



# Summer 1 2025 Medium Term Planning - Dolphins



## Local Memories, Broadening Horizons

Subject	Objectives Covered
<p><b>English</b> The Lost Happy Endings</p>	<ul style="list-style-type: none"> <li>• I can understand the grammatical difference between plural and possessive –s.</li> <li>• I can develop my understanding of the standard English forms for verb inflections (we were instead of we was)</li> <li>• I can indicate possession by using the possessive apostrophe with plural nouns.</li> <li>• I can use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions.</li> <li>• I can use fronted adverbials.</li> <li>• I can use commas after fronted adverbials.</li> <li>• I can use adverbials and conjunctions to aid cohesion.</li> <li>• I can use a wider range of conjunctions including when, if because, although, before, after, while, so.</li> <li>• I can use inverted commas and other punctuation to indicate direct speech.</li> <li>• I can use apostrophes for possession (plural nouns)</li> <li>• I can use paragraphs to organise ideas around a theme.</li> </ul>
<p><b>Outcome</b></p>	<p>Twisted narrative and persuasive letter</p>
<p><b>Maths</b></p>	<p><b>Fractions, decimals and percentages</b> Year 3 I can:</p> <ul style="list-style-type: none"> <li>• count up and down in tenths</li> <li>• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.</li> <li>• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>• compare and order unit fractions, and fractions with the same denominators</li> <li>• recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• add and subtract fractions with the same denominator within one whole. E.g one seventh + 3 sevenths = 4 sevenths.</li> </ul>

	<ul style="list-style-type: none"> <li>● solve problems that involve all of the above using fractions.</li> </ul> <p><b>Year 4</b> I can:</p> <ul style="list-style-type: none"> <li>● count up and down in hundredths</li> <li>● recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> <li>● compare numbers with the same number of decimal places up to two decimal places</li> <li>● round decimals with one decimal place to the nearest whole number</li> <li>● recognise and show, using diagrams, families of common equivalent fractions</li> <li>● recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>● recognise fraction and decimal equivalence <math>\frac{1}{4}</math> , <math>\frac{1}{2}</math> , <math>\frac{3}{4}</math></li> <li>● add and subtract fractions with the same denominator</li> <li>● find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> </ul>
<b>Science</b>	<p>Scientists and Inventors</p> <ul style="list-style-type: none"> <li>● I can identify changes related to scientific ideas by describing Marie Curie’s research into x-rays.</li> <li>● I can describe George Washington Carver’s contribution to farming and identify what plants need to grow well.</li> <li>● I can explain how fossils can be used to find the age of rocks.</li> <li>● I can describe what Inge Lehmann discovered about Earth’s core.</li> </ul>
<b>Outcome</b>	<b>End of unit quiz and presentation about one of the scientists.</b>
<b>Personal Social Emotional</b>	<p><b>My Beliefs</b></p> <p>Year 3 - I can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl.</p> <p>Year 4 - I can recognise differences and similarities between people arise from a number of factors including family and personal identity.</p>
<b>History Romans</b>	<ul style="list-style-type: none"> <li>● I can explain why the Romans invaded Britain.</li> <li>● I can explain why the Romans built new roads.</li> <li>● I can explain why Queen Boudicca led a rebellion against the Romans.</li> <li>● I can explain why Hadrian’s Wall was important.</li> <li>● I can show how the Romans have affected modern Britain.</li> </ul>
<b>Outcome</b>	End of unit quiz and poster about how Romans affected modern Britain.

<b>Art 3D sculpture (whole term)</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>● cut, make and combine shapes to create recognisable forms</li> <li>● use clay and other malleable materials and practise joining techniques</li> <li>● add materials to the sculpture to create detail</li> </ul>
<b>Outcome</b>	<p>Make a Roman clay pot</p>
<b>DT Evaluate (whole term)</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>● explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose</li> <li>● explore what materials/ingredients products are made from and suggest reasons for this</li> <li>● consider my design criteria as I make progress and am willing to alter my plans, sometimes considering the views of others if this helps me to improve my product</li> <li>● evaluate my product against my original design criteria</li> </ul>
<b>Outcome</b>	<p>Design, make and evaluate a kite.</p>
<b>Music (whole term)</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>● Invent simple patterns using rhythms and notes C-D-E.</li> <li>● Compose music, structuring short ideas into a bigger piece.</li> <li>● Notate, read, and follow a 'score'.</li> <li>● Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</li> <li>● Perform vocal percussion as part of a group</li> <li>● Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance</li> <li>● Sing solo or in a pair in call-and-response style.</li> <li>● Recognise and copy rhythms and pitches C-D-E.</li> <li>● Move in time with the beat of the music.</li> <li>● Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</li> </ul>

<b>MFL</b> <b>Spanish</b>	All About School I can: <ul style="list-style-type: none"> <li>• name things in the classroom</li> <li>• name items in a pencil case</li> <li>• say the name of school subjects</li> <li>• recognise place names around the school</li> </ul>	
<b>R.E.</b>	Why is there so much diversity of belief in Christianity? I can: <ul style="list-style-type: none"> <li>• understand the concept of denominations within Christianity and can name some of them.</li> <li>• describe different expressions of Christian worship including, for example, the Eucharist and pilgrimage.</li> <li>• describe the different ways in which people celebrate festivals such as Christmas, Easter and Pentecost</li> </ul>	
<b>Computing</b>	Animation <ul style="list-style-type: none"> <li>• I can describe one or more traditional methods of animation.</li> <li>• I can make slight changes to an image using onion skinning, understanding the term.</li> <li>• I can use a time slider to find a specific point in a film clip to insert or edit an object.</li> <li>• I can edit and refine images in a stop motion animation short film clip.</li> <li>• I can compare different animation software by looking at its advantages and disadvantages</li> </ul>	
<b>Outcome</b>	Create and edit an animation	
<b>PE</b>	Cricket <ul style="list-style-type: none"> <li>• I know how to score in a striking and fielding game.</li> <li>• I can develop my batting to score points.</li> <li>• I can develop my fielding skills to limit the batter's score.</li> <li>• I understand the role of a bowler.</li> <li>• I can develop my understanding of tactics and begin to use them.</li> <li>• I can apply skills and knowledge to play games using cricket rules.</li> </ul>	Tennis <ul style="list-style-type: none"> <li>• I can develop racket and ball control.</li> <li>• I can explore rallying using a forehand.</li> <li>• I can explore returning the ball using a forehand.</li> <li>• I can explore returning the ball using a backhand.</li> <li>• I know how to score and use simple rules.</li> </ul>

## **Links to: Local memories, Broadening Horizons**

Art Exhibition  
Burnham Market Flower Show  
Summer Fayre  
Woodland Week