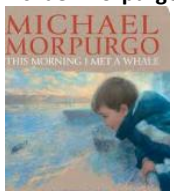
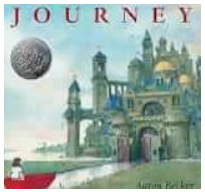
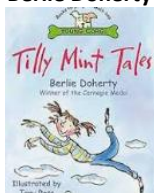
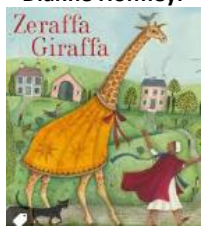
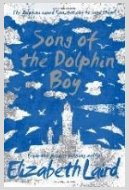
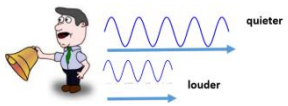
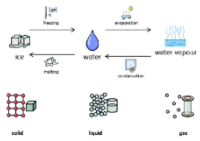
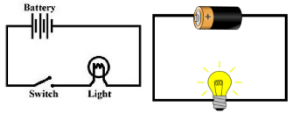
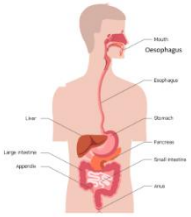
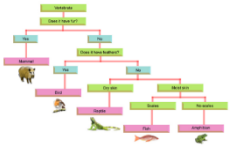
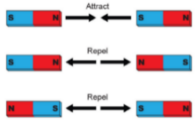
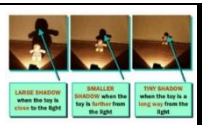
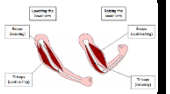
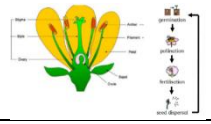
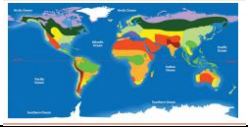
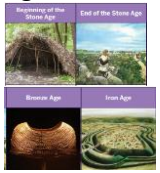
Dolphin Class - Unit Plan

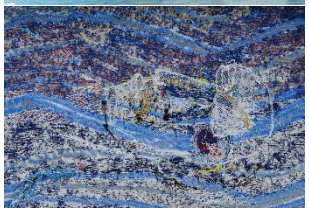
Leigh Primary School – 2025-2026

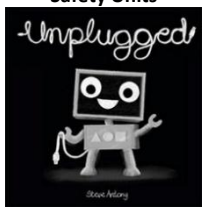
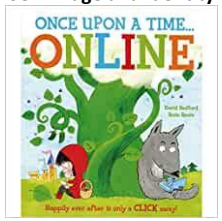
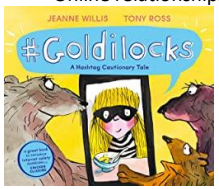
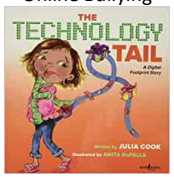
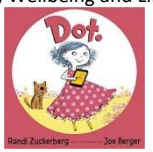
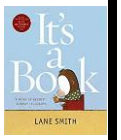
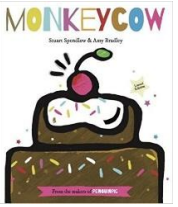
S	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value Addition and Subtraction Multiplication and Division Measurement - area		Multiplication & Division Length, perimeter and area Fractions A Mass and capacity Fractions B		Time Decimals Money Shape Geometry - Position and Direction Statistics	
Quality Text (Year 3/4 class)	**Core text:** **Seal surfer** **Michael Foreman** **Writing outcome:** Recount: Write a letter in role recounting events of the story	**Core text:** **Winter's child** **Graham Baker** **Ice Palace** **Robert Swindells** **Writing outcome:** Fiction: Scene description Write a fantasy story based on a fable	**Core text:** **Stone age boy** **Satoshi Kitamura** **Writing outcome:** Fiction: Write a story set in the stone age	**Core text:** **Big blue whale** **Nicola Davis** **This morning I met a whale** **Michael Morpurgo**  **Writing outcome:** Persuasion: write an informative article	**Core text:** **Journey** **Aaron Becker**  **Tilly mint tales** **Berlie Doherty**  **Writing outcome:** Fiction: Write an adventure story	**Core text:** **Zeraffa Giraffa** **Dianne Hofmeyr**  **Writing outcome:** Persuasion: write a leaflet
Coherence	**Art/English –** Story Telling through drawing **History Y4/Geography –** Children will have studied planet Earth before in Year 2 **Maths/History –** Both year groups have completed place value units before they study history units which involve dates and chronology to 4 digits.	**English/DT:** Ice Palace and Pavilions could enrich this unit if linked **Art and English:** Art could be enriched through linking the theme to the texts.	**Science/English –** Y4 studied the Stone Age last year and Y3 last term t support writing in this unit. **Geography Y4/3** – Studied Climates and Biomes in Y3 and can utilised this to deepen their understanding of the rainforest biome in more depth as well as Y3 in their Europe unit.	**English and Art –** Links beautifully to ocean texts and the art that could be produced.	**History/Geography** – Year 4 studied world geography so they can place South America and the Mayans in a geographical context. **Geography Y3** – Year 3 studied the world continents in Year 2 so can apply climates and biomes to foundation understanding to areas of the world.	**Geography/History –** Year 3 have studied Europe so can place Ancient Greeks in a geographical context as well as utilise their understanding of biomes. **DT –** Could link to ZOR (monsters)
WCT	**Magic/Fantasy** **The Worst Witch–** Jill Murphy 	**SHORT STORIES** The **Lion and the unicorn and other hairy tales** – Janice Ray 	**MYSTERY STORY** **Peril on the Atlantic –** A M Howell 	**ENVIRONMENTAL STORY** **Song of the Dolphin Boy –** Elizabeth Lard 	**FANTASY ADVENTURE** **Saving Neverland –** Abi Elphinstone 	**ADVENTURE** **The boy who swam with piranhas –** David Almond

Reading Y3	**Vocabulary:** Use dictionaries to check the meaning of words that they have read or new vocabulary **Inference:** Infer characters' feelings, thoughts and motives from their stated actions **Prediction:** Justify reasonable predictions using some evidence from the text **Explanation:** Recognise authorial choices and the purpose of these **Retrieval:** Retrieve and record information from a fiction text **Summarise/Sequence:** Give a brief verbal summary of a story	**Vocabulary:** Find the meaning of new words using substitution within a sentence **Inference:** Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives **Prediction:** Use relevant prior knowledge to make predictions and justify them **Explanation:** Recognise authorial choices and the purpose of these **Retrieval:** Understand what is read independently by asking questions to improve understanding of a text **Summarise/Sequence:** Give a brief verbal summary of a story	**Vocabulary** Identify how language choices help build meaning **Inference:** Justify inferences by referencing a specific point in the text **Prediction:** Use relevant prior knowledge to make predictions and justify them **Explanation:** Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books **Retrieval:** Use contents page and subheadings to locate information independently **Summarise/Sequence:** Identify main ideas drawn from a key paragraph or page and summarise these ideas	**Vocabulary:** Find the meaning of new words using substitution within a sentence **Inference:** Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives **Prediction:** Use relevant prior knowledge to make predictions and justify them **Explanation:** Recognise authorial choices and the purpose of these **Retrieval:** Understand what is read independently by asking questions to improve understanding of a text **Summarise/Sequence:** Give a brief verbal summary of a story	**Vocabulary:** Use dictionaries to check the meaning of words that they have read or new vocabulary **Inference:** Infer characters' feelings, thoughts and motives from their stated actions **Prediction:** Justify reasonable predictions using some evidence from the text **Explanation:** Recognise authorial choices and the purpose of these **Retrieval:** Retrieve and record information from a fiction text **Summarise/Sequence:** Give a brief verbal summary of a story	**Vocabulary:** Find the meaning of new words using substitution within a sentence **Inference:** Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives **Prediction:** Justify reasonable predictions using some evidence from the text **Explanation:** Identify how language, structure, and presentation contribute to the meaning of both fiction and non-fiction texts **Retrieval:** Learn the skill of 'skim and scan' to retrieve details. **Summarise/Sequence:** Make simple notes from one source of writing
Reading Y4	**Vocabulary:** Use dictionaries to check the meaning of words that they have read or new vocabulary **Inference:** Ask and answer questions appropriately, including some simple inference questions **Prediction:** Justify genre-appropriate predictions using evidence from the text accurately to support **Explanation:** Discuss words and phrases that capture the reader's interest and imagination **Retrieval:** Understand what is read independently by asking questions to improve understanding of text with increasing complexity **Summarise/Sequence:** Highlight key information and record it in bullet points, diagrams, maps etc.	**Vocabulary:** Use a thesaurus to find synonyms **Inference:** Based on characters' feelings, thoughts and motives (I know this because questions) **Prediction:** Use relevant prior knowledge as well as details from the text to form predictions and to justify them **Explanation**: Identify how language, structure, and presentation contribute to meaning **Retrieval:** Use relevant quotes to support answers to questions **Summarise/Sequence:** Summarise whole paragraphs, chapters or texts	**Vocabulary:** Discuss why words have been chosen and the effect these have on the reader **Inference:** Consolidate the skill of justifying answers using a specific reference point in the text **Prediction:** Use relevant prior knowledge as well as details from the text to form predictions and to justify them **Explanation:** Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context **Retrieval:** Understand what is read independently by asking questions to improve understanding of text with increasing complexity **Summarise/Sequence:** Highlight key information and record it in bullet points, diagrams, maps etc.	**Vocabulary:** Explain how words can capture the interest of the reader **Inference:** Infer characters' feelings, thoughts and motives from their stated actions **Prediction:** Justify genre-appropriate predictions using evidence from the text accurately to support **Explanation:** Identify how language, structure, and presentation contribute to meaning **Retrieval:** Confidently skim and scan texts to record details **Summarise/Sequence:** Summarise whole paragraphs, chapters or texts	**Vocabulary:** Discuss new and unusual vocabulary and clarify the meaning of these **Inference:** Use more than one piece of evidence to justify their answer **Prediction:** Justify genre-appropriate predictions using evidence from the text accurately to support **Explanation:** Recognise authorial choices and the purpose of these **Retrieval:** Retrieve and record information from a fiction or non-fiction text **Summarise/Sequence:** Identify themes from a wide range of books	**Vocabulary:** Find the meaning of new words using the context of the sentence **Inference:** Consolidate the skill of justifying answers using a specific reference point in the text **Prediction:** Justify genre-appropriate predictions using evidence from the text accurately to support Monitor these predictions and compare them with the text as they read on **Explanation:** Recognise authorial choices and the purpose of these **Retrieval:** Confidently skim and scan texts to record details **Summarise/Sequence:** Identify main ideas drawn from more than one paragraph.

SPAG Y3	• Write a range of sentence types: commands, questions, statements • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words: e.g. fear, feared, fearful, fearfully • Write compound sentences using co-ordinating conjunctions: and, but, or, so, for, nor, yet • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] • Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks Use commas to separate items in a list • Use a comma after a fronted adverbial phrase • Begin to use to paragraphs • Use of headings and subheadings • Consolidate knowledge of word classes; noun, adjective, adverb, noun • Spell some words from the YR 3-4 statutory word list.	• Prepositions: • Next to, by the side, in front of, during, though, throughout, because of • Use a comma after a fronted adverbial phrase • Write a range of sentence types: commands, questions, statements • Write compound sentences using co-ordinating conjunctions • Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks Use commas to separate items in a list • Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] • Use a comma after a prepositional phrase • Begin to use to paragraphs • Use of headings and subheadings • Spell some words from the YR 3-4 statutory word list.	• Use commas to separate items in a list • Use a comma after a fronted adverbial phrase • Use a comma after a prepositional phrase • Word families based on common words: e.g. fear, feared, fearful, fearfully • Prepositions: Next to, by the side, in front of, during, though, throughout, because of • Begin to use to paragraphs • Spell some words from the YR 3-4 statutory word list. • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] • Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] • Expressing time, place and cause using • prepositions [for example, before, after, during, in, because of] • Use of headings and subheadings	• Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Word families for meaning, word class and spelling: • Solve, solution, solving, solved, solver, dissolved, soluble, insoluble • Use a comma after a fronted adverbial phrase • Use a comma after a prepositional phrase • Spell some words from the YR 3-4 statutory word list. • Write compound sentences using co-ordinating conjunctions: and, but, or, so, for, nor, yet • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] • Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] • Expressing time, place and cause using prepositions [for example, before, after, during, in, because • Prepositions: Next to, by the side, in front of, during, though, throughout, because of	• Spell many words with suffixes –ation, -ly , -sure, -sion, -tion and –ssion • Spell some words from the YR 3-4 statutory word list. • Write compound sentences using co-ordinating conjunctions: and, but, or, so, for, nor, yet • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] • Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] • Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] • Prepositions: Next to, by the side, in front of, during, though, throughout, because • Use a comma after a fronted adverbial phrase • Use a comma after a prepositional phrase	• Spell some words from the YR 3-4 statutory word list. • Word families for meaning, word class and spelling: • Solve, solution, solving, solved, solver, dissolved, soluble, insoluble • Word families based on common words: e.g. fear, feared, fearful, fearfully • Write compound sentences using co-ordinating conjunctions: and, but, or, so, for, nor, yet • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] • Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] • Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] • Prepositions: Next to, by the side, in front of, during, though, throughout, because of • Use commas to separate items in a list Use a comma after a fronted adverbial phrase • comma after a prepositional phrase • Begin to use to paragraphs • Use of headings and subheadings
SPAG Y4	• The grammatical difference between plural and possessive –s • Use of paragraphs to organise ideas • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] - Possessive apostrophe in words with regular and irregular plurals • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning • Spell most words from the YR 3-4 word list. • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech • Spell most words from the YR 3-4 statutory word list and some words from the YR 5-6. • The grammatical difference between plural and possessive –s • Use of paragraphs to organise ideas • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] - Possessive apostrophe in words with regular and irregular plurals • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • S Spell most words from the YR 3-4 word list.	• Fronted adverbials and Use of commas after fronted adverbials • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech • Spell most words from the YR 3-4 word list. • Use of paragraphs to organise ideas	• Fronted adverbials and Use of commas after fronted adverbials • Spell most words from the YR 3-4 word list. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	• Use of inverted commas and other punctuation to indicate direct speech • Spell most words from the YR 3-4 word list. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Fronted adverbials and Use of commas after fronted adverbials • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] - Possessive apostrophe in words with regular and irregular plurals • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	• Apostrophes to mark plural possession [for example, the girl's name, the girls' names] - Possessive apostrophe in words with regular and irregular plurals • Fronted adverbials and Fronted adverbials and Use of commas after fronted adverbials • Use of paragraphs to organise ideas • Spell most words from the YR 3-4 word list. • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]

Science Y4	**Sound** • How sound is made • How sound travels • How we hear • How sounds change How sound is measured 	**States of Matter** • Particles • Solid, Liquid, Gases • Heating and cooling • Water Cycle 	**Electricity** • Where does electricity come from • Appliances • Circuits Conductors and Insulators 		**Animals Including Humans** • Teeth Digestion 	**All Living Things** • Grouping living things • Classification Keys Environmental change 
Science Y3	**Forces and Magnets** • Motion • Magnets • Magnetic materials Poles 	**Light** • Light sources • How light travels • Reflection  Shadows	**Rocks** • Types of rock • Fossils • Soil 		**Animals Including Humans** • Skeletons • Endoskeletons • How we move The human  skeleton	**Plants** • Parts of flowering plants • Water transport in plants Life cycles of flowering plants 
Geography Y4			**Amazon: Rivers and Rainforests** 			**The USA** *What is it like in the USA?*
Geography Y3	**Settlement and Land Use in the United Kingdom** *What is the land like in the United Kingdom and how do we use it?* 		**Europe (Case Study: Italy)** 		**Climate Zones and Biomes** *What are biomes, why are they important and why should they be protected?* 	
History Y4	**Roman Invasions** *Why did the Romans invade Britain and how successful were they?* 	**Roman Britain** 			**Maya Civilization** *Who were the Ancient Maya and how successful was their civilization?* 	
History Y3		**Stone, Bronze and Iron Age Britain** 				**Ancient Greeks** *Who were the ancient Greeks and how have they influenced our lives today?*

RE Y3/4A	What makes us human?	Why is water symbolic? **Additional Lesson:** Why do many Christians think that Christmas is good news?	What makes some texts sacred?	Who was Jesus really? **Additional Lesson:** What can Easter teach us about forgiveness?	Why is fire used ceremonially?	Why is the Bible the best-selling book of all time?
PE	Games Gymnastics Orienteering Lesson 1	Games Dance Orienteering Lesson 2	Games Dance Orienteering Lesson 3	Games Swimming Orienteering Lesson 4	Tennis Orienteering Lesson 5	Games Dance Orienteering Lesson 6
Art	Storytelling through drawing **Drawing and sketchbooks**	Working with shape and colour **Print, colour and collage**	The Art of Display **Working in 3D**	Cloth, thread and paint  **Paint, surface and texture**	Sculpture, structure, inventiveness &determination **Working in 3D**	Festival feasts **Collaboration and community**
DT		Pavilions (4 lessons) 		Mechanical Car (4 lessons) 	Come dine with me (4 lessons) 	Stuffed toys (4 lessons)
Computing	3.2: Online Safety 3.5: Email 3:6: Branching Databases		3.9: Presenting Ideas 4.1: Coding		4.6: Animation 4.8: Hardware Investigators 4.9: Making Music	
MFL Y3/4 3:4 cycle A	French Greetings with Puppets	French adjectives of colour, size and shape	Playground games, numbers and age	In a French Classroom	Bon Appetit!	Shopping for French Food
Music	I've been to Harlem (6)	March from the Nutcracker (3) Christmas Songs	Latin dance (6)	Just 3 notes (3) Classroom 200	Sound symmetry (6)	Classroom 200

OS Y3/Y4 Cycle A	**Autumn 1** **Purple Mash Online Safety Units**  Blip spends all day plugged into her computer, playing games and having fun. But when there's a power cut, Blip goes down the stairs and out the front door, where she discovers playing games and having fun... outside! Isn't it wonderful to be unplugged? This simple story is perfect for encouraging children to strike the right balance between screen time and outdoor play.	**Autumn 2** **Self-image and Identity**  Once upon a time, a laptop arrived in Fairy-tale land… A happily ever after is only a click away! Find out what happens when our favourite fairy-tale characters receive a laptop and learn a lesson in online safety.	**Spring 1** Online relationships  Online Reputation Everyone loves Goldilocks' hilarious online videos, but in her quest to get more likes, more laughs and more hits, she tries something a little more daring: stealing porridge #pipinghot, breaking chairs #fun, and using someone else's bed #sleep. What will Daddy Bear do when he sees that online?	**Spring 2** Online Bullying  Complete with colourful illustrations and catchy rhymes, this book will help little ones realise that everything they post on online, good or bad, is attached to them for life. Everything leaves a digital footprint that can't be erased, so children must use the internet with caution. The book also includes a five-step process that helps children think before they post online: • T - is it true? • H - is it helpful? • I - is it inspiring? • N - is it necessary? • K - is it kind?	**Summer 1** Managing Information Online Health, Wellbeing and Lifestyle  Dot explores the story of a little girl called Dot who is very good at using technology. Dot knows how to tap, swipe and share online, but seems to have forgotten how to do things in the world – she then has fun exploring all the ways she can tap, swipe and share offline. This book discusses the importance of using technology responsibly and the need for children to explore the world both on and offline. It's a Book can be used to discuss using technology safely and responsibly and also the different ways children can read and have fun both on and offline.  	**Summer 2** Privacy and Security Copyright and Ownership  This story has an important message about online safety and password protection.
PSHE 3/4 Cycle A	**Autumn 1** **Family and Relationships** Introduction - Rules for PSHE Friendship issues and bullying The effects of bullying and the responsibility of the bystander Stereotyping – Gender Stereo-typing – Age and disability Healthy friendships and boundaries Learning who to trust Respecting differences Change and loss - bereavement	**Autumn 2** **Health and Well-being** My healthy diary Looking after our teeth Relaxation – visualisation Meaning and purpose – my role Resilience: breaking down problems Emotions Communicating my feelings Mental Health	**Spring 1** **Safety and the Changing Body** Be kind online Cyberbullying Share aware Privacy and Security First Aid: bites and stings Choices and influences	**Spring 2** **Safety and the changing body continued…** **Streamed lessons** Y3 – First Aid: Emergencies and calling for help Year 3 – Road Safety Year 4 – Introducing puberty Year 4 – Growing Up	**Summer 1** **Citizenship** Recycling/reusing Local community buildings and groups Local council and democracy Diverse communities Rights of a child Charity	**Summer 2** **Economic Wellbeing** Spending choices Budgeting Money and emotions Jobs and careers Gender and careers **Transition** Coping strategies