

# Weekly Overview of Learning

Year group: Reception    Week beginning: Monday 1<sup>st</sup> July

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. Home learning will be set on Tapestry every **Thursday** and this should be completed and uploaded to Tapestry by **Monday** morning. If there are any questions, please email your child’s class teacher.

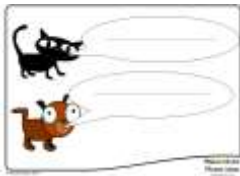

## Reminders

Remember to check when the next multilingual book club is for your class. The dates should be displayed on the classroom door.  
Do respond to the parent mail about Reception going on a trip to Bocketts Farm in July. We will need you to give your permission for your child to attend. Thank you.

**This half-term our topic is: On Safari!**

**The focus story this week is: Handa’s Hen (non-fiction focus)**



Summer Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
<p>CCVCC words with previously taught digraphs</p>	<p><b>LI: We are learning to segment sounds to write sentences containing CCVCC words.</b>  <b>Review</b> We will review previous GPCs learned so far. Particular focus on those children who have not achieved the literacy ELGs.  <b>Teach</b> We will download the lyrics for ‘The Turnip Chant’ song. On the whiteboard we will have written the words:  <b>push pull twist thrust must push es bushes</b>                      We will point out the sound of the es ending in pushes and bushes.                      We will then watch the video and chant the song together. Adding actions where possible.                      Ask the children to think of a sentence from the story. We will write some of our sentences on</p>	<p><b>LI: We are learning to segment sounds to write sentences containing CCVCC words.</b>  <b>Review</b> We will begin by using the sentences powerpoint, reading the sentences and checking our reading was correct using the images to help us.  <b>Teach</b>                      We will use the my turn, our turn, your turn strategy to write the sentences: ‘Lots of turnip to grab’ and ‘We can grill it so it is crunchy’ on the speech bubble shapes.</p> 	<p><b>LI: We are learning to read sentences containing CCVCC words independently.</b>  <b>Review</b> Today we will begin by practising reading the high frequency word flashcards we have previously learned.  <b>Teach</b>                      We will then read some pages from The Gigantic Turnip story, notice they have been muddled up and put them in the correct order.</p> 	<p><b>LI: We are learning to read and spell the high frequency words their and our.</b>  <b>Review</b> Today we will begin by practising writing captions for images we have seen previously.  <b>Teach - HFWs their our</b>                      We will use the HFW PowerPoint. We will read through and highlight the sound that each grapheme makes in the HFW. Show how write these and recall the monsters that make these sounds.                      We will explain how the word ‘our’ has an ou that makes the Brown Owl sound. Tricky Witch casts a spell on eir in the word ‘their’ to change this sound.                      We will then explain to the children that they are going to create phonics art, either for display. The children will use media such as felt-tips, pencil crayons, pastel and paints to create HFW flashcards. Continue to</p>	<p><b>LI: We are learning to segment sounds to write sentences containing CCVCC words.</b>  <b>Review</b> We will begin by using the Buried Treasure powerpoint, reading the words and deciding if the word is a real word or a nonsense word.  <b>Teach</b>                      We will use the my turn, our turn, your turn strategy to write the sentences:  <b>Our dog is called Ben.</b>  <b>They looked for their cat.</b>  <b>Oh, there you are.</b>  <b>They asked me to push their car.</b></p>

<p>our whiteboards and then try to add some of them to the chant. For example: <b>Let's eat it for a snack.</b> <b>Let's eat it before the slugs do.</b> <b>Let's eat it for a picnic.</b></p>			<p>highlight the sound that each grapheme makes in the HFW.</p>	
--	--	--	---	--

# Literacy

**Book:** Handa's Hen (Non-Fiction focus)

**Writing task:** We will be creating our own non-fiction books about the animals who live in Handa's country (Kenya).

**Adult Led Sessions**

This week we will be reading a new text – Handa's Hen. We will then read a simple information book with facts about the animals in Kenya and create our own information books. We will challenge the children to write sentences beyond the Early Learning Goal, remembering punctuation and conjunctions.

**Key vocabulary:** feathers, reptile, eggs, hunting, carnivore, herbivore, omnivore.

**Key Questions:** Is this book a story book or an information book? How do you know? Why has the author written this book?

**Monday LI- We are learning to recognise the features of a story book and an information book.** Today we will be reading the story of Handa's Hen and then begin to compare it to our information book about Safari Animals.

**Tuesday LI - We are learning to compare the features of a story book with the features of an information book.** Today we will be reading the information book about Safari Animals and then compare it to our text Handa's Hen.

**Wednesday LI - We are learning facts about Safari Animals (so that we can write our own information books later).** Today we will be using a categorising frame to record

**Enhancements in the Learning Environment**

Message Centre: Opportunities to include letter writing to Little Red, signs warning Little Red about the lion, medals and certificates to our dads and grandads.





everything we know about different safari animals, in preparation for our writing today and tomorrow.

**Thursday LI - We are learning to create an information book.** Today we will use My turn, Our turn, Your turn to practise writing facts for our information books.

**Friday LI - We are learning to form u correctly.** Today we will go to the handwriting section from the Monster Phonics website. We will remember the letter formation rhymes to complete the sheet from the Monster Phonics handwriting scheme (saved in the folder for this week). Children who did not achieve the fine motor skills and writing ELGs (due to handwriting) to complete the additional u handwriting activities from Monster Phonics.



**Theme:** Exploring routes and locations, using words like 'in front of' and 'behind'

### **Adult Led Sessions**

This week we will help develop the children's understanding of positional language through exploring simple maps and creating maps from familiar places.

**Vocabulary:** next to, below, past, above, beside

### **Key Questions:**

- What can you see on the map? • Where is-----? • What do you notice? • Can you follow my map to?
- Where does your map take you? • What is on your map? Describe the route.

**Monday - LI. We are learning to describe the location of places on an aerial map.**

Provide children with a range of aerial maps to explore. Ensure that children can clearly see areas from their local environment. Prompt them to try and identify key landmarks, such as their school.

### **Enhancements in the Learning Environment**



Show children a map of the world. Take animals from the small-world area, such as penguins, lions, polar bears and giraffes. Encourage children to talk about where these animals might live.



What do they need to survive? Do they live in a cold or hot environment, in a forest or a desert? Support children to identify the areas on the map where each animal lives and place the animal there.



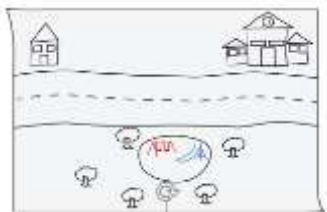
### Tuesday - LI. We are learning to represent maps with models

We will explore maps from a range of landscapes. Children will be encouraged to recreate scenes using small-world and construction resources.



### Wednesday- LI. We are learning to create our own maps from familiar places

We will begin by exploring the route to school from the car park or the school gates. Ask children what they pass on their way to school. Encourage children to draw a simple, linear map to show their home, their street, the school and some landmarks they pass on the way. What do they pass first, next and last?



### Thursday - LI. We are learning to create our own maps from story situations

**When sharing story- *Little Red Riding Hood*, we will change the ending so that Red Riding Hood doesn't go to Grandma's house. We will talk about how the events of the story have changed.**

The children will be encouraged to create their own map or plan of where Red Riding Hood went instead of going to Grandma's house.

### Friday - LI. We are learning to give directions on a map.

Using chalk in the playground, the class teacher will draw a large scale map of the Savannah with the children. Next, she will model giving instructions for the hippo to move from the lake to the grasslands etc..

The children will then take turns to move animals from one location to another on the map.



Read stories with children, such as *Pirates Love Underpants* by Claire Freedman, that show illustrations of treasure maps. Discuss what a treasure map needs to include for others to be able to use it to find the treasure.



Hide treasure in the outdoor area and create a treasure map for children. Encourage them to discuss which area each part of the map is showing and then follow the map to find 'X marks the spot'.





Encourage children to make their own treasure maps for other children to follow.



Display pictures of different rooms in a house, discussing that everyone's houses and rooms look different. Encourage children to draw a map of one room in their own house and then talk about the different parts of the map.



<p>Music</p>  <p>Assembly songs</p>	<p>Personal, Social and Emotional development</p> 	<p>Physical Development</p>  <p>Dance – Lesson 4</p>	<p>Art and DT</p>  <p>Cardboard box hide</p>	<p>Communication and Language</p>  <p>Handa – People, communities and culture</p>	<p>RE</p>  <p>Lesson 4 – Churches</p>
<p><u>Li. We are learning actions and words to our favourite assemblé songs.</u></p> <p><b>Activity:</b> This week, we are going to revise all the learning we have completed throughout the year using Sing Up and practice our favourite assembly songs ready to perform for the rest of the school, such as:</p> <ul style="list-style-type: none"> <li>• Climb</li> <li>• Reach for the stars</li> <li>• Build it high</li> <li>• Barbeque blues</li> </ul> <p><b>Key Vocabulary:</b> Perform, pitch, temp, rhythm, express, actions</p> <p><b>Key Questions:</b> How can we change our voice? How can we improve the song? What actions match the words?</p>	<p><u>Li. We are learning that I can express how I feel about moving to Year 1.</u></p> <p>PIXL TRANSITION UNIT</p> <p><b>Activity:</b> We will discuss the meaning of 'fair' and then read a story about some animal characters. We will discuss how the characters could show fairness.</p> <p>We will then talk to the children about what we do if we notice something is unfair or that we feel something unfair has been done to us. How can we use our words to speak out respectfully?</p> <p>Display the words <b>fair</b> and <b>unfair</b> in the classroom and model speaking frames such as, "That was fair because ..." or "I noticed that was unfair because ..."</p> <p>Encourage children to use this in their everyday conversations.</p> <p><b>Key vocabulary:</b> fair, unfair, fairness</p> <p><b>Key Questions:</b> How could the characters show fairness and make it fair?</p>	<p><u>Li. We are learning to move with control and co-ordination, expressing ideas through movement.</u></p> <p><b>Activity:</b> <b>Bang, crackle, fizz:</b> We will play the music, children begin by walking around the space. We will ask the children for different ways that they could travel to the music. Take suggestions and decide together.</p> <p><b>Dancing as a group:</b> As a group, children skip, following the base stations around in a circle for 8 counts. Can they move their scarf as they skip? They then travel back in the direction they have come from for another 8 counts.</p> <p>Children can now travel anywhere in the middle of the circle, moving their scarf as they travel. Can they think of a way to travel inside the circle to show that they are a firework? E.g. turning, jumping, spinning. Can they use actions from the warm up?</p> <p><b>Creating the dance:</b> Children begin in the middle of the circle. 4 counts to get to their base</p>	<p><u>Li. We are learning to create a bird hide using junk modelling.</u></p> <p><b>Activity:</b> We will draw circular, square and rectangular holes in the front of a box using chalk. Use tape to strengthen the box and seal up any open flaps. With a pair of scissors, cut out the holes carefully. Use chalk to sketch on different leaf shapes to create the camouflage design. The aim is to blend into the background, so look closely at the foliage in the playground. Use a sponge to daub on some green paint around the design and then repeat this with brown. Finally, paint on some streaks of black to look like the lead shadows.</p> <p><b>Key vocabulary</b> Dark, light, camouflage, environment, foliage, shape, leaf, design, daub</p> <p><b>Key Questions:</b> What foliage is in our environment? What colours can you see in our playground?</p>	<p><u>Li. We are learning to make and use simple maps in their play to represent places and journeys, real and imagined.</u></p> <p><b>Activity:</b> We will share the story <i>Handa's Hen</i> by Eileen Browne. Look at Handa's route to find Mondri and the different animals she saw along the way. Invite the children to count the animals. Provide each child with the <a href="#">Animal counting cut outs</a>, scissors, glue, felt tip pens and A3 paper. Explain that they will use the resources to create a journey for Handa to go along with different animals for her to count along the way. Tell them that they can choose how many of each animal to use for each number to 10. Invite the children to use their completed pictures to describe their version of Handa's journey. Encourage them to explain how many animals there are at each point. For example 'Handa saw one butterfly. Then she saw two hippos.'</p> <p><b>Key Vocabulary:</b> Journey, map, route</p>	<p><u>Li. We are learning about special places (churches).</u></p> <p><b>Activity:</b> We will show children some pictures of the outside of churches. What are these buildings called? Have you ever visited/seen one? What do you notice? Who goes to a church? Why? Explain to the children that the church is a very special place to people who are Christians, as it is a place where they feel close to Jesus and God. Go through different pictures from inside of a church. What special events happen in a church e.g. weddings/baptisms? Discuss and share ideas together. Is there anyone who has been to a church? Look at the pictures. Do you recognise Jesus and the cross from our previous lessons? Is there anything else you notice or want to talk about?</p> <p><b>Key vocabulary:</b></p>

	<p>How can we use our words to speak out respectfully?</p> 	<p>station following the 'bang' from the teacher.          Children choose their favourite way to move their sparkler. 8 counts.          Spinning movement. 8 counts.          Exploding movement.          Travel around the circle. 8 counts and back in the other direction. 8 counts.          Travel through the middle of the circle. 8 counts.          Exploding movement to finish.  <b>Key vocabulary:</b>          Skip, travel, spin, turn, coordination, control  <b>Key Questions:</b>          What was difficult about dancing all together?          What made your dance look exciting or interesting?          Who else's dance did you like and why?</p>	<p>How can you join the materials together?          Why have you chosen to blend the colours?</p>	<p><b>Key questions</b>          Which different animals does Handa meet on her journey to find Mondri?          Do the children enjoy rereading familiar stories?          Can they retell stories using some of the vocabulary from the books?</p>	<p>Churches, wedding, baptism, Jesus  <b>Key Questions:</b>          What are these buildings called?          Have you ever visited/seen one?          What do you notice?          Who goes to a church? Why?          What special events happen in a church e.g. weddings/baptisms?          Discuss and share ideas together.          Is there anyone who has been to a church?</p>
--	--	---	--	--	---

Some of the other opportunities for learning inside or in the outside area (based on pupil needs and interests):

L.I. We are learning to name and describe animals who live in other places (vocabulary: carnivores, herbivores, omnivores, habitat)



L.I. We are learning to use scissors correctly. fine motor skills focus (Vocabulary: petal, leaf, stem, pollen, seeds)

