




Summer 2 2026 Medium Term Planning - Dolphins



Local Memories, Broadening Horizons

Subject	Objectives Covered	
<p>English Manfish by Jennifer Berne</p> 	<ul style="list-style-type: none"> • I can use standard English forms for verb inflections instead of local spoken forms • I can use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. • I can use fronted adverbials. • I can use commas after fronted adverbials. • I can use nouns or pronouns to aid cohesion and avoid repetition. • I can use paragraphs to organise ideas around a theme. • I can use a comma after the reporting clause and use of end punctuation within inverted commas. 	
<p>Outcome</p>	<p>Invention narrative and biography</p>	
<p>Maths</p>	<p>Shape</p> <ul style="list-style-type: none"> • I can identify turns and angles. • I can compare and order angles. • I know the different types of lines. • I know the properties of different triangles. • I can identify quadrilaterals. • I know the features of polygons. • I can draw polygons 	<p>Position and Direction</p> <ul style="list-style-type: none"> • I can describe position using coordinates. • I can plot coordinates. • I can draw 2-D shapes on a grid. • I can translate on a grid. • I can describe translation on a grid.

Science	<p>Animals Including Humans</p> <ul style="list-style-type: none"> • I can identify the basic parts of the human digestive system and describe their functions in simple terms. • I can demonstrate the process of digestion by creating a scientific model. • I can identify that teeth are the first stage of the digestive system. • I can explore what damages teeth and how to look after them. • I can identify the different types of teeth in humans and their simple functions. • I can explain what tooth decay is and how to look after their teeth. • I can construct and interpret a variety of food chains, identifying producers, predators and prey. • I can identify producers, predators and prey. • I can explain how human actions affecting one part of a food chain can impact the entire chain.
Outcome	End of unit quiz and double page spread
Personal Social Emotional	<p>My Body</p> <p>Year 3 - I know how my body may change as I grow and develop, how to care for my body and celebrate my uniqueness.</p> <p>Year 4 - I can reflect on how my body has changed and anticipate body changes, understanding that some are related to puberty.</p>
Geography	<p>Land Use</p> <ul style="list-style-type: none"> • I can explain the purpose of a sketch map. • I can identify the features of a sketch map. • I can identify important landmarks in the local area. • I can explain the purpose of symbols on a map. • I can use symbols and a key to annotate a map. • I can list ways we use land in the UK. • I can list different types of rural spaces.
Outcome	End of unit quiz and map of school site
Art Printing	<ul style="list-style-type: none"> • I can use more than one colour to layer in a print. • I can replicate patterns from observations. • I can make printing blocks. • I can make repeated patterns with precision.

Outcome	Create a repeating print.
DT Make	<p>I can:</p> <ul style="list-style-type: none"> ● 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; ● understand about seasonality, how this may affect the food availability. ● understand that food is processed into ingredients that can be eaten or used in cooking. ● demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. ● 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. ● measure accurately and calculate ratios of ingredients to scale up or down from a recipe.
Outcome	Design and make a dish.
Music	<p>I can:</p> <ul style="list-style-type: none"> ● Invent simple patterns using rhythms and notes C-D-E. ● Compose music, structuring short ideas into a bigger piece. ● Notate, read, and follow a 'score'. ● Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. ● Perform vocal percussion as part of a group ● Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance ● Sing solo or in a pair in call-and-response style. ● Recognise and copy rhythms and pitches C-D-E. ● Move in time with the beat of the music. ● Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.

MFL Spanish	<p>All About School</p> <p>I can:</p> <ul style="list-style-type: none"> • say and order the days of the week • say and order the months of the year • count up to 31 • say my own birthday 	
R.E.	<p>What is philosophy? How do people make moral decisions?</p> <p>I can:</p> <ul style="list-style-type: none"> • talk about the difference between knowing and believing. • decide if a reason or argument based on a religion or belief makes sense to me and is expressed clearly, • analyse arguments and how they work. • recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. 	
Computing	<p>Animation</p> <ul style="list-style-type: none"> • I can describe one or more traditional methods of animation. • I can make slight changes to an image using onion skinning, understanding the term. • I can use a time slider to find a specific point in a film clip to insert or edit an object. • I can edit and refine images in a stop motion animation short film clip. • I can compare different animation software by looking at its advantages and disadvantages 	
Outcome	<p>I can create a short animation.</p>	
PE	<p>Athletics</p> <ul style="list-style-type: none"> • I can develop the sprinting technique and improve on my personal best. • I can develop my changeover technique in relay events. • I can develop my jumping technique in a range of approaches and take off positions. • I can develop my throwing for distance and accuracy. • I can develop my throwing for distance in a pull throw. • I can develop my officiating and performing skills. 	<p>Parkour</p> <ul style="list-style-type: none"> • I can explore different ways to move through space safely. • I can develop my balance. • I can develop my jumping and landing with control and accuracy. • I can explore changes in direction. • I can explore taking my weight on my hands. • I can connect actions to create a simple parkour routine.

Links to: Local memories, Broadening Horizons

Woodland Week trip
Film animation project
Sports Day
Park Farm