

**Year R Summer Term 1st half 2025**

|  | 21 <sup>st</sup> - 25 <sup>th</sup> April (3 days)<br>24/04 - J Archibald in school-<br>pm | 28 <sup>th</sup> April - 2 <sup>nd</sup> May   | 5 <sup>th</sup> - 9 <sup>th</sup> May (4 days)<br>07/05 - Heights & Weights   | 12 <sup>th</sup> - 16 <sup>th</sup> May<br>(Australia day)  | 19 <sup>th</sup> - 23 <sup>rd</sup> May<br>19/05 - Drama Workshop   |
|--|--|--|---|---|---|
| <b>Topic:<br/>Countries &amp;<br/>Environments</b> | Pakistan   | <b>Environment – forest -<br/>Country: England</b><br>PWP - We're going on a Bear<br>Hunt<br>Country - England   | PWP - We're going on a Bear<br>Hunt<br><b>Country: Egypt</b><br><b>Environment - desert</b>   | Environment – seaside -<br>Sharing a shell<br>Country: Australia  | Environment – Arctic – 'The<br>Bear that Went Boo' by David<br>Walliams<br>Country - Greenland  |
| <b>C and L</b>                                     | NO CHATTERBOX DUE TO IT<br>BEING A 3 DAY WEEK  | Talk about the settings and<br>discuss new vocabulary. Match<br>three new vocabulary words to<br>the pictures + their own. Link to<br>senses - feel and see. Oral<br>rehearsal of the story with<br>actions.<br>Sentence grammar - Determiner,<br>noun, verb, adjective.<br>The _____ is _____.<br>(It has/is _____.) - extra<br>sentence. | Discuss how we<br>could change the<br>story to our version.<br>In mixed ability<br>groups choose what<br>they want to go on a<br>hunt for the different<br>environments they<br>can go through (sea,<br>forest, snow, desert,<br>jungle)<br>We went on a _____<br>hunt.<br>First we went<br>(through) the _____<br>sea.<br>Next we went into<br>the _____ forest.<br>Soon/Later<br>Finally we saw a<br>_____.<br>Innovate group story<br>map changing the<br>character and<br>settings. | Look at a picture of the<br>beach/seaside. Children to<br>answer the questions -<br>what is it like there? What<br>lives there? What is the<br>weather like there?<br>Determiner, noun, verb,<br>adjective, noun<br>Children to write 1 or 2<br>sentences<br><b>Environment</b><br>The beach is _____. Under<br>the sea is _____.<br>Sandy, rocky, dark, wet, dry<br>Determiner verb adjective<br><b>Weather</b><br>It is _____<br>Hot, sweaty, boiling,<br>Adverb, verb, noun,<br>preposition, determiner,<br>noun<br><b>Animals</b><br>A _____ lives at the<br>beach/under the sea.<br>Determiner, noun, verb,<br>preposition, determiner,<br>noun Fish, crabs, jellyfish,<br>sharks, | Simple non-chronological<br>report – subheadings.<br>Look at a picture of the arctic.<br>Children to answer the<br>questions - what is it like<br>there? What lives there?<br>What is the weather like<br>there?<br>Determiner, noun, verb,<br>adjective, noun<br>Children to write 1 or 2<br>sentences<br><b>Environment</b><br>The arctic has _____<br>white snow, slippery ice,<br>pointy icebergs,<br>Determiner verb adjective<br><b>Weather</b><br>It is _____<br>Cold, freezing, frosty, icy<br>What lives there?<br>Adverb, verb, noun,<br>preposition, determiner,<br>noun<br><b>Animals</b><br>A _____ lives in the arctic.<br>Determiner, noun, verb,<br>preposition, determiner,<br>noun<br><br>fox, polar bears. Seals,<br>walruses, snowy owls, |
| <b>Physical<br/>development</b>                    | Ball Skills - feet   |  |   |   |   |
| <b>PSHE</b>  | <b>SEAL – Relationships - See separate planning</b>  |  |   |   |   |

| Values:                           | April - Responsibility   |   | May - Determination  |   |  |
|-----------------------------------|--|---|--|---|--|
|                                   | <b>British Values - see separate planning</b>  |   |  |   |  |
| <b>Reading</b>                    | Revise tricky words  | Revise tricky words-  | Revise tricky words-   | Revise tricky words-  | Practise writing tricky words  |
| <b>Phonics</b>                    | Little Wandle planning - see separate planning - consolidate   | Little Wandle planning Spring 2 - week 1 - Revise phase 3 digraphs  | Little Wandle planning - Spring 2 - week 2 - er, air, double letters, longer words   | Little Wandle planning - Spring 2 - week 3 - 2 or more digraphs   | Little Wandle planning - Spring 2 - week 4 - longer words, -ing, compound words  |
| <b>Writing</b>                    | NO WRITING THIS WEEK   | Choose one of the settings in the story (snow, mud, forest, river, grass). Put picture on page and write sentence underneath.<br>Determiner, noun, verb, adjective.<br>The _____ is _____.<br>(It has/is _____.)- extra sentence.<br>River - flowing, deep, trickling,<br>Forest - dark, tall trees, scary<br>Mud - sticky, gooey, slippery<br>Snowstorm - windy, soft, wet<br>Grass - soft, pointy, tickly                           | NO WRITING   | ASSESSED WRITING - Answer questions and write about the beach/seaside.<br>what does it look like?<br>What lives there? What is the weather like there?  | NO WRITING   |
| <b>Maths:</b>                     | 3D shapes/consolidation  | 20 & beyond   | Consolidation  | How many now?   | Sharing & Grouping   |
| <b>Understanding the World</b>    | Look at the country Pakistan, how is it the same/different to where we live? Discuss weather.<br>USE A MAP/GLOBE<br><br>RE - religious story | RE – Revisit each character match their symbol, special text, main celebration, special building?<br><br>Look at the environment forest, what lives there.<br>Look at the country England, what do we find in this country? What famous buildings are there? What money do we use? What is the weather like? Discuss the 4 seasons and discuss spring and how it is different to winter. What is the capital city?<br>USE A MAP/GLOBE | Look at the desert in Egypt and the country Egypt. Look at what animals live in the environment and how Egypt is different or the same as where we live. Discuss weather.<br>USE A MAP/GLOBE<br><br>NO Religious special buildings | Look at the beaches in Australia and the country. Look at what animals live in the environment and how Australia is different or the same as where we live. Discuss weather.<br><br>RE<br>Children’s special places | Look at the snow in Greenland. Look at what animals live in the environment and how the country is different or the same as where we live. Discuss weather.<br><br>RE - Natural world and how special it is. |
| <b>Technology</b>                 |  | Safeguarding survey with select children  | Desert fox around the pyramids   | Safer Internet – lesson 1   | Safer Internet – lesson 2  |
| <b>Expressive Arts and Design</b> | Create a forest scene using different media to<br>Music - Charanga - weeks 1 & 2   |   | Sand pictures<br>Music – Charanga - week 3   | Music – Charanga - week 4   | Music - Charanga – week 5<br>Aboriginal art (Over 2 weeks)   |
| <b>Role play</b>                  | airport  |   |  |   |  |
| <b>Homework</b>                   | 3D shape hunt around the house.  | Activity to show how numbers 11-20 are made up. (10 + 1= 11)  | Match cvcc words - match picture to word   | Number bonds to 10 activity   | Draw a picture of somewhere that is special to them and write a sentence why it is special.  |