



Autumn 1: 2026 Medium Term Planning - Kittiwakes

Local Memories, Broadening Horizons

Subject	Objectives Covered
English One Day By Michael Rosen	As part of our English, we will be exploring One Day (written by Michael Rosen). Each lesson will involve elements of reading, writing and SPAG (spelling, punctuation and grammar) 1. I can write a prediction about the text 2. I can write a personification poem 3. I can understand the use of vocabulary in the example text 4. I can write a memory description as a character 5. I can find and discuss a writers knowledge 6. I can write about characters thoughts and fears 7. I can use drama to gather ideas for my diary 8. I can use the writer's ideas to plan my diary 9. I can plan my own diary 10. I can write my own diary
Outcome	Write their own diary entry from the point of view of one of the characters
Maths	This term in maths, we will be developing our Place Value skills and understanding of the 4-operations • I can use and interpret place value • I can interpret Roman Numerals • I understand Numbers to 10,000 • I can interpret numbers to 100,000 • I understand numbers to 1 million • I understand numbers to 10 million • I can compare and order numbers • I can use Multiples • I can use Common Multiples • I can Multiply up to 10,100 and 1000 • I can Divide up to 10, 100 and 1000 • I can Multiply by 4-digits • I can Divide by 4-digits • I can Divide with remainders



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	• I can round to 10, 100, 1000, 10000 • I can count in powers of 10 • I understand negative numbers • I can use Addition (more than 4-digits) • I can use Subtraction (more than 4-digits) • I can use Inverse Operations • I can interpret Multi-step problems • I can add and subtract integers • I can Divide with decimals • I can Short division / Long Division • I can Prime Numbers • I can Square numbers • I can Cube Numbers • I can BIDMAS (Order of operations) • I can Mental calculations	
Outcome	Children should feel confident in using the 4-operations (addition, subtraction, multiplication and division)	
Science	Electricity 1. I can explain how an electrical circuit works 2. I can observe and explain the effects of adding different appliances to a circuit 3. I can plan hypothesis what might happen to the flow of electricity in a parallel circuit 4. I can investigate what happens in a parallel circuit 5. I can analyse an electrical based problem and make a conclusion 6. I can plan my own investigation	
Outcome	2-page spread about electricity	
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 Feelings • I understand mindfulness and understand anxieties. • I can discuss and talk about managing feelings, emotions and stresses • I can work through mindfulness strategies • I can recognise stress? How can we help ourselves to cope with it?	
History	Kings and Queens In our History, we'll be look at lots of interesting and fun facts all surrounding the Kings and Queens of England! 1. I can explain what a monarchy is compared to a democracy. 2. I can create a timeline of the Kings and Queens and Royal houses of England 3. I can research the Battle of Hasting and why it's an important date 4. I can explore and describe 'The Anarchy' as part of English History 5. I can explain who 'King John' 6. I can discuss the importance of 'Magna Carta' 7. I can conduct my own research around a king or queen	
Outcome	Timeline about the English Kings and Queens Fact files about key Kings and Queens of Medieval England	



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Geography	Our Local Environment In our Geography units, we'll be looking at Central and South America. 1. I can research and find information out about our local environment and how it is impacted by climate change 2. I can create a map of Norfolk and the different areas 3. I can find out about the different foods and crops that are grown in this part of Norfolk 4. I can compare Norfolk to another part of the world 5. I can explore the different birds that live in this part of Norfolk 6. I can research the bird migration and compare Norfolk to the birds other migration spot.
Outcome	Creating a map of Norfolk Creating an information poster about the birds of Norfolk
Art/DT	Children will continue exploring a variety of different sketching and drawing techniques to see what happens. They will sketch and draw in a variety of mediums, exploring different cultures ways of drawing to enhance their understanding. 1. I can show facial expressions in art 2. I can use different shades of pencil to shade and show different tones and textures 3. I can be inspired by different forms of drawing from different mediums 4. I can create a piece of work inspired by the Kings and queens
Outcome	A drawn piece inspired by the The BIG DRAW A manga themed piece of art
Music	Sing Up: compose syncopated melody - sing in two parts Listen and explore influences In music, the class will be looking at syncopated melodies.



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	1. I can talk about the purpose of melodies and describe some of the features using music vocabulary 2. I can recognise individual instruments and voices by ear 3. I can listen to a selection of gospel music and spirituals and identify key elements that give the music its unique sounds 4. I can talk about music using appropriate music vocabulary 5. I can listen and appraise, identifying the structure of songs and analysing them for appropriate metaphor 6. I can understand techniques for creative a song and develop a greater understanding of the songwriting process
MFL SPANISH	In Spanish this term, we'll be looking at key phrases and learning all about different verb endings 1. Yo tengo / tú tienes / Él tiene (I have / you have / he/she has verb) 2. Yo quiero / Tú quieres / Él quiere (I want / you want / he wants) 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
R.E.	Our big question for this term is, "How and why does religion bring peace and conflict?" 1. I can explore what children already know about Christian, Muslim and Hindu beliefs in regard to peace 2. I can explore violence in the Bible through 'David and Goliath' and question the commandment 'thou shalt not kill' with reference to the military. 3. I can research teenage activist Malala Yousafzai was shot by the Taliban, who said her work (educating girls) was 'a new obscenity.' 4. I can research Martin Luther King confronted racism by calling churches to become not more secular but more Christian: to evoke a deeper and truer Christianity 5. I can explore and discuss how religions are represented in the news, whether this is more from the perspective of peace or conflict 6. I can discuss if war is ever necessary
Computing	Digital literacy. This term, we'll be looking at effective and safe internet search strategies, GDPR and the use of A.I in media and its impact on information



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1. I can search the internet safely and appropriately
2. I know what to do if I find something online that isn't safe
3. I know what GDPR is and why it's important
4. I understand what an 'internet cookie' is and what its purpose is for.
5. I understand how A.I. can be used
6. I can explore how A.I. can be used safely
7. I can explore how A.I. can spread false information and to be aware of its limitations
8. I can be involved in a discussion around the effectiveness of E-Safety

Outcome

Creating our own internet safety and skills presentation

PE

Tag Rugby - Visiting Coach with Mr Williams

Children will know they've achieved when:

1. I can move around a pitch
2. I can pass and catch a rugby ball
3. I can get involved with the flow of the game
4. I understand how the game is played
5. I can make tactical decisions and work with teammates
6. I can get involved with competitive sport

Gymnastics with Mrs Morrell

Children will know then they've achieved when:

1. I can work with a team
2. I can follow instructions
3. I can give instructions
4. I can adapt to a situation
5. I can work and collaborate with others towards a similar goal
6. I can review my own practice and that of others.

Links to: Local memories, Broadening Horizons

Local Memories, Broadening Horizons (linked with Discovery Learning and English): The children will create their own King and Queen themed films

Local Memories, Broadening Horizons (linked with History and English): As part of research into the local area, the children will explore and discover more about diversity of the local area

Local Memories, Broadening Horizons (linked with Art): The children will take place in the 'BIG DRAW' at school.