

## PUFFINS CLASS HALF TERM OVERVIEW OF PLANNING

### Summer 2nd half-term 25/26 Teacher: Miss Martin

	WEEK 1 1.6.26  X check	WEEK 2 8.6.26  Phonics check Monitoring Visit Sports Day	WEEK 3 15.6.26	WEEK 4 22.6.26	WEEK 5 29.6.26	WEEK 6 6.7.26  Reports out	WEEK 7. 13.7.26
<b>Value-Communication</b>	Speaking Kindly	Listening Carefully	Body Language	Courage to speak up	Working together through communication	Including everyone	Sharing Good news
<b>Collective worship:</b>	The power of the tongue	Samuel Listens to God	Zacchaeus- being honest	Queen Esther speaks to the king	The tower of Babel	Jesus welcomes the children	The great commission
<b>British Values, diversity &amp; awareness</b>	World Environment Day	Story from another culture- tolerance & respect	Islamic Ney Year	Story from another culture- tolerance & respect	Democracy- discussion & debate	Open The Book	Individual liberty- personal achievements
<b>RE</b>	Lesson 3: Which place of worship is sacred for Jewish people?	Lesson 4: Recap	Lesson 5: Which place of worship is sacred for Muslims?				
<b>PHSE</b>  SCARF	<b>Harold's postcard – helping us to keep clean and healthy</b> Explain how germs can be spread. Describe simple hygiene routines such as hand washing. Understand that vaccinations can help to prevent certain illnesses.	<b>Harold's bathroom</b> Explain the importance of good dental hygiene. Describe simple dental hygiene routines.	<b>What does my body do?</b> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain.) Describe how food, water and air get into the body and blood.	<b>RECEPTION Me and My Body</b> Understand that there are changes in nature and humans. Name the different stages in childhood and growing up Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.	<b>YEAR 1 Keeping privates private</b> Identify parts of the body that are private: Describe ways in which private parts can be kept private. Identify people they can talk to about their private parts	<b>YEAR 2 My Body, Your Body</b> Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they have grown up, Understand that humans mostly have the same body parts but that they can look different from person to person.	

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<b>Maths</b>	<b>Multiplication and Division</b>  Recapping on arrays  Introducing multiplication sentences  <b>Division</b> Recapping on equal groups,  Grouping – making equal groups.  Sharing – equal groups	2x table – year 2 Counting in 2s – year 1  Divide by 2 – year 2  10x table – year 2 Counting in 10s – year 1  Divide by 10 – year 2  5x table – year 2 Counting in 5s – year 1  Divide by 5 – year 2	<b>Fractions</b>  Understanding whole and part. Equal and unequal parts.  Recognising half Find a half  Recognise a quarter Find a quarter  Recognise a third Find a third  Unit fraction	Recognise three quarters Find three quarters  Recognise equivalence  <b>Money</b>  Recognise coins and their value  Counting in pence  Counting notes and coins	Make a pound  Calculate with money  <b>Addition and subtraction (recapping)</b>  Add to 10  Add across 10  Subtract to 10 Subtract across 10  Add 10 (number squares carpet activity)	Add 2 digit numbers not across and across 10.  Subtract 2 digit numbers not across and 10.  <b>Length and Height</b>  Measuring in cm  Measuring in meters  Comparing length and height	
<b>Maths mastery</b>	<b>Reception</b> Review and assess (week 30)  <b>Year 1</b> <b>Number facts</b> (week 31)  <b>Year 2</b> <b>Number facts</b> (week 31)	<b>Reception</b> Review and assess (week 31)  <b>Year 1</b> Review and assess (week 32)  <b>Year 2</b> Review and assess (week 32)	<b>Reception</b> Review and assess (week 32)  <b>Year 1</b> Review and assess (week 33)  <b>Year 2</b> Review and assess (week 33)	<b>Reception</b> Review and assess (week 33)  <b>Year 1</b> Review and assess (week 34)  <b>Year 2</b> Review and assess (week 34)	<b>Reception</b> Review and assess (week 34)  <b>Year 1</b> Review and assess (week 35)  <b>Year 2</b> Review and assess (week 35)	<b>Reception</b> Review and assess (week 34)  <b>Year 1</b> Review and assess (week 36)  <b>Year 2</b> Review and assess (week 36)	<b>Reception</b> Review and assess (week 35)  <b>Year 1</b> Review and assess (week 37)  <b>Year 2</b> Review and assess (week 37)
<b>English</b>	Text: The Disgusting Sandwich  <b>Lesson 1:</b> read the story, as a class create a large map of the park where all the events took place.  <b>Lesson 2:</b> introduce speech marks, using the	Text: The Disgusting Sandwich.  <b>Lesson 6:</b> exploring our expanded noun phrases can we add like.... to make the sentences interesting.  <b>Lesson 7:</b> plan lesson, verbally say story out loud to partner does it make sense.  <b>Lesson 8:</b> start of story –	Text: Zim Zam Zoom  <b>Lesson 1:</b> What do we know about poetry? Read a poem – did we dis/like it and why? Write responses in speech bubbles.  <b>Lesson 2:</b> Choose a few poems to learn by heart and ‘perform’ as a whole-class chant. Experiment with reciting the poems in different ways	<b>Lesson 6:</b> introduce the poem <b>BeWaRe</b> as a Kenning, where every line consists of two (occasionally three), sometimes hyphenated, words. Discuss what each word does and how each one gives a bit more information about the subject of the poem. Look at how the words are	Text: Seed to Sunflower  <b>Lesson 1:</b> Ask the children what sort of book it is. Is it fiction or non-fiction and why do they think this? What do they know about books with information in them compared to story books?  · What do they think they will find out from the	<b>Lesson 6:</b> Introduce the bean poster What do we know about the bean? As a class decide what do we need on how poster to inform other.  <b>Lesson 7:</b> Make sure that children have photographs and information from their own plant growing experience.	

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<p>characters children write a sentence using speech marks.</p> <p><b>Lesson 3:</b> recap on speech marks.</p> <p>Using expanded noun phrases, how can we describe the images.</p> <p>Can you write a sentence with the character speaking?</p> <p><b>Lesson 4:</b> With a sandwich, together walk around the school, where could the sandwich end up including animals or children?</p> <p>Photos</p> <p><b>Lesson 5:</b> As a class, how could we sequence the photos what has it been dropped in to make it disgusting?</p> <p>Generate words and phrases to describe how the item got disgusting.</p>	<p>recap speech marks, expanded noun phrases.</p> <p><b>Lesson 9:</b> middle of story.</p> <p><b>Lesson 10:</b> ending of story. Read to class</p>	<p>(slow/fast, high/low, or quiet/loud) and with different intonation.</p> <p><b>Lesson 3:</b> Become familiar with the poem ‘Pirate Pete.’ Exploring rhyming words</p> <p>Ask pupils to generate rhyming words in three – for example, start with a pirate-related word such as rum and ask the children to think of two more words which rhyme with it e.g. hum and come or plank, stank, bank; crow’s nest, best, west; flag, swag, bag, etc.</p> <p><b>Lesson 4: Talk about the structure of the poem</b></p> <p>Give pupils a copy of the poem with the rhyming words missing. Can they fill in the missing words?</p> <p><b>Lesson 5:</b> Perform Pirate Pete can we change the words ?</p>	<p>made up – clap the syllables and identify how the second word is always two syllables.</p> <p>Think of something that all pupils will be familiar with (e.g. the school, a member of staff, another animal, pirates) and generate hyphenated nouns to describe the subject.</p> <p><b>Lesson 7:</b> Use the poem BEwARE as a blueprint for pupils to write their own Kenning poem.</p> <p>Model writing the poem, choosing words carefully to create an effect or form a picture for the reader. Share your thinking aloud, being explicit with pupils about the choices you are making.</p> <p><b>Lesson 8:</b> Support all children to write a Kenning poem about a</p>	<p>text? · What is a life cycle?</p> <p>Explore the book</p> <p><b>Lesson 2:</b> Explore the book and identify any words that we are unsure – record with examples.</p> <p><b>Lesson 3:</b> Look at short sentences and using a conjunction to join two sentences together. (Year 1)</p> <p>Year 2 – using commas to create a list.</p> <p><b>Lesson 4:</b> Model writing Based on the oak tree, What are the important facts, children create list</p> <p><b>Lesson 5:</b> As a class create a poster together – what do we need? How do we display our work?</p>	<p><b>Lesson 8:</b></p> <p>Support children with the layout and writing of their outcome: a numbered Life Cycle poster or booklet for the plant they grew in your science planting/growing topic.</p> <p>The poster/booklet should include the photographs taken, labels, an introduction, explanations of each stage of development and a glossary of important vocabulary</p> <p><b>Lesson 9:</b> Support children with the layout and writing of their outcome: a numbered Life Cycle poster or booklet for the plant they grew in your science planting/growing topic. The poster/booklet should include the photographs taken, labels, an introduction, explanations of each stage of development and a glossary of important vocabulary</p>	
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				<p>thing/person/animal of their choice revising and editing to include the elements taught throughout the sequence.</p> <p><b>Lesson 9:</b> Support all children to write a Kenning poem about a thing/person/animal of their choice revising and editing to include the elements taught throughout the sequence.</p> <p><b>Lesson 10:</b> Proofread, edit and perform</p>		<p><b>Lesson 10:</b> edit, proofread create poster.</p>	
<p><b>Drawing Club Reception</b></p>	<p><b>The Colour Monster</b> DISCOMBOBULATED SHIMMERING SOBBING TIMID Day 1 – A COLOUR MONSTER  Day 2 – A HOME FOR THE EMOTION JARS  Day 3 - THE EMOTION THIEF IS COMING! WHAT DOES IT LOOK LIKE</p>	<p><b>THE ADVENTURE INTO ANIMATION</b> BAGPUSS THE OLDS MANS BEARD  GORGEOUS FELINE DISCOVERED SNOOZING  Day 1 – Bagpuss  Day 2 – Emily's shop  Day 3 - INVENT A WAY FOR EMILY TO FIND THINGS WHEN SHE'S OUT</p>	<p><b>Jack and the Beanstalk</b> CLAMBERING BOOMING DESCENDING GLITTERING  Day 1 – the giant  Day 2 – the giant's castle  Day 3 - THE GIANT HAS A NEW TREASURE – WHAT MIGHT IT BE  Day 4 - THE GIANT HAS CALLED THE POLICE TO CATCH JACK – WHAT WILL THEY NEED TO</p>	<p><b>Superworm</b> Zooming Calamity Wriggling Indestructible  Day 1 – Superworm  Day 2 – Superworm's base Day 3 - A monster is coming to town, I wonder what it looks like...  Day 4 - A vehicle so every</p>	<p><b>Trapdoor – Breakfast</b> Munch Angry Afraid Wobble  Day 1 – monster  Day 2 – the master room.  Day 3 – breakfast time Day 4 – how do we catch the monster from the trapdoor?  Day 5 -</p>	<p><b>Little Red Hen</b> BAKING INGREDIENTS CONCOCTING RISING  Day 1 – the red hen  Day 2 - THE FARM BUT THERE IS AN ODD ANIMAL ON IT!  Day 3 - WHAT DISGUSTING THING MIGHT THE LITTLE RED HEN PUT ON THEIR BREAD?</p>	

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	<p>AND WHICH EMOTION DOES IT WANT TO STEAL?</p> <p>Day 4 - THE COLOUR MONSTER WANTS TO FIND THE THIEF SO IT CAN GET THE EMOTION BACK. DRAW A MAP SO HE CAN FIND ITS WAY</p> <p>Day 5 - THE COLOUR MONSTER HAS THE STOLEN EMOTION SAFELY BACK HOME. WHAT CAN HE INVENT TO KEEP THE THIEF OUT?</p>	<p>ABOUT AND BRING THEM HOME</p> <p>Day 4 - THE MICE WANT TO GO AND SEE THE KING OF CARPET COUNTRY. CAN YOU INVENT A WAY TO GET THERE?</p> <p>Day 5 - INVENT A ROBOT TO HELP GET THE KING'S BEARD BACK ON THE KING'S FACE</p>	<p>CAPTURE HIM?</p> <p>Day 5 - JACK IS SPENDING ALL THE TREASURE HE STOLE – WHAT IS HE BUYING?</p>	<p>one can escape</p> <p>Day 5 - Invent a way for Superworm to trap the monster</p>		<p>Day 4 - THE SMELL OF THE BREAD HAS ATTRACTED A BAD CHARACTER – WHO IS COMING?</p> <p>Day 5 - THE RED HEN HAS ENDED UP IN A PIE! THE BAD CHARACTER CAN'T FIND THE COOKER...</p>	
Spelling	<p><b>Reception:</b> Review of previous tricky words</p> <p><b>year 1:</b> busy beautiful pretty hour</p> <p><b>Year 2:</b> Eye shoe</p> <p>Homophone sun/son</p>	<p><b>Reception:</b> Review of previous tricky words</p> <p><b>year 1:</b> move improve parents' shoe</p> <p><b>Year 2</b> Thought/through</p> <p>Homophone whole/hole</p>	<p><b>Reception:</b> Review of previous tricky words</p> <p><b>year 1:</b> Review of previous tricky words</p> <p><b>Year 2:</b> <b>Review</b></p> <p>Homophone Blue/blew</p>	<p><b>Reception:</b> Review of previous tricky words</p> <p><b>year 1:</b> Review of previous tricky words</p> <p><b>Year 2:</b> <b>Review</b></p>	<p><b>Reception:</b> Review of previous tricky words</p> <p><b>year 1:</b> Review of previous tricky words</p> <p><b>Year 2:</b> <b>Review</b></p>	<p><b>Reception:</b> Review of previous tricky words</p> <p><b>year 1:</b> Review of previous tricky words</p> <p><b>Year 2:</b> <b>Review</b></p>	<p><b>Reception:</b> Review of previous tricky words</p> <p><b>year 1:</b> Review of previous tricky words</p> <p><b>Year 2:</b> <b>Review</b></p>
Phonics/ Grammar	<p><b>Reception</b> long vowel sounds CVCC CCVC</p> <p><b>Year 1</b> /ai/ eigh aigh ey ea eight straight grey</p>	<p>Phonic screening week</p> <p><b>Reception</b> long vowel sounds CCVC CCVC CCV CCVC</p> <p><b>Year 1</b> /zh/ su si treasure vision</p>	<p><b>Reception</b> Phase 4 words ending –s /s/ Phase 4 words ending –s/z/ Phase 4 words ending –es longer words</p> <p><b>Year 1</b></p>	<p><b>Reception</b> root word ending in:– ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p><b>Year 1</b> /or/ augh our oar ore daughter pour oar more</p>	<p><b>Reception</b> Phase 4 words ending in:–s /s/, –s /z/, –es longer words</p> <p><b>Year 1</b> review</p> <p><b>Year 2</b></p>	<p><b>Reception</b> assessment</p> <p><b>Year 1</b> Review</p> <p><b>Year 2</b> When do I swap, double or drop letters before</p>	<p><b>Reception</b></p> <p><b>Year 1</b></p> <p><b>Year 2</b></p>

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	break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer <b>Year 2</b> Why do some longer words have the spelling 'ti' for /sh/?	/j/ dge bridge /i/ y crystal /j/ ge large <b>Year 2</b> Why do some longer words have the spelling 'ti' for /sh/?	/sh/ ti ssi si ci potion mission mansion delicious <b>Year 2</b> How do I use the possessive apostrophe (singular possession)?	review <b>Year 2</b> When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	how to use apostrophes for contraction.	adding a suffix? (-er, -est, -ed, -ing, -y)	
<b>Science</b>  <b>Plants</b>	What is a plant?  What are parts of a plant?	Do plants start to grow?	How are flowers different?	How do plants change as they grow?	What makes trees different from other plants	Why do some trees keep their leaves?	What parts of the plant do we need?
PE	Racing games – obstacle courses, hurdles etc	Racing games – obstacle courses, hurdles etc	Racing games – obstacle courses, hurdles etc	Throwing activities – aiming at target/distance	throwing activities – aiming at a target/distance	Racing games and throwing activities.	
<b>Computing</b>  <b>Grouping data</b>	<b>Label and match</b> To label objects I can describe objects using labels I can match objects to groups I can identify the label for a group of objects	<b>Group and count</b> To identify that objects can be counted I can count objects I can group objects I can count a group of objects	<b>Describe an object</b> To describe objects in different ways I can describe an object I can describe a property of an object I can find objects with similar properties	<b>Making different groups</b> To count objects with the same properties I can group similar objects I can group objects in more than one way I can count how many objects share a property	<b>Comparing groups</b> To compare groups of objects I can choose how to group objects I can describe groups of objects I can record how many objects are in a group	<b>Answering questions</b> To answer questions about groups of objects I can decide how to group objects to answer a question I can compare groups of objects I can record and share what I have found	

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Geography	How can we read a weather map?	How can we collect data?	How can we present weather data?	How can we analyse our weather data?			
Art sculpture	Exploring the work of Andy Goldworthy - Clay and natural materials	Exploring the work of Andy Goldworthy - Clay and natural materials	Drawing Nature – developing our observation skills	Drawing Nature – developing our observation skills	Observational painting using watercolours.	Van Gough - Sunflowers	
Music: Sing Up  Mini-beasts	Minibeast  Choreograph and perform a characterful dance For song 1	Minibeast  Choreograph and perform a characterful dance For song 2	Sing with clear diction and a smooth style	Play an accompaniment on tuned percussion	Play an accompaniment on tuned percussion and compose minibeast sound effects  perform		
Educational visits/visitors						Animals2u in	
Nature School	Lesson linked with science topic	Lesson linked with science topic	Lesson linked with science topic	Linked with science topic	Linked with science topic	Linked with science topic	Linked with science topic
Wall and interactive displays							
Resources required							