



**Summer B - June 2026**  
 Whole school theme: **Our Community**  
 Literacy Tree Texts: Ocean Meets Sky / Dear Earth  
**"What is out there?"**



Week	Literacy see separate planning	Mathematics see separate planning	Science History Geography Computing	Art DT Music	RE PSHE	PE Forest Rangers
<p><b>Week 1</b> 01.06.26 - 05.06.26</p> <p>5th - World Environment Day</p>	<p>Fiction week 1 - Ocean Meets Sky</p>	<p>Measurement investigations : Mass, capacity, temperature, length and height</p>	<p><u>Online Safety - Active Bytes</u>                      WALT: Describe a list of ways to stay healthy when I use technology.                      WALT: Explain use of technology and the other things I can do without technology.                      Summer Term B - I am healthy. Lifestyle Choices.  <b>See separate eLiM planning.</b></p> <p><u>Geography</u>                      WALT: Name and locate the world's seven continents.                      WALT: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.                      Locate and learn to name and locate the world's 7 continents. Share the <a href="#">7 continents song on YouTube</a>. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Discuss the different places that Biscuit Bear could visit. Why would these places be good for him to visit? What would be the barriers?                      Children to draw Biscuit Bear visiting one of the 7 continents. They should then explain why this would be a good place for Biscuit to visit.</p>	<p><u>Music</u>                      Leavers performance practice</p> <p><u>Art skills</u>                      WALT: Draw animals from different positions / viewpoints                      Children will practise drawing a very simple cat using basic shapes: a circle for the head, an oval for the body etc. Model how the cat looks different when it turns. Draw the cat facing sideways and discuss how we can only see one eye and one ear clearly. Then draw the cat facing forwards and discuss how we can now see two eyes, two ears and the nose in the middle. The children will then practise drawing the same simple cat from two different viewpoints, focusing on noticing what changes when the cat turns.</p> <p><u>Wow Starter - Art</u>                      WALT: Explore using marbling inks to create artwork based on Earth.                      Look at different photos of space. Observe the surfaces of the planets. What colours would be appropriate? Marbling - exploration of technique of using marbling inks to then create the planet Earth. Discuss how the ocean meets the sky. Make links to the new text and the front cover. Keep planets for animation.</p>	<p><u>PHSE</u>                      WALT: Recognise cycles of life in nature.                      WALT: Understand that there are some changes that are outside my control and I can recognise how I feel about this.                      Jigsaw Puzzle 6 - Changing Me                      Piece 1 - Life Cycles in Nature  <b>See separate Jigsaw planning.</b></p> <p><u>Rainbow Time</u></p>	<p><u>PE (Inspired Sports)</u>                      See separate planning</p> <p><u>Class teacher led PE</u>                      Athletics / multi-sports (follow MM planning)</p>

<p><b>Week 2</b> 08.06.26 - 12.06.26</p> <p>Phonics Screening Week</p> <p>9<sup>th</sup> - Year 2 PE with Hamp Academy</p> <p>11<sup>th</sup> - Year 3 teachers in class</p> <p>11<sup>th</sup> - World Cup</p> <p>12<sup>th</sup> - Celebration assembly at Hamp Academy</p>	<p>Fiction week 2 - <b>Ocean Meets Sky</b></p>	<p><b>Measurement : Time</b></p>	<p><u>Science</u> WALT: Investigate the planets in our solar system. WALT: Understand day and night processes through the exploration of the planet's rotation. Ask the children to name the planets in our solar system. Discuss a mnemonic to help them to remember the names of the planets. Investigate how the planets of the solar system all rotate around the sun. Discuss night day processes - find out why is it dark at night and light in day through exploration of the planet's rotation. Children to create an act out how the planets rotate around the sun. Exploration of the difference between planets and moons. What makes a planet a planet? Explain to the children that this will link to the animation project.</p> <p><u>History</u> WALT: find out some key information about Neil Armstrong and what makes him significant. WALLT: watch and discuss footage of the moon landing. Discuss Neil Armstrong. Explain that he is a significant person in history. Ask the children if they have heard of him. Who was Neil Armstrong? Why is he important? Find out about the significance of the moon landing in 1969, watch the footage from the moon landing. Children to recreate the moon landing in groups. Adult to photograph. Create a Neil Armstrong fact file.</p>	<p><u>Music</u> Leavers performance practice</p> <p><u>Art skills</u> WALT: Draw animals from different positions / viewpoints After the children have practised drawing the same cat from different viewpoints, the next step is to begin changing the cat's position. Model how the cat can sit, stand or curl up while still using the same simple shapes. Discuss how the body shape changes depending on what the cat is doing. For example, when the cat is sitting, the back legs bend underneath the body, and when the cat is curled up, the body becomes more rounded. Children will then practise drawing the same simple cat in two different positions, focusing on where the body, legs and tail move.</p>	<p><u>PHSE</u> WALT: Explain the natural process of growing from young to old and understand that this is not in my control. WALT: Identify people I respect who are older than me. Jigsaw Puzzle 6 - Changing Me Piece 2 - Growing from young to old. <b>See separate Jigsaw planning</b></p> <p><u>RE</u> WALT: explore creation stories from world religions - Hinduism WALT: compare creation stories from different religion and discuss our own ideas. Recap the Christian Creation story and asking the children to discuss what they can remember about how Christians believe the world was made. Encourage them to think about key events, such as God creating the world in seven days. Introduce the idea that many religions have their own creation stories that explain how the world began. Retell a simple version of the Hindu creation story, explaining that Hindus believe Brahma created the world and all living things. Discuss similarities and differences between the Hindu and Christian stories, Children to then draw a label one key part of the Hindu Creation Story.</p>	<p><u>PE (Inspired Sports)</u> See separate planning</p> <p><u>Forest Rangers</u> Give work to KB Salad vegetables - de-weeding and watering.</p>
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<p><b>Week 3</b> 15.06.26 - 19.06.26</p> <p>19<sup>th</sup> - Transition tours at Hamp Academy</p> <p>19<sup>th</sup> - Summer solstice</p> <p>19<sup>th</sup> - PM Father's Day cards</p>	<p>Fiction week 3 - <b>Ocean Meets Sky</b></p> <p><b>Assessment writing</b></p>	<p><b>Measurement : Money</b></p>	<p><u>Geography</u></p> <p>WALT: name the seven continents of the world.</p> <p>WALT: create a 3D model of Earth, including the 7 continents and oceans.</p> <p>Children to work in groups. Each group to have a beach ball, blue and green tissue paper, cut outs of continents and ocean labels. Explore a PowerPoint naming the continents and oceans of the world. Children then work together in their groups to glue the tissue paper etc to the globe to create a 3D model of the Earth.</p> <p><u>Computing - Multimedia 2 Animation - Lesson 1</u></p> <p>WALT: Use technology to organise and present my ideas in different ways.</p> <p>WALT: Save and open files on the device I use.</p> <p>Use J2E code to introduce animation. Give the pairs time to explore the software. How can you make something move? Prompt as required. Some will work out what they can do by themselves. Ask them to: Click on 'stickers' to select an object, click the 'edit background' tab and choose background, click on the frame number and then 'copy frame', move object by dragging, click on copy frame and repeat as required. click play to watch your animation, let children have time to explore what they can create. Children to use their knowledge of Neil Armstrong to plan a stop motion animation of the moon landing or the rotation of the planets. Children to story board their stop animation.</p>	<p><u>Music</u></p> <p>Leavers performance practice</p> <p><u>Art skills</u></p> <p>WALT: Draw animals from different positions / viewpoints</p> <p>Children begin adding simple detail and movement to make their cat drawings look more realistic. Model how to add features such as whiskers, paws, fur lines and different tail positions. Discuss how small changes can show movement or emotion, for example a raised tail for a happy cat or curved lines to show the cat stretching. Children can then draw their cat in a chosen position and viewpoint, adding simple details carefully while still using the basic shapes to help structure their drawing.</p> <p><u>DT</u></p> <p>WALT: plan a moon landing animation storyboard.</p> <p>WALT: create some props for our animation.</p> <p>Discuss how animators need to plan out their stories using a planning format called storyboards. As a class, recap on the moon landing and the sequence of events. Model how to storyboard this in a few key images. Children then have time to record their own group storyboard using the STC / images to support them. Children will then have time to create the props that they might need</p>	<p><u>PHSE</u></p> <p>WALT: Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>WALT: Feel proud about becoming more independent.</p> <p>Jigsaw Puzzle 6 - Changing Me</p> <p>Piece 3 - The changing me.</p> <p><b>See separate Jigsaw planning.</b></p> <p><u>Rainbow Time</u></p> <p>Father's Day cards</p>	<p><u>PE (Inspired Sports)</u></p> <p>See separate planning</p> <p><u>Class teacher led PE</u></p> <p>Athletics / multi-sports (follow MM planning)</p>
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<p><b>Week 4</b> 22.06.26 - 26.06.26</p> <p>24<sup>th</sup> - NPS / SD school trip</p> <p>25<sup>th</sup> - PBs school trip</p> <p>26<sup>th</sup> - Celebration assembly Y3s?</p> <p>26<sup>th</sup> - Parent tours at Hamp Academy</p>	<p>Non-Fiction week 1 - <b>Dear Earth</b></p>	<p><b>Statistics</b></p>	<p><u>Computing - Multimedia 2 Animation - Lesson 2</u></p> <p>WALT: Use technology to organise and present my ideas in different ways.</p> <p>WALT: Use the keyboard on my device to add, delete and space text for others to read.</p> <p>WALT: Save and open files on the device I use.</p> <p>Use J2E code to introduce animation before beginning the stop motion project. Use this session to create a stop motion animation of either the rotation of the planets or moon landing. Refer to the use of programming and algorithms. Children to develop their animation from their starting point, adapting as needed. Children to consider how to use the software to make the animation effective.</p>	<p><b>Music</b> Leavers performance practice</p> <p><u>Art skills</u></p> <p>WALT: Draw animals from different positions / viewpoints</p> <p>Children begin sketching their cat more independently by observing real images and choosing their own viewpoint and position. Model how to look carefully at a picture of a cat and identify the basic shapes before adding details. Discuss how artists use light sketching lines first and then improve their drawing by changing shapes and adding features. Children can then choose a photograph of a cat in a simple position and sketch it using shapes, viewpoint knowledge and simple details to create a more complete drawing.</p>	<p><b>PHSE</b></p> <p>WALT: Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.</p> <p>WALT: Explain what I like/don't like about being a boy/girl.</p> <p>Jigsaw Puzzle 6 - Changing Me</p> <p>Piece 4 - Boys' and girls' bodies</p> <p><b>See separate Jigsaw planning.</b></p> <p><b>RE</b></p> <p>WALT: explore the Islamic Creation Story and understand what Muslims believe about how the world began.</p> <p>WALT: compare the Islamic Creation Story with other creation stories and share our own ideas about creation.</p> <p>Briefly recap the Christian and Hindu creation stories and discuss what the children can remember. Introduce the Islamic Creation Story by explaining that Muslims believe Allah created the world, the sky, animals and humans with care and purpose. Retell a simple version of the story and discuss what Muslims believe about caring for the world Allah created. Children then draw or write one thing they noticed about the Islamic Creation Story.</p>	<p><b>PE (Inspired Sports)</b></p> <p>See separate planning</p> <p><b>Forest Rangers</b></p> <p>Gardening, watering, prep for harvesting</p>
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<p><b>Week 5</b> 29.06.26 - 03.07.26 <b>Assessment Week</b></p> <p>29<sup>th</sup> &amp; 30<sup>th</sup> - Sports Days</p> <p>29<sup>th</sup> - Wimbledon</p> <p>1<sup>st</sup> - Year 2 Transition Day at Hamp Academy</p> <p>3<sup>rd</sup> - Parents' Day</p>	<p>Non-Fiction week 2 - <b>Dear Earth Assessment writing</b></p>	<p><b>Consolidation and gap filling</b></p>	<p><b>Fantastic Finishers</b> End of term Foundation Subject assessment pieces:</p> <p><u>Geography</u> First label the equator, north pole and south pole. Next colour the areas on the map to show whether they are hot, warm or cold.</p> <p><u>History</u> Activity 1: To answer questions about Neil Armstrong.</p> <p><u>Computing</u> Activity 1: Use an appropriate programme to create a stop motion programme, showing the rotation of the planets.</p> <p><u>Science</u> Activity 1: Draw and label the planets in the correct order. Activity 2: To answer questions about the planets in our solar system.</p>	<p><u>Music</u> <b>Leavers performance practice</b></p> <p><u>Art skills</u> WALT: Draw animals from different positions / viewpoints The final step is for the children to add colour and texture to their cat drawings to make them more realistic and expressive. Model how to use different shades and marks to show fur patterns, such as stripes, patches or fluffy fur. Discuss how colours can be layered lightly and how small marks can create texture and movement. Encourage children to carefully choose colours that match their cat and think about how colour can help show mood and detail. Children will then complete their final cat drawing by adding colour, texture and finishing details to their chosen viewpoint and position.</p>	<p><u>PSHE</u> WALT: Understand there are different types of touch and can tell you which ones I like and don't like WALT: Be confident to explain what I like and don't like and can ask for help. Jigsaw Puzzle 6 - Changing Me Piece 5 - Assertiveness <b>See separate Jigsaw planning</b></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> Athletics / multi-sports (follow MM planning)</p>
<p><b>Week 6</b> 06.07.26 - 10.07.26</p> <p>6<sup>th</sup> - Tour de France</p>	<p><b><u>Transition Week</u></b> Children will take part in activities to support their transition into their new class / school including: 8<sup>th</sup> - 'Meet the Teacher' late parents evening 10<sup>th</sup> - Changeover Day</p>			<p><u>PSHE</u> WALT: Identify what I am looking forward to when I move to my next class. WALT: Start to think about changes I will make when I am in Year 3 and know how to go about this. Jigsaw Puzzle 6 - Changing Me Piece 6 - Looking ahead. <b>See separate Jigsaw planning</b></p>	<p><u>PE (Inspired Sports)</u> See separate planning</p> <p><u>Forest Rangers</u> <i>Completing book</i> Harvesting our vegetables</p>	
<p><b>Week 7</b> 13.07.26 - 17.07.26</p>	<p><b><u>Celebration Week</u></b> Children will take part in fun activities to celebrate their time at school including: 15<sup>th</sup> - Leavers assembly 16<sup>th</sup> - Party and Picnic Day</p>					

