



# Summer 1 2024 Medium Term Planning - Dolphins



## Local Memories, Broadening Horizons

Subject	Objectives Covered
English	<p>The Lion and the unicorn by Shirley Hughes</p> <p>Grammar:</p> <ul style="list-style-type: none"><li>• Fluency in using reported and direct speech</li><li>• Use dialogue and description to convey character</li><li>• Use progressive form of tense</li><li>• Use commas in lists</li><li>• Writing in all tenses</li><li>• Commas to separate clauses</li><li>• Using devices to extend sentences and add details</li></ul> <p>Writing:</p> <ul style="list-style-type: none"><li>• Diary entries, character and setting descriptions, non-chronological reports, poetry types</li><li>• Main outcome: Own version historical narrative</li></ul> <p>Reading Comprehension</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"><li>• Increasing their familiarity with a wide range of books, (including fairy stories, myths and legends) and retelling some of these orally</li><li>• Identifying themes and conventions</li><li>• Discussing words and phrases that capture the reader's interest and imagination</li><li>• Understanding the specific features of different text types</li><li>• Comprehension test experience</li></ul>

<b>Outcomes</b>	<b>Their own version of a historical narrative.</b>	
<b>Maths</b>	Yr3 Common fractions <ul style="list-style-type: none"> <li>• I can Add fractions</li> <li>• I can Subtract fractions</li> <li>• I can Partition the whole</li> <li>• I can find fractions of a set of objects</li> <li>• I can Reasoning with fractions of an amount</li> <li>• I can add and subtract Pounds and pence</li> <li>• I can Convert pounds and pence</li> <li>• I can Find change</li> </ul>	<b>Yr4 Decimal Fractions</b> <ul style="list-style-type: none"> <li>• I can Make a whole with tenths</li> <li>• I can make a whole with hundredths</li> <li>• I can partition decimals</li> <li>• I can Compare and order decimals</li> <li>• I can round to the nearest whole number</li> <li>• I know halves and quarters as decimals</li> <li>• I can link decimals to money and can add and subtract decimals</li> <li>• I know about the links between Years, months, weeks and days minutes and seconds Step 3</li> <li>• I can convert between analogue and digital times</li> <li>• I can convert to the 24-hour clock Step 5 Convert from the 24-hour clock</li> </ul>
<b>Science</b>	<b>Plants</b> <ul style="list-style-type: none"> <li>• I can explain the functions of the different parts of plants. <ul style="list-style-type: none"> <li>• I can set up an investigation and make predictions.</li> <li>• I can make observations and conclusions.</li> <li>• I can identify different parts of a flower.</li> <li>• I can identify and describe the stages of the life cycle of flowering plants.</li> </ul> </li> </ul>	
<b>Outcome</b>	<b>END OF UNIT QUIZ</b>	
<b>SPAG</b>	<b>Spag is threaded through all English sessions - see English.</b>	
<b>Personal Social Emotional</b>	<ul style="list-style-type: none"> <li>• Finish “My relationships”</li> <li>• My Beliefs:</li> <li>• Recognise that the differences and similarities between people arise from a number of factors, including family and personal identity.</li> </ul>	
<b>outcomes</b>	<ul style="list-style-type: none"> <li>• I understand similarities and differences in people</li> <li>• I understand the uniqueness of each family</li> <li>• I can identify and celebrate what makes me and others unique</li> </ul>	

<b>History/ Geography</b>	<b>GEOGRAPHY -</b> <ul style="list-style-type: none"> <li>• I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>I can compare two different regions of the UK</p>	<b>HISTORY - Evacuees</b> <ul style="list-style-type: none"> <li>• I can explain what I already know about World War II and think of questions I would like to ask.</li> <li>• I can order events from early World War II on a timeline.</li> <li>• I can label a map to show who the Allies and Axis Powers were in World War II.</li> <li>• I can describe what evacuees needed to take with them on their journey.</li> <li>• I can use different thinking skills to help me organise information about being evacuated.</li> <li>• I can explain when, where and why children were evacuated.</li> <li>• I can describe how it might have felt to be evacuated.</li> <li>• I can say what foods were rationed during World War II.</li> <li>• I can explain why rationing food was necessary.</li> <li>• I can compare a wartime menu with a modern day menu.</li> <li>• I can explain how everyday lives were affected by food rationing.</li> <li>• I can say what type of jobs women did during World War II.</li> <li>• I can compare the roles of women and men in World War II.</li> <li>• I can describe key details of a woman's wartime job.</li> <li>• I can design my own propaganda poster.</li> <li>• I can explain how the role of women differed before, during and after the war.</li> </ul>
<b>Outcome</b>	QUIZ AND FACT SHEETS	QUIZ AND FACT SHEETS
<b>Art</b>	<ul style="list-style-type: none"> <li>• Creating artwork for Burnham Overy Boathouse show</li> <li>• Sketching from life - showing texture with line and tone</li> <li>• <b>PRINTING:</b></li> <li>• I can make a printing block</li> <li>• I can expand to create four-colour prints</li> <li>• I can create an accurate print design related to one I have studied</li> <li>• I can print on different materials.</li> <li>• I can understand the work of great printers, their importance and history</li> </ul>	
<b>Outcome</b>	<p>Create printed works of art that represent elements of the coastal area and buildings</p> <p>Create artwork for the Burnham Overy Exhibition</p> <p>Create sketches, art and written work that relates to an important print or textiles artist.</p>	

<b>DT</b>	<ul style="list-style-type: none"> <li>• Nutrition Part 2:</li> <li>• Children understand and apply the principles of a healthy and varied diet.</li> <li>• They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>• Will create basic foods and dishes from real ingredients</li> <li>• Will understand how certain foods are grown via the allotment</li> <li>• Will vary recipes for taste and appearance</li> <li>• Will make dishes that are relevant and linked to their other learning topics</li> <li>• Will experience and practise safe food preparation and kitchen methods</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• To sing and perform as an ensemble</li> <li>• To play instruments as an ensemble</li> <li>• To learn a variety of song to perform</li> <li>• To compose music adapted for film</li> <li>• To use digital software to play, adapt and compose</li> <li>• Invent simple patterns with C-D-E</li> <li>• Exploring Brazilian music and its related culture</li> <li>• Recognise different notes and their durations</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Be part of the end of year production</li> <li>• Create music for school film</li> <li>• Play as part of Purcell School performance</li> </ul>
<b>MFL French</b>	<ul style="list-style-type: none"> <li>• Singing French songs</li> <li>• Conversation</li> <li>• Numbers, days, months, musical instruments,</li> <li>• My classroom, colours</li> </ul>
<b>R.E.</b>	<ul style="list-style-type: none"> <li>• "What is Philosophy?"</li> <li>• <i>What do Muslims believe about God? - Including:</i></li> <li>• The concept of Tawhid.</li> <li>• The impact of Tawhid on Muslims.</li> <li>• The impact of The Qur'an containing the actual words of God.</li> <li>• How the existence of God is explained in Muslim teachings.</li> <li>• How the Muslim view of deity differs from that of other religions.</li> </ul>

<b>Computing</b>	<ul style="list-style-type: none"> <li>• Programming</li> <li>• I can Write procedures using simple algorithms.</li> <li>• I can change the colour of the pen.</li> <li>• I can write text using the label command.</li> <li>• I can draw shapes using setpos or setxy.</li> <li>• I can fill shapes in different colours.</li> <li>• I can draw arcs of different sizes as required</li> <li>•</li> </ul>	
<b>Outcome</b>	Examples of programming work recorded via photos	
<b>PE</b>	<p><b>Cricket</b> - Mr Bates(Thursday afternoon)</p> <p><b>Physical:</b> deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting</p> <p><b>Social:</b> collaboration, communication, respect</p> <p><b>Emotional:</b> honesty, perseverance</p> <p><b>Thinking:</b> observation, provide feedback, select and apply skills, tactics, assessing</p>	<p><b>Athletics</b>- Mrs Morrell (Wednesday Morning)</p> <p><b>Physical:</b> pace, sprint, jump for distance, push throw, fling throw</p> <p><b>Social:</b> negotiating, collaborating, respect</p> <p><b>Emotional:</b> empathy, perseverance, determination</p> <p><b>Thinking:</b> observing and providing feedback, comprehension</p>
<b>Links to: Local memories, Broadening Horizons</b>		
<b>Local Memories, Broadening Horizons (linked Art):</b> The children will create art pieces linked to Burnham Overy for display at the Burnham Overy art exhibition		