

Year R Summer Term 1st half 2026 – Countries and Environments

	13 th - 17 th April (4 days)	20 th - 24 th April	27 th April - 1 st May	4 th - 8 th May (4 days)	11 th – 15 th May Australia Day – 11/05	18 th -22 nd May Eid workshop (20/05) Walk to School Week
Topic: Countries & Environments	The World	Environment: forest Country: England PWP book: We're going on a Bear Hunt	PWP book: We're going on a Bear Hunt Country: Pakistan Environment: mountains	Country: Egypt Environment: desert Book: Handas Surprise	Environment: seaside Book: Sharing a shell Country: Australia	Environment: Arctic Book: The Bear that went Boo by David Walliams Country: Greenland
Oracy focus	Speak loud enough to be heard by a partner or in a small group.	Speak loud enough to be heard by a partner or in a small group.	To make at least one relevant contribution.	To give some eye contact to another child or an adult who is familiar.	To make at least one relevant contribution.	To take turns to talk in pairs or small groups.
C & L	Introduce the world and discuss it being round. Explain it is made up of land and sea and point out on the globe. Explain the land has different environments on it- woods, mountains, sandy, snowy and the water is the sea which then leads into rivers on land. Stem sentence - It is _____ (land/water). It has _____. (trees, snow, sand, mountains)	Talk about the settings and discuss new vocabulary. Match three new vocabulary words to the pictures + their own. Link to senses - feel and see. Oral rehearsal of the story with actions. Sentence grammar- Determiner, noun, verb, adjective. The _____ is _____. (It has/is _____) - extra sentence.	Discuss how we could change the story to our version. In mixed ability groups choose what they want to go on a hunt for and the different environments they can go through (sea, forest, snow, desert, jungle) We went on a ____ hunt. First we went (through) the ____ sea. Next we went into the ____ forest. Soon/Later Finally we saw a _____. Innovate group story map changing the character and settings.	Look at a picture of a desert. Children to answer questions about it. What is it like there? What lives there? What is the weather like there? Children to write 1 or 2 sentences Environment The desert is _____. Sandy, dry, hot Weather It is _____. Hot, sweaty, boiling, Animals A _____ lives in the desert. Snake, scorpion, spider.	Look at a picture of the beach/seaside. Children to answer the questions - what is it like there? What lives there? What is the weather like there? Children to write 1 or 2 sentences Environment The beach is _____. Under the sea is _____. Sandy, rocky, dark, wet, dry Weather It is _____. Hot, sweaty, boiling, Animals A _____ lives at the beach/under the sea. Fish, crabs, jellyfish, sharks.	Simple non-chronological report – sub-headings Look at a picture of the arctic. Children to answer the questions - what is it like there? What lives there? What is the weather like there? Children to write 1 or 2 sentences Environment The Arctic has _____ white snow, slippery ice, pointy icebergs, Weather It is _____. Cold, freezing, frosty, icy What lives there? Animals A _____ lives in the arctic. Fox, polar bears, seals, walruses, snowy owls.
PD	PE- Ball skills (feet)					
PSHE	SEAL – Relationships - See separate planning					
Values	April - Responsibility			May- Determination		
Reading	Revise tricky words – was, you	Revise tricky words – they, by	Revise tricky words – are, be	Revise tricky words - sure, into	Revise tricky words - my, all	Revise tricky words - pure, the
Phonics	Little Wandle- Spring 2	Little Wandle- Spring 2	Little Wandle- Spring 2	Little Wandle- Spring 2	Little Wandle- Spring 2	Little Wandle- Spring 2
Writing		TO BE DONE AS SHARED WRITING Choose one of the settings in the story (snow, mud, forest, river, grass). Put	Make a class book with a new version of the story. Each child to write a different environment they go through on a different animal hunt.		ASSESSED WRITING- Answer questions and write about the beach/seaside.	

		<p>picture on page and write sentence underneath. Determiner, noun, verb, adjective. The _____ is _____. (It has/is _____) - extra sentence. River-flowing, deep, trickling, Forest- dark, tall trees, scary Mud- sticky, gooey, slippery Snowstorm-windy, soft, wet Grass- soft, pointy, tickly</p>	<p>We went on a _____ hunt. First we went (through) the _____ sea. Next we went into the _____ forest. Soon/Later Finally we saw a _____.</p>		<p>What does it look like? What lives there? What is the weather like there?</p>	
Handwriting	c, a (groups of 6 max to work with an adult - 10-15 mins, 1 letter per session)	d, g, o (groups of 6 max to work with an adult - 10-15 mins, 1 letter per session)		q, e, s (groups of 6 max to work with an adult - 10-15 mins, 1 letter per session)		HANDWRITING ASSESSMENT
Maths:	3D shapes	20 and beyond	Number bonds to 10	Consolidation	How many now?	Sharing & grouping
Understanding the World	RE- Prophet Noah	<p>Look at the environment - forest, what lives there.</p> <p>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? USE A MAP/GLOBE</p> <p>RE- Prophet Joseph</p>	<p>Look at the country Pakistan. How is it the same/different to where we live? Discuss weather. USE A MAP/GLOBE</p> <p>RE- Prophet Isa/Jesus heals a man</p>	<p>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. USE A MAP/GLOBE</p> <p>RE- Exploring respect</p>	<p>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. USE A MAP/GLOBE</p> <p>RE - Exploring helpfulness and religious connections</p>	<p>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. USE A MAP/GLOBE</p> <p>RE- Eid workshop</p>
Technology	Desert fox goes around the world	Safeguarding survey with select children	Online safety lesson 1		Online safety lesson 2	
Expressive Art and Design	Music- Charanga week 1	Create a forest scene using different media to Music - Charanga week 1	Create a forest scene using different media to Music - Charanga week 2	Sand pictures Music - Charanga week 3	Aboriginal art Music - Charanga week 4	Aboriginal art Music - Charanga week 5

Role Play	<p style="text-align: center;">Home- packing for a journey or holiday (area to include bags to pack, passport, postcards, tickets, different clothes for different environments)</p>					
Homework Set on a Tuesday at 4.30pm & due in Monday at 9am	3D shape hunt around the house.	Number bonds to 10 activity	Match cvcc words - match picture to word	Activity to show how numbers 11-20 are made up e.g. (10 + 1= 11)	Draw or write about your favourite book.	Draw a picture of their favourite setting we have learnt about. Can they label different things in the setting?