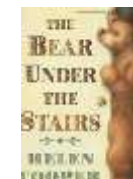




Summer A - April 2026
 Whole school theme: **The Power of Words**
 Literacy Tree Texts: *The Minpins* / *The Bear Under the Stairs*
"How does it make you feel?"



Week	Literacy see separate planning	Mathematics see separate planning	Science History Geography Computing	Art DT Music	RE PSHE	PE Forest Rangers
Week 1 20.04.26 - 24.04.26 Our Community Theme Week 23 rd - St George's Day 24 th - Somerset Day	Making posters for fundraiser	Money	See separate weekly planning - 'Our Community' theme week. Friday 24 th at 10am - Bridgwater Foodbank visit. Creating bookmarks, keyrings and bracelets to fundraise for the Bridgwater Foodbank - all children to take part in making items to sell, selling items and then donating to the local foodbank. Learning about poverty and what people can do to support their local communities. <u>Forest Rangers</u> Planting week - tidying up our flower bed, weeding, planting salad vegetables - lettuce, spring onions, radishes. <u>PE</u> Maypole dancing with MM			
Week 2 27.04.26 - 01.05.26 28 th - Shared playtime at Hamp Academy	The Minpins Retell the story so far from the boy's perspective, verbally.	Addition and Subtraction Recap on place value - tens and ones Addition	<u>Geography</u> WALT: use a map/ globe to locate China. WALT: name the 7 continents of the world Locate China on the globe and world atlas. Look at the map on the whiteboard. Talk about where China is in relation to where we live. Ask the children to think about any facts they might already know about China. Is it close or far away? How would we get there? How long would it take? How would it feel to visit there? Link to Biscuit Bear. Ask the children - Has he been to China? Check his passport. Would he like to go? Why? When he goes, what would he like to find out about China? What would he need to pack for his travels? Take a closer look at Chinese culture: lanterns, dragons, Chinese writing, Cities, food, festivals. Children to draw a picture of Biscuit Bear and label him with	<u>Music</u> Space soundtrack - Representing space using the children's voices and creating atmosphere using dynamics. See separate Kapow planning. <u>Art skills</u> WALT: Develop observational drawing and painting skills to create a still life artwork Observational drawings of flowers, building to a watercolour still life painting. <u>DT</u> WALT: Design a puppet considering how we will use sewing skills to make it. Explain that we will be completing a sewing project linked to carnivals. We will design a puppet wearing a carnival costume. Look at images of the types of costumes that are worn at the carnival that include feathers, bright colours etc. Look at images of puppets. In topic books, children to design their own puppet and label it.	<u>PHSE</u> WALT: Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. WALT: Accept that everyone's family is different and understand that most people value their family. Jigsaw Puzzle 5 - Relationships Piece 1 - Families See separate Jigsaw planning. <u>RE</u> WALT: Understand the story of the Good Samaritan and what we can learn from it. What do you remember about the Salvation story? What is special about parables? What does this tell us about loving our neighbour?	<u>PE (Inspired Sports)</u> See separate planning <u>Forest Rangers</u> Planting - salad vegetables

			<p>facts about what he could do when visiting China.</p> <p><u>Online Safety - Active Bytes</u> WALT: Describe the things I enjoy about age-appropriate apps, games and websites I am guided to use. Summer Term A - I am healthy. See separate eLiM planning.</p>		<p>What does this tell us about love? Children to take part in Godly Play. In a circle, children listen to story as it unfolds, answering the wondering questions. Photos to be taken as well as children's comments to be recorded.</p>	
<p>Week 3 04.05.26 - 08.05.26</p> <p>4th - Bank holiday</p>	<p>The Minpins Include SPaG features in my writing.</p>	<p>Addition and Subtraction Read and write numbers as words Subtraction</p>	<p><u>Geography</u> WALT: name the seven continents of the world. WALT: compare carnivals around the world. Begin by revisiting prior learning, asking children to recall where China is and to name the seven continents using a world map or globe. Explain that today they will explore carnivals around the world and locate key places such as Brazil, London and Venice. We will also compare these to our local Bridgwater Carnival. As each location is found, discuss whether it is near or far from the UK, which continent it is in, and how we might travel there. Show images of carnivals and talk about what children notice, such as bright colours, costumes and celebrations. Reintroduce Biscuit Bear and explain he is travelling the world to visit carnivals, asking children where he should go and what he might see. Children to draw and write about similarities and differences between the carnivals.</p> <p><u>Science</u> WALT: Identify and compare habitats and the animals that live there WALT: Explain how habitats meet the needs of living things</p>	<p><u>Music TUESDAY</u> Listening to space - Listening to space-inspired music; identifying the dynamics, instruments and mood of the pieces of music; responding creatively by drawing what the children hear. See separate Kapow planning.</p> <p><u>Art skills</u> WALT: Develop observational drawing and painting skills to create a still life artwork Observational drawings of flowers, building to a watercolour still life painting</p> <p><u>DT</u> WALT: Practise our sewing skills by learning how to use different stitches. Show children how to use different stiches when sewing. Explore simple stitches e.g. running stitch and backstitch. Adult to give visual aids to support. Children to be given the opportunity to practise these stitches on a paper plate using a hole punch, wool, and a needle. Next, look at other ways to join materials. Collect materials cut pieces for puppet and collect other resources for carnival costume using some of the materials gathered from the cupboard. Think about our designs - do we want to make any alterations before we start based on our learning? Begin to sew pieces using the stitches taught if time.</p>	<p><u>PHSE TUESDAY</u> WALT: Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. WALT: Know which types of physical contact I like and don't like and can talk about this. Jigsaw Puzzle 5 - Relationships Piece 2 - Keeping Safe - exploring physical contact See separate Jigsaw planning.</p>	<p><u>PE (Inspired Sports)</u> See separate planning</p> <p><u>Class teacher led PE</u> Dance</p>

			<p>Begin by introducing the idea of a habitat and explaining that it is a place where plants and animals live. Show examples such as forests, oceans and deserts, and discuss what animals might live in each. Introduce the term microhabitat (e.g. under logs, in soil, on leaves) and explore small habitats within the school environment or through images. Discuss what living things need to survive (food, water, shelter) and how different habitats provide these. Children then compare two habitats (e.g. forest vs desert), identifying differences in animals and conditions. For the activity, children can sort animals into habitats, writing sentences to explain how it meets the needs of its animals.</p>			
<p>Week 4 11.05.26 - 15.05.26</p>	<p>The Minpins Assessment Writing - Incorporate SPaG features taught to write an adventure story based on 'The Minpins'.</p>	<p>Multiplication and Division Doubling and halving Multiplication</p>	<p>Science WALT: Understand how animals get their food WALT: Name different sources of food WALT: Describe simple food chains Recap habitats briefly, then explain that all animals need food to survive. Introduce the idea that animals get food from plants or other animals. Discuss different sources of food (plants, fruits, insects, meat) and sort animals into groups such as herbivores and carnivores. Introduce a simple food chain, explaining that it shows how energy moves from one living thing to another. Model an example (e.g. grass → rabbit → fox) and discuss what each animal eats. For the activity, children create their own simple food chains using pictures or drawings and explain them using sentence stems such as "The ___ eats the ___."</p>	<p>Music TUESDAY Comparing planets - Comparing two pieces of music by the same composer; using musical vocabulary to explain differences in tempo, dynamics, timbre and instruments. See separate Kapow planning.</p> <p>Art skills WALT: Develop observational drawing and painting skills to create a still life artwork Observational drawings of flowers, building to a watercolour still life painting</p> <p>DT WALT: Create our puppets and make a carnival costume for our puppets to wear. Continue sewing the puppet and make a carnival costume for your puppet based on the research done earlier this term e.g. feathers, sequence, use of colour.</p> <p>DT WALT: Evaluate our puppet and talk about what worked well and what we would improve</p>	<p>PHSE TUESDAY WALT: Identify some of the things that cause conflict with my friends. WALT: demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. Jigsaw Puzzle 5 - Relationships Piece 3 - Friends and Conflict See separate Jigsaw planning.</p> <p>RE WALT: Understand the story of Zacchaeus and explain what it tells us about love and forgiveness. Discuss: Why did Jesus choose Zacchaeus? Why were others upset? What does this show about Jesus and love? Introduce the word Agape—a special kind of caring love. Ask children if they have ever fallen out with someone</p>	<p>PE (Inspired Sports) See separate planning</p> <p>Forest Rangers Give work to PPK String and knots</p>

				<p>Children begin by completing their puppets, adding final decorative details such as colour, patterns and carnival-inspired features like feathers, bright shapes or sequins. Once finished, move into an evaluation session where you model how to reflect on the design and making process. Discuss questions such as whether their puppet matches their original design, what worked well, what they found tricky (e.g. sewing, cutting or joining), how they solved any problems, and whether they are happy with their final product and why. Encourage children to use simple sentence stems such as "I am proud of...", "I found ___ difficult because..." and "Next time I would...". Children can then record their evaluation through drawing and labelling their puppet.</p>	<p>and explain that this story shows how people can make a fresh start. Watch the story: https://www.youtube.com/watch?v=1B8uxq0Oz8M. Discuss key questions and explain that everyone needs friendship and forgiveness. In groups, children act out a short scene where people fall out, say sorry, and become friends again. What does this story teach us about Jesus? What does it teach us about how we should treat others?</p>	
<p>Week 5 18.05.26 - 22.05.26 Assessment Week</p>	<p>The Bear Under the Stairs To ask and answer questions. To write letters asking for and giving advice. Write from different character perspectives.</p>	<p>Multiplication and Division Fractions Division</p>	<p>Fantastic Finishers End of term Foundation Subject assessment pieces: <u>Geography</u> Activity 1: Use an atlas to label the continents and locate China. Activity 2: Identify and colour the United Kingdom and Chinese flag. <u>History</u> To write facts about the local carnival, explaining its history and importance in the local area. Children will compare the carnival in the past and the carnival now. <u>DT</u> Select materials to make a mask that could be used in a Chinese festival <u>Cultural Awareness</u> To write a persuasive letter to the prime minister, explaining how they need help to end poverty.</p>	<p><u>Music TUESDAY</u> Planet motif - Creating and playing motifs (short sequences of sound); notating or writing down compositions. See separate Kapow planning.</p> <p><u>Art skills</u> WALT: Develop observational drawing and painting skills to create a still life artwork Observational drawings of flowers, building to a watercolour still life painting</p>	<p><u>PSHE TUESDAY</u> WALT: Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. WALT: Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. Jigsaw Puzzle 5 - Relationships Piece 4 - Secrets See separate Jigsaw planning</p> <p><u>Rainbow time FRIDAY</u></p>	<p><u>PE (Inspired Sports)</u> See separate planning</p> <p><u>Class teacher led PE</u> Dance</p>