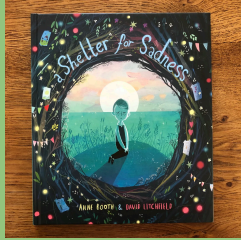




# Summer 2: 2026 Medium Term Planning - Kittiwakes

## Local Memories, Broadening Horizons

Subject	Objectives Covered
<p data-bbox="114 470 376 518"><b>English</b></p>  <p data-bbox="114 821 376 909"><b>A Shelter For Sadness</b></p>	<p data-bbox="376 462 2154 518">As part of our English, we will be exploring the award winning picture-book, <b>A Shelter For Sadness</b> (written by Anne Booth, Illustrated by David Litchfield).</p> <p data-bbox="376 526 2154 550"><b>Premise of the book:</b></p> <p data-bbox="376 558 2154 654">A small boy creates a shelter for his sadness, a safe space where Sadness is welcome, where it can curl up small, or be as big as it can be, where it can be noisy or quiet, or anything in between. The boy can visit the shelter whenever he needs to, every day, sometimes every hour, and the two of them will cry and talk or just sit, saying nothing.</p> <p data-bbox="376 686 2154 718">A poignant and heart-warming picture book exploring the importance of making space and time for our own griefs.</p> <ol data-bbox="376 750 2154 1077" style="list-style-type: none"><li>1. I can write a metaphor poem</li><li>2. I can understand the vocabulary</li><li>3. I can describe a shelter using descriptive language</li><li>4. I can understand how the example text is structured</li><li>5. I can find and discuss the writer's knowledge</li><li>6. I can write a character description on an emotion</li><li>7. I can use roleplay to portray the emotions</li><li>8. I can choose effective vocabulary</li><li>9. I can use my plan to write a narrative linked with emotions</li></ol>
<p data-bbox="114 1189 376 1228"><b>Outcome</b></p>	<p data-bbox="376 1189 2154 1220">Write their own emotion led pieces, incorporating vivid poetry writing</p>



# Summer 2: 2026 Medium Term Planning - Kittiwakes

## Maths

We will be developing our understanding of shape, position and direction, decimals and negative numbers

- 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
- Understand and use degrees
- Classify angles
- Estimate angles
- Measures angles up to 180 degrees
- Draw lines and angles accurately
- Calculate angles around a point
- Calculate angles on a straight line
- Lengths and angles in shapes
- Regular and irregular polygons
- 3-D Shapes
- Read and plot coordinates
- Problem solving with coordinates
- Translation
- Translation with coordinates
- Lines of symmetry
- Reflection in horizontal and vertical lines
- Use know facts to add and subtracts decimals within 1
- Complements to 1
- Add and subtract decimals across 1
- Add decimals with the same number of decimal places
- Subtract decimals with the same number of decimal places
- Add decimals with different numbers of decimal places
- Subtract decimals with different numbers of decimal places
- Efficient strategies for adding and subtracting decimals
- Decimal sequences
- Multiply by 10, 100 and 1000
- Divide by 10, 100 and 1000
- Multiply and divide decimals - missing values
- Understand negative numbers
- Count through zeros in 1s
- Count through zero in multiples
- Compare and order negative numbers
- Find the difference

## Outcome

Children should feel confident in using angles, direction and movement



# Summer 2: 2026 Medium Term Planning - Kittiwakes

## Science

### Living things and their habitats

1. I can give reasons for classifying animals based on their similarities and differences.
2. I can give reasons for classifying animals based on their similarities and differences.
3. I can identify the characteristics of different types of animals.
4. I can classify a creature based on its characteristics.
5. I can describe and investigate helpful and harmful microorganisms.
6. I can identify the characteristics of different types of microorganisms.
7. I can classify organisms found in my local habitat.
8. I can explain the classification of organisms found in my local habitat.

## Outcome

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

## 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
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."



# Summer 2: 2026 Medium Term Planning - Kittiwakes

<b>Personal Social Emotional</b>	<b>Asking For Help</b> Also - continuation of My Body (linked with our Science unit) <ul style="list-style-type: none"><li>• I understand when I should ask for help</li><li>• I understand how I could ask for help</li><li>• I know what asking for help looks and sounds like</li><li>• I know what to do if someone asks me for help</li></ul>
<b>History</b>	<b>Slavery - Beyond 1066</b> <ol style="list-style-type: none"><li>1. I can explain what slavery and unfree labour were and describe how they changed in Britain from 1066 onwards.</li><li>2. I can identify key events and periods in the history of slavery in Britain and place them on a timeline.</li><li>3. I can use a range of historical sources to find out about slavery and explain what they tell us about people's lives in the past.</li><li>4. I can describe Britain's role in the transatlantic slave trade and explain its impact on people, communities, and the economy.</li><li>5. I can explain how enslaved people and abolitionists challenged slavery and helped bring about change.</li><li>6. I can evaluate the legacy of slavery in Britain and discuss why it is important to learn about it today.</li></ol>
<b>Outcome</b>	Create a fact file, film animation or interactive presentation all about slavery in England and across the globe, 1066 onwards
<b>Geography</b>	<b>The Environment - Rivers and Salt Marshes</b> In our Geography unit, we'll be looking at the geography around us, the rivers and streams as they lead to the salt marshes. <ol style="list-style-type: none"><li>1. I can identify and locate the major rivers and salt marshes of Norfolk on a map.</li><li>2. I can explain how rivers shape the landscape through erosion, transportation, and deposition.</li><li>3. I can describe how salt marshes are formed and explain why they are important habitats.</li><li>4. I can investigate and explain how plants and animals are adapted to living in Norfolk's salt marshes.</li><li>5. I can explain how people use and manage rivers and salt marshes in Norfolk for farming, tourism, conservation, and flood protection.</li><li>6. I can use geographical skills, including maps, photographs, and fieldwork observations, to compare different river and salt marsh environments in Norfolk.</li></ol>
<b>Outcome</b>	Creating maps of the local area Exploring local and global trade



# Summer 2: 2026 Medium Term Planning - Kittiwakes

<b>Art</b>	<b>Printing</b> <ol style="list-style-type: none"><li>1. I can explore famous print artists: Katsushika Hokusai and William Morris</li><li>2. I know how to create a printed piece of art by pressing, rolling, rubbing and stamping</li><li>3. I know how to create a repeating pattern in print</li><li>4. I know how to print onto different materials using at least four colours.</li><li>5. I know how to create an accurate print design following given criteria.</li><li>6. I know how to overprint to create different patterns</li></ol>
<b>Outcome</b>	A can create a piece of printed art, with a design and purpose for the Burnham Overy exhibition
<b>DT</b>	<b>Nutrition</b> <ol style="list-style-type: none"><li>1. I know and understand the principles of a healthy and varied diet.</li><li>2. I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li><li>3. I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li></ol>
<b>Outcome</b>	Plan and create a healthy meal or snack that could fit into a balanced diet.
<b>Music</b>	<b>Musical Learning</b> <p>In music, the class will be looking at Balinese musical forms</p> <ol style="list-style-type: none"><li>1. I can develop an understanding of the Balinese musical form of gamelan beleganjur and kecak</li><li>2. I can sing and chant a part within a kecak performance</li><li>3. I can compose a kecak piece as part of a group</li><li>4. I can create a piece of ternary form using a pentatonic scale</li><li>5. I can note ideas to form a simple score to play from</li><li>6. I can understand and recognise ternary form</li></ol>
<b>Outcome</b>	We will also be preparing for the end of term Singing performance (supported by Music in the Burnhams)
<b>MFL</b>	<b>Hablamos Español en la clase</b> <ol style="list-style-type: none"><li>1. Yo Tengo (I have verbs)</li><li>2. Yo quiero (I want verbs)</li><li>3. Yo como / bebo (I eat / drink verbs)</li></ol>



# Summer 2: 2026 Medium Term Planning - Kittiwakes

## Spanish / French

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

## R.E.

Our big question for this term is, **“How do Hindus express their faith?”**

1. Looking first at the key concepts of Samsara, Karma and Ahimsa explore how a belief in reincarnation might change attitudes towards other beings. If other animals may have once been people and vice versa how might this influence the value a believer might place upon them?
2. Look at the goal of Moksha in Hinduism discuss what this means and how a believer might attain this.
3. Explore what it is to live a good life in Hinduism. Explore the Four Paths: Knowledge, Meditation, Devotion and Good Works and make a list of rules that could be followed.
4. Explore the life and work of great Hindu figures such Mahatma Gandhi and the impact of Ahimsa on his peaceful protests during the British rule of India.
5. Explore questions about the nature of a caste system. Explore the story of Arjuna and Krishna in the Bhagavad Gita. Explore the Vedas and the Ramayana to explore the concept of Dharma (duty). Look to the concepts of Brahman and Atman. Explore the concept of the ‘Self’ Atman and the ‘Supreme Self’ Brahman through an illustration of a drop of water in the ocean.
6. Write a for / against argument as to why Ghandi was a good / bad example of the Hindu ideal of ahimsa. Alternatively create a debate and children work on for / against arguments and record this as the record.

## Outcome

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

## Computing

### Digital Creatives

This term, we'll be planning and making stop motion animations

1. I can plan an animation / film with a storyboard
2. I can design and build and animation set
3. I can design and build an animation amature (character to animate)
4. I can create a stop motion animation
5. I can edit an animation by adding music and titles



# Summer 2: 2026 Medium Term Planning - Kittiwakes

- 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 stopmotion animation that can be played at Burnham Overy art exhibition

## PE

**Volleyball** - Mr Williams (Thursday afternoon)

**Physical:** throw, catch, jump, set, dig, serve, rally

**Social:** communication, respect, support and encourage others

**Emotional:** perseverance, honesty, determination

**Thinking:** using tactics, select and apply skills, identify strengths and areas for development, reflection

**Tennis**- Mrs Morrell (Wednesday Morning)

**Physical:** forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying

**Social:** encourage and support others, co-operation, collaboration, communication

**Emotional:** perseverance, honesty

**Thinking:** observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics

## Links to: Local Memories, Broadening Horizons

**Local Memories, Broadening Horizons (linked with Geography and History):** The children will research the local area, creating maps of the local environment

**Local Memories, Broadening Horizons (linked with Computing):** The Children will take part in a robotics short course, with support from Alderman Peel High School

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