

**PUFFINS' CLASS HALF TERM OVERVIEW OF PLANNING**  
**Year: R-2 (FS-KS1) Summer 1<sup>st</sup> half term 25/26 Teacher: Wendy Martin**

	<b>WEEK 1</b> 21.4.26 Non pupil day	<b>WEEK 2</b> 27.4.26	<b>WEEK 3</b> 4.5.26 Bank Holiday	<b>WEEK 4</b> 11.5.26 SATs week	<b>WEEK 5</b> 18.5.26
<b>Value-Courage &amp; Confidence</b>	<b>The Tiny Seed with Big Courage</b> Theme: Trying new things takes bravery	<b>The Confidence Catwalk</b> Theme: Celebrating strengths and individuality	<b>Everyday Heroes</b> Theme: Ordinary courage in daily life	<b>The Confidence Potion</b> Theme: Building inner belief	<b>Mission Courage: The Balloon Challenge</b> Theme: Courage to face challenges
<b>Collective worship:</b>	David and Goliath – Courage to Face Big Challenges	. Moses and the Burning Bush – Courage to Try Something New	Esther – Courage to Speak Up	Daniel in the Lions' Den – Courage to Stand Firm	Jesus Calms the Storm – Courage When We Feel Afraid
<b>British Values, diversity &amp; awareness</b>	Open the book/St George's Day	Democracy & Debate	Individual liberty- taking pride in our work and school	Open the book	Democracy
<b>RE</b> <b>What makes some places sacred to believers?</b>	Lesson 1: Which places are special to me? Where is a sacred place for a believer to go?	Lesson 2: Which place of worship is sacred for Christians?	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> <b>SCARF</b> <b>Being my Best!</b>	<b>You can do it!</b> Explain the stages of the learning line showing an understanding of the learning process;  Help themselves and others develop a positive attitude that supports their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.	<b>My Day</b> Understand and give examples of things they can choose themselves and things that other choose for them. Explain things that they like and dislike and understand that they have choices about these things. Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.	<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.

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<p><b>Maths</b></p>	<p><b>Time:</b></p> <p>Days of the week: before, after months of the year</p> <p>Hours, minutes, seconds – The Time it Took Tim</p> <p>O'clock- understanding parts of the clock - (year 1 / 2) Reading the time</p> <p><b>Half past</b> - understanding parts of the clock - (year 1 / 2) Reading the time</p>	<p>Quarter past – year 2</p> <p>Quarter to – year 2</p> <p>Year 1 to show understanding of half past and o'clock through practical activities.</p> <p>Year 2 – tell the time to the hour.</p>	<p><b>Multiplication and Division</b></p> <p>Counting in 2s, 10s, and 5s. Introducing games to support learning.</p> <p>Recognising equal groups</p> <p>Make equal groups.</p> <p>Add equal groups together. Making arrays</p>	<p>Recapping on arrays</p> <p>Introducing multiplication sentences</p> <p><b>Division</b></p> <p>Recapping on equal groups,</p> <p>Grouping – making equal groups.</p> <p>Sharing – equal groups</p>	<p>2x table – year 2 Counting in 2s – year 1</p> <p>Divide by 2 – year 2</p> <p>10x table – year 2 Counting in 10s – year 1</p> <p>Divide by 10 – year 2</p> <p>5x table – year 2 Counting in 5s – year 1</p> <p>Divide by 5 – year 2</p>
<p><b>Maths Mastering number</b></p>	<p>Reception: (week25) <b>Comparison</b> This week's activities will provide experiences that help the children to develop an understanding of the magnitude of numbers. Previously, the children have reasoned about the size of numbers through comparing sets of objects and identifying which set has more or fewer. This week, they will focus on ordinality: considering where numbers to 10 are in relation to each other.</p> <p><b>Year 1: (Week 26) Composition</b> This week's activities allow the children to recall the composition of the numbers 6, 7, 8 and 9.</p> <p><b>Year 2: (week26) Composition</b> This week's activities build on previous work on bonds of 20. The children will begin by</p>	<p>Reception: (week 26) <b>Comparison Review and assess</b> This week's focus is on assessing and deepening the children's understanding of how to compare quantities. The activities included will help you to check their comprehension and will provide opportunities for further comparison experiences.</p> <p><b>Year 1: (week 27) Composition</b> This week's activities focus on the composition of the numbers 11–19 as 'ten and a bit' and explore the difficulties in recording these numbers using numerals. A range of representations will be used to reveal the composition of 11–19, including the Numberblocks, the double dice pattern and the rekenrek. Both the numerals themselves and the number written as a word will be displayed to help the children make connections between the images and the abstract recording of these numbers.</p> <p><b>Year 2: (Week 27) Comparison</b> This week's sessions provide an</p>	<p>Reception (week 27) <b>Counting beyond 20 Review and assess</b> This week's focus is on assessing and deepening the children's understanding of our counting system. The activities included will help you to check their comprehension and will provide opportunities for further counting experiences.</p> <p><b>Year 1:(week 28) Number facts and arithmetic</b> This week's sessions focus on subtraction within 10. The subtraction stories presented use the partitioning structure of subtraction and focus on the use of the word 'not' to describe 1 part of a whole. To begin with, the quantity representing both parts is visible and the focus is on the children understanding the partitioning structure used, connecting this to their understanding of 'wholes' and 'parts', and then confidently interpreting and writing subtraction equations.</p> <p><b>Year 2: (week 28) Number facts and arithmetic</b></p>	<p>Reception (week 28) <b>Patterns within numbers to 10. Review and assess</b> This week's focus is on assessing and deepening the children's understanding of mathematical relationships within numbers to 10. The activities included will help you to check their comprehension and will provide opportunities for further experience with being mathematically observant, recognising relationships and seeing mathematical structure.</p> <p><b>Year 1: (week 29) Number facts and arithmetic</b> This week's sessions provide an opportunity for the children to practise reading, interpreting and writing equations that represent addition or subtraction problems.</p> <p><b>Year 2 (week 29) Number facts and arithmetic</b> This week's sessions will build on work from the previous week: using doubles to derive other</p>	<p>Reception (Week 29) <b>Automatic recall Review and assess</b> This week's focus is on assessing and deepening the children's developing automaticity with some number facts. Throughout the Mastering Number Programme, the children have been focusing on number relationships and on the composition of number in a variety of contexts. They have had repeated practice of exploring the 'numbers within' the numbers to 10.</p> <p><b>Year 1: (week 30) Number facts and arithmetic</b> This week's sessions provide opportunities for the children to practise using their knowledge of the composition of numbers when adding and subtracting. They will be encouraged to use their understanding of the additive relationship when completing equations.</p> <p><b>Year 2 (week 30) Number facts and arithmetic</b> This week's sessions can be used to secure fluency with number bonds within 10, and confidence in applying these bonds when</p>

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	consolidating their recall of bonds of 20 in which a known part is greater than 10, and then continue to use their understanding that 20 is composed of two 10s to identify missing parts when the known part is less than 10	opportunity for the children to use the language of comparison, as well as to read and interpret more complex equations and inequalities. They will use their understanding of commutativity to identify that equations such as $4 + 6 = 6 + 4$ are correct.	This week's sessions can be used to secure the children's understanding of 'near doubles' and doubles facts within 20, and to look at an alternative strategy for addition that involves transforming calculations into doubles.	facts. The children will review how addition calculations involving a pair of addends that are adjacent even numbers OR adjacent odd numbers can be transformed into a double on the rekenrek by moving 1 bead out of play on one row and 1 bead into play on the other row.	working both across the 10s boundary and with 2-digit numbers.
<b>English</b>	Writing – The life Cycle of a Butterfly	<p>Text: I Love Bugs</p> <p><b>Lesson 1:</b> Cold task: to describe a butterfly.</p> <p><b>Lesson 2:</b> Introduce book – what bug is being describe? Do the use the insect names? Rhyming circle – game</p> <p><b>Lesson 3:</b> Recap on rhyming words Read I love bugs – identifying adjectives. Images of insects – adjectives to describe.</p> <p><b>Lesson 4:</b> expanded noun phrases. Creating a sentence using expanded noun phrases to describe bug.</p>	<p>Text: I Love Bugs</p> <p><b>Lesson 5:</b> verbs – identify in book.</p> <p><b>Lesson 6:</b> make a list of things I like, example games, food, drinks, hobbies.</p> <p><b>Lesson 7:</b> Begin to adjectives/verbs on list of likes.</p> <p><b>Lesson 8:</b> write sentences creating own version – I like ..... Using adjectives, verbs. Yr 2 – expanded noun phrases.</p> <p><b>Lesson 9:</b> children to perform poems, can others guess their like? Do we need to change our sentence?</p>	<p>Text: The Disgusting Sandwich</p> <p><b>Lesson 1:</b> read the story, as a class create a large map of the park where all the events took place.</p> <p><b>Lesson 2:</b> introduce speech marks, using the characters children write a sentence using speech marks.</p> <p><b>Lesson 3:</b> recap on speech marks. Using expanded noun phrases, how can we describe the images. 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? Photos</p> <p><b>Lesson 5:</b> As a class, how could we sequence the</p>	<p>Text: The Disgusting Sandwich.</p> <p><b>Lesson 6:</b> exploring our expanded noun phrases can we add like.... to make the sentences interesting.</p> <p><b>Lesson 7:</b> plan lesson, verbally say story out loud to partner does it make sense.</p> <p><b>Lesson 8:</b> start of story – 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>

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				photos what has it been dropped in to make it disgusting? Generate words and phrases to describe how the item got disgusting.	
Spelling	<p>Linked to Little Wandle sessions</p> <p><b>Reception</b> – said so have like</p> <p><b>Year 1</b> - recap on tricky</p> <p><b>Year 2</b> – beautiful laugh</p> <p>Homophones: hear/here</p>	<p>Linked to Little Wandle sessions</p> <p><b>Reception</b> – some come love do</p> <p><b>Year 1</b> - recap on tricky</p> <p><b>Year 2</b> – busy pretty</p> <p>Homophones: be/bee</p>	<p>Linked to Little Wandle sessions</p> <p><b>Reception</b> – were here little says</p> <p><b>Year 1</b> - recap on tricky</p> <p><b>Year 2</b> – parents because</p> <p>Homophones: Bare/bear</p>	<p>Linked to Little Wandle sessions</p> <p><b>Reception</b> – there when what one</p> <p><b>Year 1</b> - recap on tricky</p> <p><b>Year 2</b> – parents because</p> <p>Homophones: Bare/bear</p>	<p>Linked to Little Wandle sessions</p> <p><b>Reception</b> – out today</p> <p><b>Year 1</b> - recap on tricky</p> <p><b>Year 2</b> – Review</p> <p>Homophones: There, their, they're</p>
Phonics	<p><b>Reception</b> - short vowels CVCC</p> <p><b>Year 1</b> – ay play a-e shake ea each e he</p> <p><b>Year 2</b> - Why does 'c' make the sound /s/ in some words?</p>	<p><b>Reception</b> - short vowels CVCC CCVC</p> <p><b>Year 1</b> - ie pie i-e time o go o-e home</p> <p><b>Year 2</b> - How can I spell the sound /zh/?</p>	<p><b>Reception</b> - short vowels CCVCC CCCVC CCCVCC longer words</p> <p><b>Year 1</b> - ue blue rescue ew chew new u-e rude cute aw claw</p> <p><b>Year 2</b> What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root w</p>	<p><b>Reception</b> - longer words compound words</p> <p><b>Year 1</b> - ea head ir bird ou cloud oy toy</p> <p><b>Year 2</b> What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root w</p>	<p><b>Reception</b> - root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p><b>Year 1</b> - i tiger a paper ow snow u unicorn</p> <p><b>Year 2</b> How can I show missing letters in a word?</p>

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<b>Science</b>	Life Cycle of a caterpillar  Is it living, dead or alive?  Micro-habitat  Diary/data	Woodlice  What condition do woodlice prefer?  Micro-habitat	Life Cycle of Bees  Identify that most living things in habitats suits	Spiders  Life cycle of frogs  Recap on food chains	Worms and snails
<b>PE-</b>	<b>Manipulative skills Releasing</b>  To transfer weight during throwing action to create more power. To vary throwing technique.  Team games linked with balls  Running and jumping games.	<b>Manipulative skills Releasing</b>  To transfer weight during throwing action to create more power. To vary throwing technique.  Team games linked with balls  Running and jumping games.	<b>Manipulative skills Striking and kicking</b>  To transfer weight during throwing action to create more power. To vary throwing technique.  Team games linked with balls – Rounders  Running and jumping games.	<b>Manipulative skills Striking and kicking</b>  To transfer weight during throwing action to create more power. To vary throwing technique.  Team games linked with balls – Rounders  Running and jumping games.	<b>Manipulative skills Striking and kicking</b>  To transfer weight during throwing action to create more power. To vary throwing technique.  Team games linked with balls – Rounders  Running and jumping games.
<b>Computing A Moving a robot</b>	<b>Buttons</b> The children will be introduced to floor robots. They will talk about what the buttons on a floor robot might do and then try the buttons out. They will spend time linking an outcome to a button press. Learners will consider the direction command buttons, as well as the 'clear memory' and 'run program' buttons.	<b>Directions</b> The children will think about the language used to give directions and how precise it needs to be. They will also work with a partner to give and follow instructions. These real-world activities should, at suitable points during this lesson, be related to the floor robot introduced in Lesson 1.	<b>Forwards and backwards</b> The children will focus on programming the floor robot to move forwards and backwards. They will see that the robot moves forwards and backwards a fixed distance.	<b>Four directions</b> The children will use 'left turn' and 'right turn' commands along with 'forwards' and 'backwards' commands. Doing this will allow learners to develop slightly more complex programs. The children will create their programs in this lesson through trial and error,	<b>Getting there/routes</b> The children will decide what their program will do. They will then create their program and test it on the robot. Where needed, learners will also debug their program.  The children will be encouraged to plan routes around a mat before they start to write programs for those routes. The activities in this lesson also introduce the concept of there being more than one way to solve a problem.

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Geography		What is the difference between weather and climate?		How can we read a weather map?	
Art sculpture	Identifying shapes  Introducing Andy Goldsworthy, nature and sculpture.	Wedging Clay  Joining using score and slip  Creating a minibeast	How can I use colour to enhance my sculpture  Colour mixing Controlling a brush	How has Goldsworthy inspired others	How can I evaluate my sculpture?
Music: Sing Up	Learning to play the ocarinas	Learning to play the ocarinas	Learning to play the ocarinas	Learning to play the ocarinas	Learning to play the ocarinas
Educational visits/visitors					
Nature School	Check on anything sown from last term, water and weed the beds  'Earth up' potato buckets with more compost  Resources: Compost  Broad bean growing - watch the bean grow inside the jar  blotting paper between jar and the bean, water the paper and leave to grow!"  Resources: Jam jar (one each)	Collect beans from windowsill-are they sprouting yet or not?  If yes measure bean and record (later, they can make a table to show the different lengths)  Wet blotting paper again and bring them outside if they are  Plant out beans into raised bed  Check on seedlings, and water accordingly, water everything well, earth up potatoes again  Game Nature pallets-each child has a card, they need to find items (from a list) and make rubbings or collect tiny fragments to make their 'palette' going for variety in colour, texture, etc	Check on beans, other crops, earth up potatoes  Resources: extra compost  Prepare tomato and pumpkin/squash patch using gro-bags, buckets etc  Resources: donated gro-bags  Start to make mosaic 'tile' for stepping stone path, by collecting found objects, from home and school, give each child a tile  Resources: found objects, pre-	Pouring cement/grout into tiles, leave to set  Resources: sand cement mix, premade 'formas'  Earth up potatoes, check on all crops, water, any crop support if necessary  Resources: canes, string etc  Make more sowings, if necessary, more flowers  Resources flower and veg seeds  If weather fair, plant tomatoes in growbags for placing in tunnel	Removing 'forma' from tiles to make individual tiles for path, put them together and place in the garden?  Making garden 'lush' by planting shrubs/plants into containers to add colour and texture to space  Resources: Donated plants, big tubs, recycled containers, any donated items from parents' gardens  Compost  Talk about recycling of materials, waste etc

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	<p>Packet of Broad bean seeds</p> <p>blotting paper</p> <p>Direct sow into raised beds (if time): radish, lettuce, peas, carrots, spring onions, beetroot</p> <p>Water in well and /or sow into pots more sweetcorn, beans, nasturtiums</p>	<p>Resources: Prepared cards</p>	<p>made 'formas' explain project</p> <p>Game Eye in the sky, using old CDs, looking up at canopies, observation skills and record what they see</p> <p>Resources: old CDs, tree identification cards</p>	<p>outside</p> <p>Water everything</p>	
<p>Wall and interactive displays</p>					
<p>Resources required</p>					