



Autumn 1 2026 Medium Term Planning - Dolphins



Local Memories, Broadening Horizons

Subject	Objectives Covered
English	Egyptology – Dugald Steer Narrative Outcome: Egyptian Mystery Narrative Purpose: To narrate Non-Fiction Outcome: Secret Diary Purpose : To recount Writing (Composition) I can plan my writing by: • Discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas I can draft and write by: • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and subheadings] I can evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Vocabulary, Grammar & Punctuation • I can use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant • I can identify word families based on common words showing how words are related in form and meaning • I can express time, place and cause using adverbs e.g. (then, next, soon, therefore) • I can expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) • I can use inverted commas to punctuate direct speech • I can use headings and subheadings to aid presentation



	Reading Comprehension • I can use scanning to help identify information quickly from a text. • I can use different scanning techniques to retrieve information from text • I can recognise retrieval questions and understand how to answer them accurately and with speed	
Outcome	Narrative Outcome: Egyptian Mystery Narrative - a fictional piece that describes the atmosphere of the desert and the discovery of ancient artifacts related to the story in the text. Purpose: To narrate Non-Fiction Outcome: Secret Diary Purpose : To recount - a first person account recounting a scene from the story.	
Maths	Place Value Year 3 I can: • count from 0 in multiples of 4, 8, 50 and 100 • find 10 or 100 more or less than a given number • compare and order numbers up to 1 000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1 000 in numerals and in words • recognise the place value of each digit in a three digit number (hundreds, tens, ones) • solve number problems and practical problems Year 4 I can: • count backwards through zero to include negative numbers • count in multiples of 6, 7, 9, 25 and 1 000 • find 1 000 more or less than a given number • order and compare numbers beyond 1 000	Addition and Subtraction Year 3 I can: • add and subtract numbers mentally, including: a three-digit number and ones / a three-digit number and tens / a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Year 4 I can: • add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation

	• compare numbers with the same number of decimal places up to two decimal places • identify, represent and estimate numbers using different representations • recognise the place value of each digit in a four-digit number • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths • round any number to the nearest 10, 100 or 1 000 • round decimals with one decimal place to the nearest whole number • solve number and practical problems	• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
Science	Sound • I can explain how sound sources vibrate to make sounds. • I can explain how vibrations change when the loudness of a sound changes. • I can explain how sounds travel to reach our ears. • I can describe the pitch of a sound. • I can describe patterns between the pitch of a sound and the features of the object that made the sound. • I can explain how sound travels through a string telephone. • I can identify the best material for absorbing sound. • I can make observations and draw conclusions.	
Outcome	End of unit quiz and making a musical instrument	
Personal Social Emotional	Being me in my World • I can recognise my worth and can identify positive things about myself and my achievements • I can set personal goals • I can face new challenges positively, make responsible choices and ask for help when I need it • I can understand why rules are needed and how they relate to rights and responsibilities • I can understand that my actions affect myself and others and I care about other people's feelings	

	• I can make responsible choices and take action • I can understand my actions affect others and try to see things from their points of view
History Ancient Egypt	• I can find Egypt on a map. • I can find out about ancient Egyptian life by looking at artefacts. • I can understand what was important to people during ancient Egyptian times. • I can understand and explain the ancient Egyptian ritual of mummification. • I can understand how evidence can give us different answers about the past. • I can compare and contrast the Egyptian writing with my own. • I can compare and contrast the powers of different Egyptian gods.
Outcome	End of unit quiz and a non-chronological report – Egyptian style art, including hieroglyphics and tasting food
Art Drawing	• I can experiment with showing line, tone and texture with different hardness of pencils. • I can use shading to show light and shadow effects. • I can use different materials to draw, e.g. pastels, chalk, felt tips. • I can show an awareness of space when drawing. • I can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.
Outcome	Sketches of Ancient Egyptian artefacts and buildings, head masks and hieroglyphics.
DT Design	• I can identify the design features of my products that will appeal to intended customers. • I can use my knowledge of a broad range of existing products to help generate my ideas. • I can design innovative and appealing products that have a clear purpose and are aimed at a specific user • I can explain how particular parts of my products work. • I can use annotated sketches and cross-sectional drawings to develop and communicate my ideas. • I can, when designing, explore different initial ideas before coming up with a final design. • I can, when planning, start to explain my choice of materials and components including function and aesthetics. • I can test ideas out through using prototypes. • I can use computer-aided design to develop and communicate my ideas. • I can develop and follow simple design criteria.

	• I can work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.
Outcome	Design a Sarcophagus and head mask
Music	• I can compose a pentatonic ostinato. • I can compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. • I can create clapping patterns using the durations crotchet, crotchet rest, pair of quavers. • I can transfer clapping patterns to tuned instruments and as a group create a layered piece of music. • I can sing a call-and-response song in groups, holding long notes confidently. • I can play melodic and rhythmic accompaniments to a song. • I can sing by improvising simple melodies and rhythms. • I can rap accurately and rhythmically with dynamic contrasts. • I can perform crotchet and quaver actions (walk and jogging) on the beat and adapt these actions when the speed of the music changes. • I can listen and identify where notes in the melody of the song go down and up. • I can begin to develop an understanding and appreciation of music from different musical traditions. • I can identify differences in songs from around the world, i.e. instruments, beat, tempo and describe using musical vocabulary. • I understand that a folk song is music that belongs to the people of a particular place. • I can identify how the pitch and melody of a song has been developed using symmetry.
MFL Spanish	Meet and Greet • I can say hello and goodbye. • I can introduce myself. • I can say how I am feeling. • I can count to ten. • I can say how old I am.

R.E.	How do religious groups contribute to society and culture in the local area and beyond? • I can describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. • I can describe ways in which dharma impacts on and influences Hindu life and society. • I can describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to Christianity and Hinduism. • I can identify ways in which beliefs might make a Christian or Hindu think about how they live their life.	
Computing	Online Safety • I can recognise and define cyberbullying. • I can identify safe people to report cyberbullying to. • I know how cyberbullying can happen via a range of devices. • I can create a strong password, explaining why it is important. • I can explain what privacy settings are and how to use them safely. • I can explain what privacy settings are, why they are important and how they can be used safely. • I know how to safely send and receive emails.	
Outcome	Information sheet/poster about how to stay safe online.	
PE	Rugby • I can pass and catch a rugby ball accurately while standing still and moving. • I can move into space to receive a pass and help my team keep possession.	OAA - Outdoor Adventurous Activities • I can demonstrate co-operation and teamwork skills. • I can involve all my team members to work towards a shared goal.

	● I can run with the ball and change direction to avoid defenders. ● I can tag an opponent safely and understand what to do after a tag has been made. ● I can use simple attacking and defending tactics during small-sided games. ● I can play fairly as part of a team, following the basic rules of tag rugby and explaining how my team could improve. ●	● I can show trust whilst listening to others and following instructions. ● I can identify objects, draw and follow a simple map. ● I can draw a route using directions, orientate a map and navigate around a grid.
Links to: Local memories, Broadening Horizons		
Lynn Museum - Ancient Egyptians workshop Sketching at the Friary		