Medium Term Overview Plan - Penguin class Summer 2 2026

Core subjects – Key Focus	Week 1 w/b 1st June	Week 2 w/b 8th June	Week 3 w/b 15th June	Week 4 w/b 22nd June	Week 5 w/b 29th June	Week 6 w/b 6th July	Week 7 w/b 13th July	Week 8 w/b 20th July
English	Dolphin boy Prepositions Expressing time, place and cause	Dolphin boy Conjunctions	Dolphin boy Fronted adevrbials	Dolphin boy Pronouns	Dolphin boy Pronouns	National geographic – Dolphins Nouns	National geographic – Dolphins First person	National geographic – Dolphins Pronouns Nouns First person
Maths	Decimals	Decimals	Money	Money	Shape	Position/ direction	Statistics	Statistics
Science – Nutrition and diet Inquiry: What effects do different food groups have on our body?	LI: To be able to group and sort food groups	LI: To understand a balanced diet	LI: To learn about the effects of different food groups on our body.	LI: To understand the five food groups and the importance in maintaining good health.	LI: To look at food choices and compare diets	LI: To look at food choices and compare diets	LI: To understand different animals diet.	
Foundation subjects Key Focus								
RE: Symbol: Special as God across religions.	Enquire	Context	Evaluate	Communicate	Apply	→	→	→
French	L.I: To recognise and recall 5 ice-cream flavours in French.	L.I: To recognise and recall 5 more ice-cream flavours in French.	L.I: To use 'je voudrais' (I would like) in a sentence in French.	L.I: To ask for a cone or a cup of ice-cream with the number of scoops wanted in French.	L.I:To use all my new knowledge to perform a short role-play	L.I:To use all my new knowledge to perform a short role-play	L.I: To recap on all French this year - seasons, animals, shapes, ice cream, verbs.	L.I: To recap on all French this year - seasons, animals, shapes, ice cream, verbs.

Geography	L.I: To locate coastlines on maps of the UK and identify coasts as one of the key topographical features of the United Kingdom	L.I: To describe the physical and human characteristics of a coastal place in the United Kingdom using geographical vocabulary.	L.I: To use maps, atlases, globes and digital/computer mapping to locate coastal places in the UK and compare them with coastal places in Europe.	L.I: To use the eight points of a compass, symbols, keys and simple grid references to identify features on an Ordnance Survey map of a coastal area.	L.I: To investigate how coastal places, change over time and how land use at the coast is influenced by physical processes and human activity.	L.I: To investigate how coastal places, change over time and how land use at the coast is influenced by physical processes and human activity.	L.I: To use fieldwork methods to observe, measure, record and present the human and physical features of a coastal or nearby local area	L.I: To use fieldwork methods to observe, measure, record and present the human and physical features of a coastal or nearby local area
DT	L.I: To research different types of biscuits available	L.I: To taste and evaluate 6 different biscuits and packaging.	L.I: To research different flavours of biscuit and ingredients.	L.I: To plan and design a biscuit.	L.I: To follow a recipe to bake a biscuit.	L.I: To evaluate and improve my biscuit.	L.I: To design packagaing for my biscuit.	L.I :
Music	L.I: To compose and learn our class song for 'Songs of place'.	L.I: To recognise and identify the main features of samba music	L.I: To understand and play syncopated rhythms.	L.I:To play syncopated rhythms as part of a group..	L.I :To compose a basic rhythmic break	L.I :To compose a basic rhythmic break	L.I :To perform rhythmic breaks within a samba piece.	L.I :To perform rhythmic breaks within a samba piece.
Computing	L.I : To create an effective flipbook–style animation.	L.I : To predict what an animation will look like.	L.I : To create a sory board.	L.I : To review a sequence of frames to check my work.	L.I : To explain ways to make my animation better.	L.I : To evaluate another learner's animation.	L.I : To improve my animation based on feedback.	L.I : To evaluate my final film
Happy minds	Economic wellbeing	Economic wellbeing	Economic wellbeing	Ourselves Growing and changing - transition	Safe relationships	Safe relationships	Keeping safe	Transition

Opportunities to extend Cultural Capital: experiences, trips, visits	Songs of Place Music Workshop (1st) MTC -Year 4 Chance to shine cricket (5th)	Chance to shine cricket (12th)	Chance to shine cricket (19th)	Air ambilance workshop (22nd) Class photo (24th) Chance to shine cricket (26th)	Chance to shine cricket (3rd)	Transition day (7th) RE day (10th) Chance to shine cricket (10th)	Sports day (17th)	