

Year R Summer Term 2nd half 2025

	2 <sup>nd</sup> - 6 <sup>th</sup> June (4 days) 02/06 - training day	9 <sup>th</sup> - 13 <sup>th</sup> June 15/06 – Father’s Day	16 <sup>th</sup> - 20 <sup>th</sup> June Farm visit - 20/06	23 <sup>rd</sup> - 27 <sup>th</sup> June 23/06 - EYFS data complete 27/06 - Science Day	30 <sup>th</sup> June - 4 <sup>th</sup> July Reports home 04/07	7 <sup>th</sup> - 11 <sup>th</sup> July Parents evening - 10/07 Sports Day - 10/7	14 <sup>th</sup> - 18 <sup>th</sup> July Back up sports day - 15/07 Year R assembly - 15/07	21 <sup>st</sup> - 22 <sup>nd</sup> July
<b>Topic: Animals &amp; Minibeasts</b>	Zoo animals	Farm Animals PWP- Billy Goats Gruff		Minibeasts PWP – recount - recount of farm day/minibeast hunt		Our time in Year R		
<b>Oracy focus</b>	To make at least one relevant comment	To use some gesture to indicate meaning of vocabulary	Take turns to talk and listen in a small group	To join ideas together using words such as ‘and’. To retell a personal event	To join ideas together using words such as ‘and’. To retell a personal event	To make at least one relevant comment		
<b>C and L</b>	Look at different zoo animals. Explain that zoo animals are not animals that are normally found in this country. Sort zoo animals and animals not found in a zoo. Discuss what zoo animals eat, live etc. Answer questions- What does it look like? It is _____. It has _____. What does it eat? It eats _____. Where does it live? It lives in_____.	Chatterbox - Discuss how the characters feel in the story? Gather ideas Little goat - hungry, scared, worried, upset, frightened Big goat - cross, angry, mad Troll - annoyed, excited, hungry Stem sentences - E.g. The little goat was hungry. The big goat was cross. The ugly troll was excited.	Chatterbox - Each child to choose a different animal and think about how it moves across the bridge. Adults to scribe ideas for different animal’s movements and how the baddie would speak. Emphasise past tense and ending in ed. Frogs (hopped), Snake (slithered), Duck (waddled), Horse (galloped), Cow (stamped), Baddies Alien (squeaked), Dragon (roared), Dinosaur (shouted), Monster (yelled) Wolf (howled) Stem sentence - The _____over the bridge. The _____ _____ I want to eat you.	Look at photos of the farm day, can they remember what order they did things? What did they do first? Then? Next? Finally? Put photos in a box up plan in correct order. Emphasise time connectives. Stem sentences - First we _____. Then we _____. Next we _____. Finally we _____.	Box up plan for minibeast hunt to support with writing. Stem sentences - First we saw _____ by the pond. Then we saw _____ under the logs. Next we saw _____ under the tree. Finally we saw _____ in the bushes.	Discuss all the things we have learnt about in Year R. What has been their favourite activity? What have they enjoyed learning? Who have they enjoyed playing with? Children answer the questions.		TRANSITION
<b>Physical development</b>		Attack & Defence Games - week 1	Attack & Defence Games - week 2	Attack & Defence Games - week 3	Sports Day practice	Attack & Defence Games - week 4		
<b>PSHE</b>	SEAL – Changes - see separate planning							
	British Values - See separate planning							
<b>Values</b>	June - Kindness				July - Friendship			

RHE			Routines and patterns of a typical day	Understand why hygiene is important	Recognise all families are different		
Phonics	Spring 2 revision	Spring 2 - week 5	Summer 1 week 1	Summer 1 week 2	Summer 1 week 3	Summer 1 week 4	Summer 1 week 5
Writing (Children to write short date on work)		Write sentences describing how the characters felt. The ____ goat was _____. The ____ goat was _____. The ___troll was _____.		ASSESSED WRITING - Write recount of farm day. Stem sentences - First we _____. Then we _____. Next we _____. Finally we _____.		Writing for Year 1 - Answer questions about their time in Year R. What has been their favourite activity? What have they enjoyed learning? Who have they enjoyed playing with?	
Maths	Manipulate, compose & decompose	Revision and assessment	Visualise, build & map	Visualise, build & map	Visualise, build & map	Make connections	
Understanding the World	W - Look at a zoo and animals you would find there. Use virtual zoo on internet to look round a	W - Discuss what happens on a farm and animals you would find on a farm.  RE - Eid al-Adha	W - Discuss the different names between the adult and baby animals found on a farm (cow & calf, pig & piglet, sheep & lamb) FARM VISIT/DAY - 20/06  RE - What is prayer?	W - Go on a minibeast hunt. Make notes where the minibeasts were found.  RE – Prayer - saying thank you	W - Look at different minibeasts and discuss where they live and what they look like. (habitats)  RE – Prayer - saying please	RE – Prayer - saying sorry UW - Discuss what they can do now that they couldn't do when they started in Year R.	
Technology	Online safety lesson 1		Purple Mash - farm pairs (adult & child) - done as carpet session	Take photos of minibeasts found on a hunt	Purple Mash - Create own minibeast.		
Expressive Arts and Design	Father's Day card		Creative - Create a bridge from construction for the goats  Charanga - week 3	Music - tiny caterpillar song	Music - What a Beast song		
	Charanga - week 1	Charanga - week 2		Paint or collage their chosen minibeast.  Charanga - week 4	Paint or collage their chosen minibeast. Charanga - week 5		
Role play	Farm shop			Creepy corner			
Homework	Maths - patterns	Phonics - tricky words from the year	UW - Match the adult to the baby and to the house for the animal	Maths - create a picture using 2D shapes.	Phonics - spot the digraph/trigraph	What have you enjoyed about Year R?	