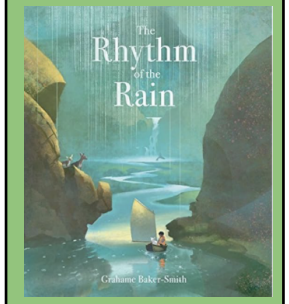
Autumn 2 2026 Medium Term Planning – Dolphins

Local Memories, Broadening Horizons

Subject	Objectives Covered
English 	**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 narratives, creating settings, characters and plot. 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 express time, place and cause using conjunctions, adverbs or prepositions. • I can begin to use paragraphs to organise ideas around a theme. • I can use apostrophes to mark possession. • I can use fronted adverbials [for example, Later that day….]. • I can use commas after fronted adverbials. • I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). ● I can use the present perfect verb form as well as the simple past. **READING FOCUS:** ● I can recognise an author's choice of language and its effect. ● I can interpret a text (Shakespeare) though actions. ● I can read with increased stamina and for pleasure.
Outcome	Narrative Outcome: Setting Narrative - create a vivid description and atmosphere that uses powerful writing devices.

	Purpose: To narrate. Non-Fiction Outcome: Information Report - create a narrative that uses appropriate language and detail for a specific audience and shows a viewpoint. Purpose: To inform.	
Maths	**Addition and Subtraction** 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. ● 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. ● solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	**Multiplication and Division** I can: ● recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. ● write and calculate mathematical statements for multiplication and division using the multiplication tables that I know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. ● write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. ● solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems. ● recall multiplication and division facts for multiplication tables up to 12 × 12. ● multiply two-digit and three-digit numbers by a one-digit number using formal written layout. ● use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. ● recognise and use factor pairs and commutativity in mental calculations. ● solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems.

Science	**States of Matter** I can: • sort materials into solids, liquids and gases. • explain that heating causes melting, and cooling causes freezing. • identify the melting and freezing point of water. • describe evaporation and condensation using practical examples. • describe the effect of temperature on evaporation referring to their investigation. • identify the stages of the water cycle. • predict what will happen in an investigation. • make observations.
Outcome	End of unit quiz and creating a model of the water cycle. Create a first person written narrative related to the cycle and the English text studied.
Personal Social Emotional	• I can understand that, sometimes, we make assumptions based on what people look like. • I can understand what influences me to make assumptions based on how people look. • I can know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. • I can identify what is special about me and value the ways in which I am unique. • I can tell you a time when my first impression of someone changed when I got to know them.
Geography	The Water Cycle I can: • describe water in its solid, liquid and gaseous state. • list the main events in the water cycle. • explain that changes in temperature cause evaporation and condensation. • explain that water has to be cleaned for drinking. • list different types of flooding. • describe how flooding affects communities.
Outcome	End of unit quiz and an explanation text.

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.
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 Christmas snow globe and card using levers.
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	My Body I can: • give and respond to simple classroom instructions appropriately • name parts of the body from a song • identify colours • name items of clothing	
R.E.	**What do we mean by truth? Is seeing believing?** • I can name at least three views about the nature and existence of God e.g. God as love, God as Father, God as light, God as creator and the difference between knowledge, belief and opinion. • I can discuss the complex nature of concepts such as truth and reality. • I can debate about whether something can be proven. • I can discuss about the Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. • I can use the term Waheguru and other titles used for God.	
Computing	Google Classroom • I can use my Google Classroom login. • I can log into my Google Drive independently. • I can log into the Google Classroom independently. • I can open a Google Classroom assignment and complete the set task. • I can create a Google Doc and Google Slide for a Google Classroom assignment. • I can 'hand in' work on the Google Classroom.	
Outcome	Create a Google Slide presentation as part of a Google Classroom assignment.	
PE	**BASKET BALL** • I can control and dribble a basketball while standing still and moving.	**GYMNASTICS** • I can perform a range of balances using different parts of my body. • I can perform different jumps and land safely with control.

	• I can pass and receive a basketball accurately using different types of passes. • I can use the correct technique to shoot a basketball towards a target. • I can move into space to receive a pass and help my team attack. • I can use positioning and movement to defend against an opponent. • I can combine dribbling, passing, shooting and defending skills in a team game, following the rules and working cooperatively.	• I can perform a range of rolls and travelling movements with control. • I can link balances, jumps and rolls together to create a short sequence. • I can work with a partner to create and perform a gymnastics sequence using different levels, shapes and movements. • I can perform a gymnastics sequence with control, balance and coordination, and evaluate how to improve my performance.

Links to: Local memories, Broadening Horizons

Look towards Christmas performance – participation in the local church with the local music charity.
School concert – whole school performance to the local community including families and local community links/partnerships.