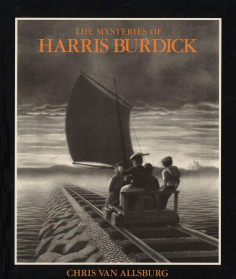




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Local Memories, Broadening Horizons

Subject	Objectives Covered
<p data-bbox="116 470 309 518">English</p>  <p data-bbox="116 901 336 1133">The Mysteries of Harris Burdick by Chris Van Allsburg</p>	<p data-bbox="392 462 2049 518">As part of our English, we will be exploring the award winning picture-book, The Mysteries of Harris Burdick (by Chris Van Allsburg). Premise of the book:</p> <p data-bbox="392 558 2049 590"><i>"His disappearance is not the only mystery left behind. What were the stories that went with these drawings? There are some clues..."</i></p> <p data-bbox="392 622 1568 654"><i>Who is Harris Burdick? Where did he disappear to? And how was he going to finish his stories?</i></p> <p data-bbox="392 686 2072 750"><i>Chris Van Allsburg presents a series of loosely related drawings each accompanied by a title and a caption which the reader may use to make up his or her own story.</i></p> <p data-bbox="392 782 1299 813">As part of the book, the children will be challenged by asking themselves:</p> <ol data-bbox="392 853 1568 1204" style="list-style-type: none"> 1) Can I write predictions about the text? 2) Can I understand and use the vocabulary in the vehicle text? 3) Can I write an illustration description? 4) Can I discuss the writer's knowledge? 5) Can I write an interview report? 6) Can I use drama to gather ideas for my private investigation report? 7) Can I choose effective vocabulary and writer's knowledge to plan my private investigator report? 8) Can I plan an investigation report? 9) Can I use my plan to write an investigation report? 10) Can I write an effective and creative investigation report?
<p data-bbox="116 1284 309 1332">Outcome</p>	<p data-bbox="392 1284 1467 1340">Write their own 'Private Investigation Report' based on The Mysteries of Harris Burdick This will be presented in their Starwrite books</p>



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Maths

We will be developing our understanding of decimals and percentages, algebra, capacity, area and volume.

- I can use decimals up to 2dp
- I can convert decimals as fractions
- I understand thousandths
- I understand thousandths as decimals
- I can use three decimal places
- I can convert decimals to fractions
- I can round decimals
- I can order and compare decimals
- I can multiply by 10, 100 and 1000
- I can divide by 10, 100 and 1000
- I can multiply decimals by integers
- I can divide decimals by integers
- I can use division to solve problems
- I can convert fractions to decimals
- I understand percentages
- I can convert between decimals, fractions and percentages
- I can convert fractions to percentages
- I can order decimals, fractions and percentages
- I can find equivalent decimals, fractions and percentages
- I can find percentages of amounts
- I can find missing values
- I can subtract decimals within 1
- I can find Complements to 1
- I can add - crossing the whole
- I can add - same decimal places
- I can subtract - same decimal places
- I can add - different decimal places
- I can subtract - different decimal places
- I can use wholes and decimals
- I can use decimal sequences
- I can find a rule - one step
- I can find a rule - two step
- I can form expressions
- I can use substitution
- I can use formulae
- I can form equations
- I can solve one step equations
- I can solve two-step equations
- I can find pairs of values
- I can measure perimeter
- I can calculate perimeter
- I can find area and perimeter
- I can find area of rectangles
- I can find area of compound shapes
- I can find area of irregular shapes
- I can find shapes - same area
- I can find area of a triangle
- I can find area of a parallelogram
- I know what volume is
- I can compare volume
- I can estimate volume
- I can find volume - counting cubes
- I can find volume of a cuboid
- I can estimate capacity

Outcome

Children should feel confident in using fractions, decimals and percentages, algebra and working with measurement.



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Science

Living things and their habitats - linked with Artemis 2

Following the successful space flight to the far side of the moon and now the future plans to land on the moon and then build a sustainable lunar base by 2030, the children will explore how building a base on the moon might be possible and what would be needed to create a safe and sustainable environment for humans and other living things on the moon itself.

1. I can describe what a habitat is and explain why the Moon is not a natural habitat for humans or most living things.
2. I can explain what living things need to survive (air, water, food, shelter) and why these are not naturally available on the Moon.
3. I can compare habitats on Earth with the environment of the Moon and explain how they are different.
4. I can describe how scientists and engineers might create an artificial habitat for humans during and after the Artemis II mission.
5. I can explain how animals and plants are adapted to their habitats on Earth and why similar adaptations would be needed to live in space.
6. I can discuss how future Moon bases could support living things, including growing food and recycling air and water.

Outcome

2-page spread discussing and describing the impact and influence of microorganisms on their habitat and the wider world

We will also explore how we could build an artificial habitat on the moon and what would be needed for future space exploration

SPAG

In our SPAG (Spelling, Punctuation and Grammar), we'll be looking at different elements of the English language, including:

1. Determiners
2. Nouns (types of)
3. Adjectives
4. Expanded noun phrases
5. Adverbs
6. Progressive verbs
7. Fronted adverbials
8. Subordinate clauses
9. Complex sentences
10. Compound sentences
11. Semicolons and colons
12. Passive voice
13. Active voice
14. Subjunctive, imperative, Indicative moods
15. Antonyms, synonyms



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	16. Hyphens, commas and full stop revision
Outcome	Children should be able to punctuate a sentence correctly, whilst using conjunctions and modal verbs to show certainty. For example, "Sam should have caught the bus to Hunstanton but he was running late."
Personal Social Emotional	My rights and responsibilities My Body (linked with our Science unit) <ul style="list-style-type: none">• I understand what my rights are• I understand what my responsibilities are• I can discuss different opinions on rights and why people may have differing opinions to my own• I can compare opinions and responsibilities from different cultures• I can discuss and explore what a right is
History	Slavery - Beyond 1066 In our History, we'll be looking at the history around us, exploring the long and diverse history of the area around Burnham Market. As part of this, we'll also be looking at the history of the school and how it's changed over 70 years. <ol style="list-style-type: none">1. I can research the history of the local area2. I can use primary and secondary sources to support my understanding3. I understand the difference between primary and secondary sources4. I can construct a timeline about a part of local history5. I can explore (in detail) a key part of our local history6. I can create an interesting presentation based on my findings
Outcome	Create a fact file, film animation or interactive presentation all about the local area Completed pieces of work will be put towards a virtual museum and presented at the Burnham Art Exhibition
Geography	Artemis 2 - Exploring the Far side of the moon and the future of lunar exploration In our Geography unit, we'll be looking at the geography around us, exploring how the local area has changed over time as part of trade and economics. We'll also look at how Burnham Market fits into local and global trade networks <ol style="list-style-type: none">1. I can describe the purpose of the Artemis II mission and explain how it will orbit the Moon.2. I can describe the purpose of the Artemis II mission and explain how it will orbit the Moon.3. I can compare the Moon's environment to Earth and explain why it is difficult for humans to live there.4. I can describe future plans by NASA and other organisations to build a base on the Moon and explain why this is important for exploration.



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5. I can use maps, diagrams, and digital tools to locate the Moon in relation to Earth and explain the journey of a spacecraft.
6. I can discuss how building a lunar base might affect future exploration of space, including missions to other planets.

Outcome

Create a factfile and video presentation all about the Artemis 2 launch and the future plans for Lunar discovery

Art

Printing

1. I can explore famous print artists: Katsushika Hokusai and William Morris
2. I know how to create a printed piece of art by pressing, rolling, rubbing and stamping
3. I know how to create a repeating pattern in print
4. I know how to print onto different materials using at least four colours.
5. I know how to create an accurate print design following given criteria.
6. I know how to overprint to create different patterns

Outcome

A can create a piece of printed art, with a design and purpose for the Burnham Overy exhibition

DT

Nutrition

1. I know and understand the principles of a healthy and varied diet.
2. I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
3. I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Outcome

Plan and create a healthy meal or snack that could fit into a balanced diet.

Music

Musical Learning

In music, the class will be looking at Balinese musical forms

1. I can develop an understanding of the Balinese musical form of gamelan beleganjur and kecak
2. I can sing and chant a part within a kecak performance
3. I can compose a kecak piece as part of a group
4. I can create a piece of ternary form using a pentatonic scale
5. I can note ideas to form a simple score to play from
6. I can understand and recognise ternary form

Outcome

We will also be preparing for the end of term Singing performance (supported by Music in the Burnhams)



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MFL Spanish / French

Hablamos Español en la clase

1. Yo Tengo (I have verbs)
2. Yo quiero (I want verbs)
3. Yo como / bebo (I eat / drink verbs)
4. Yo soy / Yo estoy (I am - permanent and temporarily)
5. Yo puedo hablo español en mi escuela et mi casa (I can speak spanish in my school and in my home)
6. I can identify colours, numbers, foods and school based nouns
- 1.

R.E.

Our big question for this term is, **“What does the resurrection mean to Christians?”**

1. What things do you think might be worth holding a celebration about? What other things do you celebrate in your family or school or religion? Why are they worth celebrating?
2. What is the Easter story?
3. Compare the different Gospel accounts of the death and resurrection of Jesus, ie, Matthew, Mark, Luke, John. Children could explore one account in a group and report back to the whole class, listening to the contributions of other groups and noting similarities/differences.
4. Read Luke 24 and create a drama script for it, then complete hot-seating for different characters within it and identify the evidence within it for the resurrection
5. Study the significance of each of Good Friday and Easter Sunday and how they are also celebrated in different ways by Christians
6. Is Easter a festival of new life or sacrifice?

Outcome

Children to write a leaflet explaining the Christian belief in the Resurrection of Jesus for non-believers

Computing

Information Technology

This term, we'll be looking at using information technology to create spreadsheets, online forms, collect and analyse data

1. I can create a Google form to collect information
2. I can create a Google spreadsheet to format and analyse data
3. I can create charts and discuss data from collected information
4. I can use formulas and conditional formatting in Google spreadsheets
5. I can use formulas to indicate key data trends



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- 6. I can debug a formula problem
- 7. E-Safety: I understand how data can be collected and used on the internet
- 8. E-Safety: I understand why it's important to keep data secure
- 9. E-Safety: I know how to keep my data and information secure

Outcome

Create a Google Form that can collect data - use a spreadsheet to analyse data - format a spreadsheet to indicate key data trends

Media Studies

The children will work together to produce a short film for the Childnet Film competition and the Into Film nature film competition. Children will use their learnt skills from previous short film productions to create a short film for a new audience.

- 1. I can plan a short film
- 2. I can coordinate and work with others to create a shared vision
- 3. I can produce a short film, working with others to capture creatively a vision together
- 4. I can work with others to edit our short film
- 5. I can work with others to make changes to my finished film based on feedback from other filmmakers.

Outcome

Create a short film for a national film competition

PE

Cricket - Mr Williams (Friday morning)

Physical: deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting

Social: collaboration, communication, respect
Emotional: honesty, perseverance

Thinking: observation, provide feedback, select and apply skills, tactics, assessing

Athletics- Mrs Morrell (Wednesday Morning)

Physical: pace, sprint, jump for distance, push throw, fling throw

Social: negotiating, collaborating, respect

Emotional: empathy, perseverance, determination

Thinking: observing and providing feedback, comprehension



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Links to: Local Memories, Broadening Horizons

Local Memories, Broadening Horizons (linked with Geography and History): The children will research the local area, creating virtual exhibition items about the local area for a future virtual museum and the Burnham Overy art exhibition.

Local Memories, Broadening Horizons (linked Art): The children will create art pieces linked to Burnham Overy for display at the Burnham Overy art exhibition

Local Memories, Broadening Horizons (linked with media): The children will create and curate a short film for a national film competition

Local Memories, Broadening Horizons (linked with computing): The children will learn to programme and control Lego robots for a competition at APHS