




# Turtles medium term plan Summer 2 2026

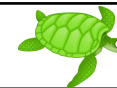


## Local Memories, Broadening Horizons

Subject	Objectives Covered
<p data-bbox="129 507 309 555"><b>English</b></p> 	<p data-bbox="392 499 907 526"><b>THE KING WHO BANNED THE DARK</b></p> <p data-bbox="392 539 465 566">I can:</p> <p data-bbox="392 579 1818 606"><b>Consistently form my letters, show the difference between capital and lower-case letters, begin to join.</b></p> <ul data-bbox="392 619 1818 805" style="list-style-type: none"> <li>• Continue to use the grammatical patterns in a sentence to indicate its function as an exclamation.</li> <li>• Use capital letters, full stops and question marks to demarcate sentences.</li> <li>• Start sentences in a variety of ways</li> <li>• Use appropriate language for purpose</li> <li>• Writing for a particular purpose and audience</li> </ul> <p data-bbox="392 850 743 877"><b>SPELLING FOCUS</b></p> <ul data-bbox="392 890 1765 1037" style="list-style-type: none"> <li>• Form nouns by compounding - tooth + brush = toothbrush</li> <li>• Learn how to use the suffixes –er, –est --ness</li> <li>• Use of the suffix –ly to turn adjectives into adverbs - use of adverbs to express how a verb is acted</li> <li>• Use subordination conjunctions (using when, if, that, because) Co-ordination (or, and, so, but)</li> </ul> <p data-bbox="392 1082 757 1109"><b>GRAMMAR FOCUS</b></p> <ul data-bbox="392 1121 1272 1268" style="list-style-type: none"> <li>• Correct choice and consistent use of past and present tense</li> <li>• Recap on conjunctions</li> <li>• Use apostrophes to mark singular possession</li> <li>• Use commas to separate items in a list</li> </ul>
<b>Outcome</b>	PERSUASIVE LETTER. NARRATIVE DESCRIPTION



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Handwriting - consistency , form and size Y1 Beginnings of cursive Y2.

## Maths

### Multiplication and division

#### I can: Ongoing

- *Count in 2s, 5s and 10s*
- *Count in 3s*
- *Make equal groups – grouping*
- *Make equal groups – sharing*
- *The 2 times-table*
- *Divide by 2*
- *Doubling and halving*
- *Odd and even*
- *The 10 times-table*
- *Divide by 10*
- *The 5 times-table*
- *Divide by 5*
- *The 5 and 10 times-tables*

#### Specific

##### **MONEY - I can...**

- Recognise different money
- Calculate with money
- Compare amounts
- Make a pound

##### **FRACTIONS**

- Recognise equal and unequal parts of a whole
- Find and recognise  $\frac{1}{2}$   $\frac{1}{4}$   $\frac{1}{3}$

### LENGTH AND HEIGHT DAY

#### I CAN:

- Measure length using objects
- Measure length in centimetres
- Measure length in metres
- Compare lengths and heights
- Order lengths and heights
- Four operations with lengths and heights

### STATISTICS DAY

#### I CAN:

- Make and read tally charts
- Read tables
- read block diagrams
- Draw pictograms
- Interpret pictograms

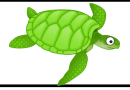
### DIRECTION DAY

#### I CAN:

- Describe position and movement
- Describe turns and movement



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	<b>MASS CAPACITY AND TEMP</b> <ul style="list-style-type: none"><li>• Measure and compare mass in grams and kilograms</li><li>• Measure and compare in millilitres and litres</li></ul>	
<b>Science</b>	<b>PLANTS - PARTS OF A PLANT</b>  I can: <ul style="list-style-type: none"><li>• Identify the main parts: Roots, stem, trunk, branches, leaves, flowers, and petals.</li><li>• Understand the function: Learn the basic job of each specific plant part.</li><li>• Work scientifically: Closely observe plants, record observations, and use simple scientific equipment like magnifying glasses.</li></ul>	
<b>Outcome</b>	End of unit quiz, recorded observations and diagrams	
<b>Personal Social Emotional</b>	<b>My body:</b>  1. Naming & Understanding the Body <ul style="list-style-type: none"><li>• Body Parts: Identify and use the correct anatomical names for main body parts, including external genitalia (e.g., penis, testicles, vulva, vagina).</li><li>• Similarities &amp; Differences: Recognise physical similarities and differences between boys and girls.</li><li>• Growth &amp; Change: Understand how people grow and change from young to old, and that human needs change over time</li></ul> 2. Physical Health & Hygiene	



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- Healthy Habits: Explain how physical activity, rest, and sleep keep the body strong and functioning.
- Nutrition: Identify foods that provide the energy and nutrients needed for healthy growth.
- Cleanliness: Learn the importance of personal hygiene (e.g., washing hands, brushing teeth, and blowing noses) to stay clean and prevent illness

## 3. Safety & Bodily Autonomy

- Privacy: Recognise that some things and body parts (typically those covered by underwear) are private.
- Consent & Boundaries: Understand that their body belongs to them, and they have the right to say "no" or express when physical contact makes them feel uncomfortable.
- Asking for Permission: Know situations where they should ask for permission before touching others, and when their own permission should be sought.
- Secrets vs. Surprises: Learn the difference between a "happy surprise" and a secret they should not keep.

## History/ Geography

### Geography topic - Hot and cold places continued

- Identify hot and cold areas of the world in relation to the Equator and Poles
- Understand weather patterns and climate using basic geographical vocabulary
- I can compare what it is like to live in a hot place and a cold place.
- I can use maps, globes, and simple directions to explore hot and cold places.
- I can explain why some places are hot and others are cold and describe what lives there.
- **HISTORY - Within living memory**
- **I CAN:**
- Explore how clothing styles have changed over the years.



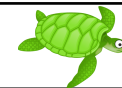
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	<ul style="list-style-type: none"><li>• Investigate changes in local housing and living conditions.</li><li>• Discuss the evolution of toys and playtime activities.</li></ul>
<b>Outcome</b>	Map work, artwork and food related activities
<b>Art</b>	<p style="text-align: center;"><b>Creating work for the Burnham Overy Staithe public art exhibition.</b></p> <p>I can:</p> <ul style="list-style-type: none"><li>• Use different mark making techniques to represent different times of day and light</li><li>• Observe coastal scenes and represent them using a variety of media</li><li>• Use warm and cool colours to show different light.</li><li>• Know how to use complimentary colours from the colour wheel</li><li>• Use hatching with pen line to create tone.</li></ul>
<b>Outcome</b>	Create a variety of art that represents a day in the life of Burnham Overy Staithe, for the public exhibition
<b>DT</b>	<p style="text-align: center;"><b>MAKE, PART 2</b></p> <p style="text-align: center;"><b>COOKING AND FOOD TECH</b></p> <p>Children use the basic principles of a healthy and varied diet to prepare dishes. They understand where food comes from.</p> <p>I can:</p> <ul style="list-style-type: none"><li>a explain where in the world different foods originate from;</li><li>b understand that all food comes from plants or animals;</li><li>c understand that food has to be farmed, grown elsewhere (e.g. home) or caught;</li><li>d name and sort foods into the five groups in the Eatwell Guide;</li><li>e understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</li></ul> <p>use what they know about the Eatwell Guide to design and prepare dishes.</p>



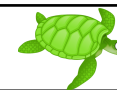
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<b>Outcome</b>	Make different foods that come/ represent different climates, and produce - related to science History and Geography topics
<b>Music</b>	<p>SING UP and Music Express</p> <ul style="list-style-type: none"><li>• I can move in response and in rhythm to music</li><li>• I can understand how music, dance and drama combine in storytelling</li><li>• I can compose and play music for a specific purpose</li><li>• I can perform to an audience</li><li>• I can work with a small and larger ensemble ,playing my rhythm and harmony within a group.</li></ul>
<b>R.E.</b>	<p><b>Why do people have different views about the ideas of God? (Y2)</b></p> <p><b>(Implementation) Key information we will learn:</b></p> <ul style="list-style-type: none"><li>✓ I can explain that the word 'God' is a name.</li><li>✓ I can explain the key beliefs about God from at least two different religions/worldviews.</li><li>✓ I can explain how a person's behaviour is connected to their view of God.</li><li>✓ I can discuss different stories/narratives that illustrate beliefs about God.</li></ul>
<b>Outcome</b>	Fact files, narratives, discussions, artwork
<b>Computing</b>	<p>Using ICT to help us with our topics:</p> <ul style="list-style-type: none"><li>• <b>With support</b>, I can type in the correct information to discover pictures of maps or weather. (Y1)</li><li>• I can use the internet to find simple facts about hot and cold places. (Y2)</li><li>• I can share what I have learned about the topics using pictures, talking, or writing. (Y1/2)</li><li>• I can take notes from what I see and read. (Y2)</li><li>• I can follow the rules I have learned about using a computer effectively and safely (Y1/2)</li></ul>



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<b>Outcome</b>	Use these skills to help fulfil the history and geography objectives	
<b>PE</b>	<b>TARGET GAMES (Y2)</b> <b>I can:</b> <ul style="list-style-type: none"> <li>• Support others with co-operation and kindness</li> <li>• Reflect on my learning to improve my performance</li> <li>• Follow simple rules and know how to score point for each game</li> <li>• Use and apply simple tactics to complete a challenge.</li> <li>• Throw by moving my arm quickly for more power</li> <li>• Strike a ball with power and accuracy</li> </ul>	<b>ATHLETICS (Y2)</b> <b>I can:</b> <ul style="list-style-type: none"> <li>• Support others with co-operation and kindness</li> <li>• Reflect on my learning to improve my performance</li> <li>• Run on the ball of my feet, taking big steps and using arms effectively</li> <li>• Use arms to improve jumping</li> <li>• Throw in a straight line and with accuracy</li> </ul>

## Links to: Local memories, Broadening Horizons

Working with local musicians towards a performance

Working towards local art exhibition

Performing the end of year show with local and national actors and musics

Train trip or Gressenhall fairytale trip