respect among diverse religious and cultural groups. It encourages students to engage in dialogue and encounter with others, promoting the common good and the dignity of all humanity. The unit is taught in the second half of the Summer term and aims to provide students with the skills and knowledge to work collaboratively with people of different religious convictions and all people of goodwill towards the common good. It also explores other pathways of belief, drawing on the Church's teachings about intercultural dialogue.

Music – 'Lean on me' and 'Blackbird'

All the learning in this unit is focused around one song: Blackbird by The Beatles – a song about civil rights. The second song is a Soul/Gospel Song by Bill Withers.

Musical Activities – learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:

- a. Warm-up Games (including vocal warm-ups)
- b. Flexible Games (optional extension work)
- c. Learn to Sing the Song
- d. Play Instruments with the Song
- e. Improvise with the Song
- f. Compose with the Song

Homework

The homework tasks that the children are expected to complete are as follows:

- Read their school reading book (daily)
- Practise spellings (weekly)
- Times table practise (weekly)
- Athletics Weekly



Spelling folders will be sent home on a Friday and they need to be handed in on Thursday morning. The completed homework will be marked on this day, with a reward of a house point for handing it in.

P.E.



PE lessons will take place on Tuesday afternoons. Please ensure that your child has the following kit suitable for both indoor and outdoor sessions:



- A red t-shirt
- Black shorts
- Trainers
- A pair of tracksuit/jogging bottoms
- A hoodie or sweatshirt

We will aim to be outside as much as possible for our P.E. session, so it is important that the children have the items listed above. Please note: in the interests of safety, children with earrings will be expected to remove them or cover with tape, other items such as jewellery should be removed for sport.

Year 4 Multiplication Tables Check

The new Multiplication Tables Check (MTC) will be administered to Year 4 pupils within a 3-week period in June 2025. The MTC is an on-screen check consisting of 25 times tables questions. Year 4 children will answer three practice questions before moving on to the official check where they will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete. The purpose of the check is to determine whether pupils can fluently recall their times tables up to 12x12, which is essential for future success in mathematics.

All children in the class should be able to access paper copies of the Multiples Marathon tests from the school website which will assist them in their knowledge and fluency of times table recall. It is expected that they practise the level of the test they are currently on at home, over the week in preparation for the Multiples Marathon tests, which take place on a Friday afternoon.



Mathematics: Using the White Rose Maths scheme the children will complete the following:

Fractions A: [MA Y3 Y4 Spring Block 3 SOL Fractions A.pdf](#)

Decimals: [MA Y3 Y4 Summer Block 2 SOL Decimals.pdf](#)

Money: [MA Y3 Y4 Summer Block 3 SOL Money.pdf](#)

Statistics: [MA Y3 Y4 Summer Block 6 SOL Statistics.pdf](#)

Fractions B: [MA Y3 Y4 Spring Block 5 SOL Fractions B.pdf](#)

Pencil cases in school

The school provides all the equipment that the children require for them to complete their school work. **The use of pencil cases in Carpenter's Class is therefore discouraged**, as they and their contents can cause distractions, which disrupts learning. Also, items from them become 'lost' which can cause disagreements or distress for the children.

If you have any queries or questions, then please feel free to arrange a meeting by contacting the school office or email me direct head@stmarys-pri.northants-ecl.gov.uk

Kind regards,



Mrs Concannon

Head Teacher

St Marys Catholic Primary School ALW