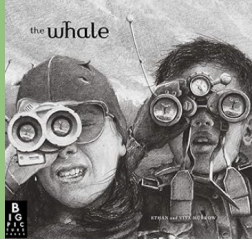




# Summer 1 2026 Medium Term Planning - Dolphins



## Local Memories, Broadening Horizons

Subject	Objectives Covered
<p><b>English</b> The Whale by Ethan and Vita Murrow</p> 	<ul style="list-style-type: none"> <li>• I can use a or an correctly before the next word.</li> <li>• I can use conjunctions to join sentences or ideas together.</li> <li>• I can use the present perfect tense to show what has just been happening..</li> <li>• I can use effective verbs to help the reader see what is happening.</li> <li>• I can use correct verb inflections('we were' instead of 'we was')</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 nouns or pronouns to aid cohesion and avoid repetition.</li> <li>• I can use paragraphs to organise ideas around a theme.</li> <li>• I can use inverted commas and other punctuation to indicate direct speech.</li> </ul>
<p><b>Outcome</b></p>	<p>Setting narrative</p>
<p><b>Maths</b></p>	<p><b>Time and money</b></p> <p><b>Year 3</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• estimate and read time with increasing accuracy to the nearest minute</li> <li>• record and compare time in terms of seconds, minutes, hours and o'clock</li> <li>• use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight</li> <li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• add and subtract amounts of money to give change in practical contexts</li> </ul> <p><b>Year 4</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• read, write and convert time between analogue and digital 12 and 24-hour clocks</li> </ul>

	<ul style="list-style-type: none"> <li>● solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> <li>● estimate, compare and calculate different measures, including money in pounds and pence</li> </ul>
<b>Science</b>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>● I can describe and compare rocks and group them by their physical appearance and properties.</li> <li>● I can group rocks based on their properties and describe similarities or differences between the properties of different rock types.</li> <li>● I can explain how weathering and erosion cause rocks to change over time. They are beginning to understand the different types of weathering.</li> <li>● I can describe in simple terms how fossils are formed and how their formation links to the rock cycle.</li> <li>● I can explain that soils are made from rocks and organic matter.</li> <li>● I can describe the properties of common soil types, including physical appearance and permeability.</li> <li>● I can recognise that soils are made from rocks and organic matter.</li> </ul>
<b>Outcome</b>	<b>End of unit quiz and double page spread</b>
<b>Personal Social Emotional</b>	<p><b>My Rights and Responsibilities</b></p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>● I know that it is my right to decide who can touch my body</li> <li>● I have thought about the reasons why some people may need to touch my body</li> <li>● I know how to respond if someone touches my body without my permission</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>● I understand what marriage is and why this is something special between two people</li> <li>● I have explored the reasons why some people choose not to get married •</li> <li>● I know that marriage should always be a choice</li> </ul>
<b>History</b>	<p><b>Vikings and Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>● I know how and why the Vikings invaded Britain.</li> <li>● I can explain how some kings in Britain dealt with the Viking invaders.</li> <li>● I can describe how Vikings lived and worked.</li> <li>● I can describe what happened during the Viking invasions and know what Viking warriors were like.</li> <li>● I can identify and describe Viking artefacts.</li> </ul>

<b>Outcome</b>	End of unit quiz and information sheet about the Vikings.
<b>Art Printing</b>	<ul style="list-style-type: none"> <li>• I can use more than one colour to layer in a print.</li> <li>• I can replicate patterns from observations.</li> <li>• I can make printing blocks.</li> <li>• I can make repeated patterns with precision.</li> </ul>
<b>Outcome</b>	Create a repeating print.
<b>DT Make</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>• know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;</li> <li>• understand about seasonality, how this may affect the food availability.</li> <li>• understand that food is processed into ingredients that can be eaten or used in cooking.</li> <li>• demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</li> <li>• explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes.</li> <li>• measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> </ul>
<b>Outcome</b>	Design and make a dish.
<b>Music</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> </ul>

	<ul style="list-style-type: none"> <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 Spanish</b>	<p>All About School</p> <p>I can:</p> <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>	<p>What is philosophy? How do people make moral decisions?</p> <p>I can:</p> <ul style="list-style-type: none"> <li>talk about the difference between knowing and believing.</li> <li>decide if a reason or argument based on a religion or belief makes sense to me and is expressed clearly,</li> <li>analyse arguments and how they work.</li> <li>recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</li> </ul>
<b>Computing</b>	<p>Animation</p> <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>	I can create a short animation.

**PE**

Golf

- I can hold all equipment correctly.
- I can provide feedback using key words.
- I can strike the ball with some accuracy.
- I can work on my own, with a partner and as part of a team.
- I mostly have the correct stance for putting.
- I show balance when striking the ball.
- I understand the aim of the game.

Tennis

- I can develop racket and ball control.
- I can explore rallying using a forehand.
- I can explore returning the ball using a forehand.
- I can explore returning the ball using a backhand.
- I know how to score and use simple rules.

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

Allotment - planting  
Film animation project