



# KS1 2025-2026 Medium Term Planning Summer 2 Buckets & Spades



Planning adapted from Hamilton Trust, White Rose Education, Primary Stars, Plymouth Science and Kapow Primary.

## Week 1

### English - Bubbles - animated film

Watch the clip from the animated film by the Literacy Shed:

<https://youtu.be/zx5U3cekCtQ?si=Miqfd95fMJAR1SV4>

after watching the clip can you think about the beach? Close your eyes and imagine that you are at the beach. What is it like on your beach? What can you see?

Write a sentence describing what you can see?  
e.g. **There is yellow soft sand on the beach.**

Now repeat this for what you can hear, smell touch and taste.

Remember your non-negotiables, capital letter, full stop, finger space and check it makes sense.

### Maths - Place Value (Within 100)

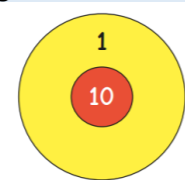
**Step 1 - Count from 50 to 100**

**Step 2 - Tens to 100**

**Step 3 - Partition into tens and ones**

**Year 1 home activity:** In pairs, take turns to roll a dice and move a counter the corresponding numbers of spaces on a hundred square. Say the number on each space as they move, not the number they have rolled on the dice. The aim of the game is to be the first to reach 100. You could also start at 100 and race backwards to zero

**Reasoning & problem solving:** Kay is playing a darts game.



She scores 10 points if the dart lands in the red zone. She scores 1 point if the dart lands in the yellow zone. Kay throws 9 darts.

How many points could she have scored?

### Topic - Geography - What is it like to live by the coast?

**Where are the seas and oceans surrounding the UK?**

Using an atlas, can you locate the seas and oceans of the UK (Atlantic Ocean, North Sea, English Channel and the Irish Sea). Draw your own map of the UK and add the surrounding seas and oceans to it.

### Topic - Art & Design - Painting and mixed media:

**Life in colour**

**Colour magic**

## Week 2

### English - The Storm Whale by Benji Davis

Look at the image below:



What type of creature can you see in this image? What could it be? The title of the book is 'The Storm Whale'. What do you notice about the whales on the image? What might happen to this whale in the story? What clues does the title give?

Can you write a prediction about what you think might happen in the story?

e.g. **I think that the whale family might get split up during a terrible storm.**

Remember your non-negotiables, capital letter, full stop, finger space and check it makes sense.

### Maths - Place Value (Within 100)

**Step 4 - The number line to 100**

**Step 5 - 1 more, 1 less**

**Step 6 - Compare numbers with the same number of tens**

**Step 7 - Compare any two numbers**

**Year 1 home activity:** Choose a number. On a hundred square, remove or cover up the numbers before and after your number. Work out 1 more and 1 less than your number.

**Reasoning & problem solving:** Leo says - 'When I compare 2-digit numbers with the same number of tens, I only need to compare the number of ones.'

Do you agree with Leo?  
Explain your answer.

### Science - Living Things and Habitats

Remind yourself about the characteristics of living things that we have already learnt about this year by watching the following video.

<https://www.bbc.co.uk/bitesize/clips/zd472sq>

## Week 3

### English - The Storm Whale by Benji Davis

Watch the following Read Aloud clip of the story

<https://youtu.be/ODNiSDDGMPY?si=VITPdfiVJ70DmSt>

This week we are looking at the suffix 'ed' to our writing to talk about activities that have happened in the past. Listen to the story again and make a list of the words you hear that have the ending 'ed'. E.g. walked, rowed.

Now choose one of ones from your list and write a sentence including the word. Make that you have changed your sentence into the past tense.

e.g. **Noi and his dad walked along the sandy beach.**

Remember your non-negotiables, capital letter, full stop, finger space and check it makes sense.

### Maths - Money

**Step 1 - Unitising**

**Step 2 - Recognise coins**

**Step 3 - Recognise notes**

**Step 4 - Count in coins**

**Year 1 home activity:** Get a range of different coins to explore. Can you find out the name of each coin?

Next, sort the coins. Which are pounds and which are pence? How do you know?

**Reasoning & problem solving:** Matt has 40 pence in his money box.

There is only one 10 pence coin.

All the other coins are the same.

They are all 1 pence, 2 pence or 5 pence coins.

How many of each coin might there be?

### Science - Living Things and Habitats

This week it is time to go outdoors to use your knowledge of the characteristics of living things to classify objects you find. Use an egg box and go on a hunt around your garden or on a local walk and see what you can find for each category. Use 2 sections of the egg box for living, 2 for dead and 2 for never been alive.

### Topic - Geography - What is it like to live by the coast?

**What are the features of the Jurassic coast?**

With a grown up's help if needed, use Google earth to search for the Jurassic Coast in the UK. (It stretches from Exmouth in East Devon to Studland Bay in Dorset).

This week we are learning all about Primary and Secondary colours. Your primary colours are: red, blue and yellow. Your secondary colours are what we make when mixing primary colours; orange, purple and green. Choose two primary colours, squeeze or press the paint onto the damp paper and then tilting the tray to allow the paint to spread and mix on the surface. You should notice primary colours blending to make secondary colours. You can encourage the paint to mix on the paper using your fingers if needed

**Learning with Parents**  
**Maths: Comparing length**

### Vocabulary

**English:** beach, imagine, predict, describe, adjective, journey, explore.

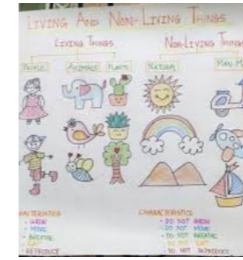
**Maths:** count, patrician, tens, ones, digit, units, place value, forwards, backwards, hundred square, one digit, two digit.

**Geography:** capital city, country, island, locate, location, ocean, sea

**Art:** mixing, primary colour, secondary colour

**Science:**

Design a poster of all of the characteristics of living things like the one below.



**Topic - Geography - What is it like to live by the coast?**

**What is the coast?**

Try to remember what geographical term Physical Features means from your previous learning, if you are having trouble remembering then please research this.



Look at the

photo below, can you list all physical features you can find?

**Topic - Art & Design - Painting and mixed media: Life in colour**

**Texture hunt**

Go outside in the garden or to a park (with a responsible adult) and go on a texture hunt. You will be looking for all the different types of textures you can find on different surfaces. You could record your finding by taking pictures or doing rubbings with a piece of paper and a crayon.

**Learning with Parents**

**English:** Words for journeys

### Vocabulary

**English:** whale, storm, creature, predict, happen, atrocious, petrified, separated.

**Maths:** count, patrician, tens, ones, digit, units, place value, forwards, backwards, hundred square, one digit, two digit.

What physical features can you spot, take a closer look at Durdle Door in particular? What might have happened to cause the rocks to be worn down? (Research your answer.)

**Topic - Art & Design - Painting and mixed media: Life in colour**

**Making textures**

This week you will be creating the materials you need to create a 'collage' which means arranging different materials together and sticking them to a surface to create a picture. You can create your collage using a range of different materials such as coloured paper, newspaper, magazines, pipe cleaners, tinfoil etc. You will need to keep your materials safe for next week when you will be making your collage.

**Learning with Parents**

**Maths:** Making equal groups

### Vocabulary

**English:** past, suffix, ending, 'ed'.

**Maths:** coins, notes, value, pence, pounds, amount, total, same, different, sort.

**Geography:** arch, bay, cliff, coast, coastline, island, mudflat, ocean, physical feature, sea, stack

**Art:** collage, texture

**Science:** Living, dead, never been alive, suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes.

**Geography:** cliff, coast, coastline, island, ocean, sand dunes, sea  
**Art:** primary colours, secondary colours, texture  
**Science:** Living, dead, never been alive, suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes.

**Week 4**  
**English - The Pirates Next Door By Jonny Duddle**



Look at the cover and discuss with your grown up you can see and what else could be in the scene, but obscured. What do you notice first? What details have been included if you look very carefully? What does the author/illustrator want us to think about when looking at the front cover? What sort of characters are pirates normally? What might we expect from the pirates in this story?

Can you write some questions about the story? - what are you most keen to discover?

Remember to include a question mark at the end of your question each time.

**Maths - Time**

**Step 1 - Before and after**

**Step 2 - Days of the week**

**Step 3 - Months of the year**

**Year 1 home activity:** Create a story or draw your daily routine using a comic strip.

Then cut it up and rearrange your story or daily routine to create a silly story. Tell your story to a partner using "before", "after", "first", "then", "next" and "finally"

**Reasoning & problem solving:** Dan gets a party invitation in April. The party is in August. What months come between April and August?

**Week 5**  
**English - The Pirates Next Door By Jonny Duddle**

<https://youtu.be/QamzY39CT6o?si=jbAOiDW8FuLqZ4q5>

Watch the story The Pirates Next Door - what do you notice about the story? Now think carefully about where the story is set - Dull-on-Sea.



When describing a setting, we also need to consider more than just what can be seen. What other senses might we be able to explore?

How would you describe the setting using your five senses? Use ideas from listening to the story to help you.

**e.g. The gardens at every house are small, dull and neat.**

Remember your non-negotiables, capital letter, full stop, finger space and check it makes sense.

**Maths - Time**

**Step 4 - Hours, minutes and seconds**

**Step 5 - Tell the time to the hour**

**Step 6 - Tell the time to the half hour**

**Year 1 home activity:** Make a 1-12 number line using a long rope and digit cards. Walk along the line, shouting out the time when they reach each number. Next, arrange the rope in a circle. Walk around the line, again telling the time at each point. In a full day this happens twice, as there are 24 hours in a day.

Lastly, go through the full day, counting through the hours in the morning and then the hours in the afternoon/evening

**Week 6**  
**English - Letter to your new teacher: All About me.**

Using your neatest handwriting you will need to write a letter to the teacher you will be having in September. Remember to start your letter with 'Dear...,' and end with 'from....'

Make a poster in the form of a fact file about yourself. Think about the different facts you could include, for example your birthday, your pets, your family, your favourite place. You can take these to show your new teacher in September so they have a good idea about who you are before you start school with them. Make sure to include pictures!

**Home activity:** Write a letter to your new teacher talking about what your favourite subjects are, what you are looking forward to doing next week and an interesting fact about yourself.

**Maths - Addition and subtraction (consolidation)**

**Play the Addition and Subtraction Facts game** With your child practise addition and subtraction to 20. This will help them derive related facts such as:

$$3 + 7 = 10$$

$$10 - 7 = 3$$

$$7 = 10 - 3$$

Make five of the questions and give your child five of the answers. Read out the first question and ask your child if they can find the answer. If your child does not know the answer immediately, ask them how they could work it out. For example, for the calculation  $5 + 6 = ?$ , you could suggest that if they know  $5 + 5 = 10$ , this could help them to work it out.

**Week 7**  
**English - Hopes and dreams for the next year**

Draw your own dream jar and fill it with all your hopes and dreams for next year. These could be hopes and dreams for in school or outside of school. Think about any new hobbies that you would like to start or anywhere you would like to go. Would you like to make a new friend or learn a new skill?

Make your dream jars nice and colourful with lots of pictures and ideas.

**Maths - Time (consolidation)**

**Make a clock together**

Making a clock with your child will help them get to know the features of an analogue clock - for example, the long hand is the minute hand and the short hand is the hour hand. To make the clock you will need a circular piece of paper/card and a split pin to attach the hands. You could add labels/words to the clock to support your child, such as quarter past, half past, and quarter to.

**Challenge:** Get your child to label the five-minute intervals.

**Science - Summer**

Research why we have more hours of daylight in the summer time. You could watch this video to help you [https://youtu.be/PqgQLThW7QA?si=a3gVwungjiiQ\\_61K](https://youtu.be/PqgQLThW7QA?si=a3gVwungjiiQ_61K) Now go outside and enjoy the sunshine - maybe you could take out some of your favourite toys and draw shadows like the pictures below.

### Science - Living Things and Habitats - What is a biome?

Using the internet and books research what a biome is. You could watch this clip to help you.

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p>

Can you list all 6 different biomes that we learnt about earlier in the year? Choose your favourite two biomes and make a list of their features. E.g. **desert** - hot and dry all year. **Rainforest** - hot and wet all year.

### Topic - Geography - What is it like to live by the coast?

#### Why do people use Weymouth?

Try doing some research on the town of Weymouth, located on the Jurassic Coast.

Remember that a human feature is a large feature that was built by people, such as a road, bridge or town.

Look at this photo of Weymouth below and list the human features you can see.



### Topic - Art & Design - Painting and mixed media: Life in colour

#### Collage creation

Using the materials you collected and cut last week, you need to create a collage picture of your house using different materials. See an example below. An important tip to remember is that you should lay your collage pieces down first to get an idea about what your picture will look like. Do this before you stick them down so you can move them around if you aren't happy with their position.



**Reasoning & problem solving:** Are the units of time sensible for each activity?

Length of a football match in seconds.

Length of a film in minutes.

Length of the school day in hours.

What units of time are more sensible?

### Science - Living Things and Habitats

Choose your favourite animal. Can you draw them and use a speech bubble to explain/describe what they need in their habitat and what it is like? Think carefully about the conditions of the habitat e.g. Is it moist, wet, dry, damp etc.? You could use the sentence starters below to help you:

- I like ...
- I need...
- When I am in my habitat, ...
- In here it is ...

### Topic - Geography - What is it like to live by the coast?

#### How do people use our local coast? (Data collection)

Go on a local walk with a responsible adult and collect data about what different 'human features' you see.

### Topic - Art & Design - Painting and mixed media: Life in colour

#### Collage creation - Beach theme

Look at the collage you made last week and consider how you could add detail to your composition. Try overlaying paint to add details to your collage. To create the finer detail make sure you are using a thin brush as this will allow you to be more precise.

#### Learning with Parents

**Maths:** Reading and writing numbers to 20 in words

### Vocabulary

**English:** pirate, cutlass, ship, journey, expedition, scary, frightening, boring, describe, adjective.

**Maths:** hour, minute, seconds, am, pm, afternoon, noon, morning, midnight, quarter past, quarter to, half past, o'clock, analogue clock, digital clock, intervals.

**Geography:** city, data collection, fieldwork, human feature, tally chart, town, village

### Science - Living Things and Habitats - Food Chains

Go outside into your garden or on a local walk and look for examples of small insects (mini-beasts) feeding on plants or other insects. Look carefully, using magnifying glasses. Can you sketch what you see? Remember to look under things - the underside of leaves, dead leaves on the ground, small logs, stones etc. When you have identified a mini-beast in its habitat and spotted the sort of thing it could be feeding on, think about what might eat (prey upon) the mini-beast. And what could it be afraid of? (Birds, larger mini-beasts, hedgehogs.) Where would it hide to be safe? (Under logs, stones etc.). Draw your predator next to your minibeast and you have just begun to record your own food chain.



### Topic - Geography - What is it like to live by the coast?

#### How do people use our local coast? (Findings)

Using the data that you collected last week, you need to show your findings in the form of a pictogram. Each human feature finding equals one picture. Think about what picture you could use to represent the different human features carefully.

Which human feature was the most common?

Which human feature was the least common?

How do people use the local area?

### Topic - Art & Design - Painting and mixed media: Life in colour

#### Evaluation

Look at the collage that you created over the last couple of weeks. Evaluate what you like about it and what you would change next time if you were to make another. Why not have a go at making another collage of a different scene and include your suggested improvements.

#### Learning with Parents

**English:** Joining words with 'and'



### Vocabulary

**English:** future, inspiration, dream, hope, hobbies, aspiration.

**Maths:** hour, minute, seconds, am, pm, afternoon, noon, morning, midnight, quarter past, quarter to, half past, o'clock, analogue clock, digital clock, intervals.

**Science:** seasons, summer, winter, autumn, spring, daylight hours, shadow.

### Vocabulary

<p><b>Learning with Parents</b>  <b>English:</b> <i>Checking a text makes sense</i></p> <p style="text-align: center;"><u><b>Vocabulary</b></u></p> <p><b>English:</b> pirate, cutlass, ship, journey, obscure, character, notice, question, question mark.  <b>Maths:</b> hour, minute, seconds, am, pm, afternoon, noon, morning, midnight, quarter past, quarter to, half past, o'clock, analogue clock, digital clock, intervals.  <b>Geography:</b> aquarium, harbour, human feature, physical feature, pier, tourist  <b>Art:</b> collage, overlap, texture  <b>Science:</b> Living, dead, never been alive, suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes, rainforest, desert, grassland, woodland, tundra, savannah.</p>	<p><b>Art:</b> detail, surface, texture  <b>Science:</b> Living, dead, never been alive, suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes.</p>	<p><b>English:</b> fact file, poster, interesting facts, hobbies, favourite, least favourite.  <b>Maths:</b> Addition, subtraction, equals, total, problem solving, calculation, related facts, inverse.  <b>Geography:</b> data collection, fieldwork, human feature, pictogram, tally chart  <b>Art:</b> likes, dislikes, improvements, evaluate, examine.  <b>Science:</b> Living, dead, never been alive, suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes, predator, prey.</p>	
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<b>Outdoor Learning</b>		
<b>Beach Games</b>	<b>Beach walking</b>	<b>Kite making</b>

*Play some beach games such as beach Frisbee, crazy golf, volleyball, water bucket relay, limbo and hopscotch.*



*Go on a barefoot safari around your garden or in the park. What does it feel like on your toes? Can you think of some adjectives to describe how it feels?*



*Make a kite using natural materials from the outdoors. Think carefully about what shape you would like it to be and how you are going to connect it together. Test it out and see whether it will fly on a windy day.*



### **Mud Castles**

*Make a mud castle in your garden. Can you make a flag for your mud castle using the natural objects around you?*



### **Sports Races**

*Practise some sports day races at home in your garden or in the park with your family.*



*Find a relaxing space outdoors and lay down on the ground looking up at the clouds. Can you cloud gaze and see what shapes you can spot? Maybe you could draw some of the clouds you can see.*

