

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 10th June

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 Surprise (Week 2)



Summer Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
<p>CVC + polysyllabic words</p>	<p><u>LI: We are learning to</u> Review We will review previous sounds learned using the letter frieze and flashcards.</p> <p>Teach We will read 'The Three Billy Goats Gruff' PowerPoint to the children. On the last page, we will read the words. The polysyllabic words can be moved apart to demonstrate how to break each syllable unit for reading. We will read the HFWs and the CCVCC words.</p> <p>Activity Finally, we will show the children how to count the syllables in polysyllabic words by tapping on our hand with each syllable. We will explain how this can be used to make words easier to spell by chunking sounds. Identify words from the story (pondweed, lunchbox, softest, sandwich) and sound-talk these words. We will cut out the polysyllabic words into two. We will stick on the board – ask</p>	<p><u>LI: We are learning to write a simple sentence using CCVCC words with support.</u> Review We will review previous words learned using the blending word powerpoint.</p> <p>Teach We will read The Three Goats e book from yesterday and focus on blending graphemes to read CCVCC words including polysyllabic words such as pondweed softer lunchbox sandwich</p> <p>Activity Finally, we will go on a word hunt and find the compound word cards we learned about yesterday. When children find the words, they must write them down on their whiteboards.</p>	<p><u>LI: We are learning to read sentences containing CCVCC words.</u> Review We will read our high frequency word flashcards.</p> <p>Teach We will then use the my turn, our turn, your turn strategy to learn how to create our own zig zag books. We will write these sentences using the words we have been learning recently:</p> <p>They went for the softest grass. He slept in a trench. He had pondweed. She had a lunchbox. He had a sandwich. She drank a drink.</p>	<p><u>LI: We are learning to segment sounds to spell CCVCC words.</u> Review We will begin by reading the sentences in the sentences powerpoint. Teach We will read a short piece of The Three Goats text again and then use the my turn, our turn, your turn strategy to write the sentences 'I am going to the softest grass' and 'You cannot go' on the whiteboards.</p> <p>Activity Finally, the children will complete sentences in the speech bubbles.</p> 	<p><u>LI: We are learning to write a range of simple sentences containing CCVCC words.</u> Review We will begin by playing the Yes/No game, reading the questions and answering yes or no.</p> <p>Teach We will read the HFW PowerPoint to read through and highlight the sound that each grapheme makes in the HFW. We will show how to write these and recall the monsters that make these sounds.</p> <p>made make came</p> <p>Each of these words has an a-e grapheme that makes the long A sound. We will recall the Angry Red A action.</p>

children to find matching pairs. The children use these to write their own flashcards.



Explain to the children that they are going to create HFW art, either for display or in their books.

Literacy

Book: Preparation for our Fathers Day celebration.

Writing task: A card and medal for our fathers or grandfathers.

Adult Led Sessions

This week we will continue to enjoy the story of Handa's Surprise and prepare for our Father's Day celebration at the end of the week.

Key vocabulary: banana, guava, tangerine, orange, mango, pineapple, avocado, passion fruit, monkey, ostrich, zebra, elephant, giraffe, antelope.

Key Questions: Who has taken Handa's fruit? What was the surprise? How can we help Handa? Who has taken our fruit? How can we stop them?

Monday LI - We are learning to read sentences that explain more using the conjunction 'because'.

The majority of our children can now write simple sentences. We will challenge them further by showing the children how we can use 'because' in our writing to give explanations. The children and teacher will read a range of sentences using the word 'because' and use highlighters to find the word because.

Tuesday LI - We are learning to speak our own sentence using the conjunction 'because'.

Today, we will sit in a circle and reflect about the men in our own families. Why do we want to thank them? Children to take turns and say "I want to thank my dad because..."

Wednesday LI - We are learning to write our own sentence using the conjunction 'because'.

Today we will use my turn, our turn, your turn to write our own sentences to our fathers or grandfathers. These sentences will then go inside our father's day cards.

Thursday LI - We are learning to form letters h and b correctly.

Today we will learn the letter formation rhymes for h and b using the Monster Phonics handwriting scheme.

Friday LI - We are learning to form letters d and g correctly.

Today we will go to the handwriting section from the Monster Phonics website. We will use the letter formation rhymes to learn how to form k correctly. We will then

Enhancements in the Learning Environment

Message Centre: Opportunities to include letter writing to Handa, signs warning the goats about the troll and cards, medals and certificates to our dads and grandads.

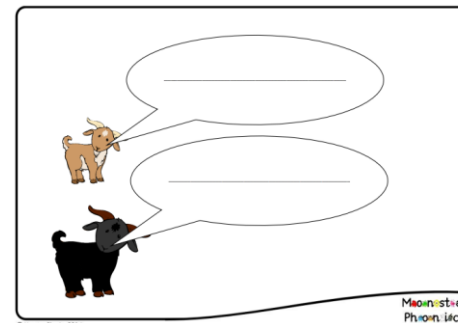


**BEST DAD IN THE WORLD
AWARD**

This award goes to _____

Thank you for _____

My Dad



Week 6

h, b, hat, bed
to your letter a, writing, making a tracing card

xs ft sp

h h h h h h

b b b b b b

hat hat hat

bed bed bed

complete the next handwriting sheet labelled Stage 2 week 6 sheet 11, practising formation of the h and b graphemes we learned yesterday.



Theme: Visualise, Build and Map

Adult Led Sessions

This week we will be developing our understanding of pattern, describing, continuing and building our own patterns using different objects and resources.

Vocabulary:

Pattern, pattern rule, unit of repeat (Monday to Wednesday) between, opposite, behind, in front of (Thursday and Friday)

Key Questions: What pattern have you made? What is the unit of repeat? What is your pattern rule? (Monday to Wednesday) How are the scenes similar? How are the scenes different? (Thursday and Friday)

Monday - LI. We are learning to identify units of repeating patterns.

The teacher will model how to create 3 step patterns, reminding the children of their work in music lessons. The children will then be encouraged to describe different patterns and demonstrate how to continue them.

Tuesday - We are learning to identify units of repeating patterns.

The children will be introduced to a puppet who has made a pattern using natural objects. They will be asked to identify the pattern rule and continue the pattern.



Wednesday - LI. We are learning to explore our own pattern rules.

We will be given a pile of gems and the children will be asked to create and describe their own patterns.

Thursday - LI. We are learning to describe a scene using the words between, opposite, behind, in front of.

We will be creating our own small world scenes with our partner, describing where we have put different objects using the key vocabulary.

Friday - LI. We are learning to visualize a scene from different positions.

We are going to create our own small world scenes but describe how the positions of objects have changed if we sit in a different position.

Enhancements in the Learning Environment

Provide children with a range of items for them to make patterns with. Ask them to identify their rule.









Prompt them to change the context of their pattern by using different items to show the same rule.



Set up a performance area or stage outside. Provide children with a range of musical instruments and encourage them to make different sound patterns with them.



Ask the audience to describe what the rule is.

<p style="text-align: center;">Music</p>  <p style="text-align: center;">Bow bow bow – Lesson 1</p>	<p style="text-align: center;">Personal, Social and Emotional development</p> 	<p style="text-align: center;">Physical Development</p>  <p style="text-align: center;">Dance – Unit 2 Lesson 2</p>	<p style="text-align: center;">Art and DT</p>  <p style="text-align: center;">Fathers Day cards</p>	<p style="text-align: center;">Understanding the world</p>  <p style="text-align: center;">Amazing animals</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;">Special Places - Lesson 1: Homes</p>
<p><u>L1. We are learning to put a song and dance together to perform.</u></p> <p>Activity:</p> <p>Left and right hands.</p> <p>To help pupils become familiar with right and left hands, try a simple clapping pattern:</p> <p>Get pupils into pairs and ask them to stand facing one another. First, everyone should clap their own hands. Next they clap their right hand to their partner's right hand. Then clap their own hands again. Finally, they clap their left hand to their partner's left. As pupils practise the pattern, the adult says out loud: 'My hands, right, my hands, left' and so on as children follow along.</p> <p>Listen to the song. Can children pick out any action words? What actions can they imagine? Do they know what a bow is?</p> <p>Sing and dance.</p>	<p><u>L1. We are learning to tell you some of the things I can do and foods I can eat to be healthy.</u></p> <p>Activity:</p> <p>Use the Calm Me script to help the children learn how to enjoy a Calm Me time.</p> <p>Use the Calm Me script to help the children learn how to enjoy a Calm Me time.</p> <p>What do we need to do to keep our body healthy and happy? Look through the pictures/objects and discuss how they were sorted. Can we tell Jigsaw Jenie how to be healthy?</p> <p>During Help Me Learn, provide questions to challenge children's thinking.</p> <p>Key vocabulary: healthy, happy, food, fuel, movement</p> <p>Key Questions:</p>	<p><u>L1. We are learning to explore and remember actions considering level, shape and direction.</u></p> <p>Activity:</p> <p>Swimming in the sea:</p> <p>All of the children stand in their own space. Children move around the space as if swimming using big arm actions. Can they swim moving in a forwards direction? Can they change to a backwards direction on command? Can they change how their arms move? E.g. forwards, backwards, breaststroke. Teach the children the following actions for them to copy. On command, the children perform the appropriate action for the animal. Ask the children for ideas for actions for other creatures and complete as a class.</p> <p>Under the sea:</p> <p>Children stand in their own space. Tell the children that they will be exploring actions for different sea creatures. They will need to remember all of the different actions for their dance. Begin by</p>	<p><u>L1. We are learning to make Father's Day cards.</u></p> <p>Activity:</p> <p>Sunday 16th June – Father's Day</p> <p>This Sunday is Father's Day. To celebrate the children will be making cards for a significant adult. They will make the card by joining a variety of materials together, cutting shapes and painting patterns to make an artistic design. Ideas are as follows:</p> 	<p><u>L1. We are learning to sing songs and rhymes as part of a larger group.</u></p> <p>Activity:</p> <p>Teach the children a selection of animal-themed songs and rhymes, such as <i>Down in the Jungle</i>, <i>The Bear Went Over the Mountain</i>, <i>The Animal Fair</i>, <i>We're Going to the Zoo</i> and <i>Five Monkeys Bouncing on the Bed</i>. Invite them to choose their favourite songs and explain why they like them.</p> <p>Key Vocabulary:</p> <p>Sing, perform, confidence, rhyme, song, dance, pitch, tone</p> <p>Key questions</p> <p>Do you have a favourite song?</p> <p>Why do you like it?</p> <p>Do the children enjoy musical activities?</p> <p>Can they sing well-known songs and begin to match the pitch and follow the melody?</p>	<p><u>L1. We are learning which animals hatch from eggs.</u></p> <p>Activity:</p> <p>Show children pictures of different houses from around the world. What do you notice? What is the same as/different to your house? Focus on the housing in Kenya from Handa's surprise.</p> <p>Introduce children to two toys (this could be Jigsaw Jenie and Bertie Owl) and explain that they need a home to live in. Try to have toys of different sizes and type. What would they need in their house? Share ideas as a group. Split the group into two and provide each group with a toy. Work together to build a house for the toy.</p> <p>Explain how each house is special to each toy. Is the place where you live special to you? N.B be mindful of children's home situations and adapt sensitively.</p>

There are a number of versions of the dance to accompany the song, and the suggestion here is that you start with the simpler one and build up.

Stand in a circle and sing the song with these actions:

Bow on 'bow, Belinda'. Then clap four times on 'won't you be my partner?'. On 'Right hand round', turn the right hand like a windmill sail, making circles in the air. Do the same with the other (left) hand, and then with both hands.

Key Vocabulary:

Left, right, bow, sing, dance

Key Questions:

What do they think both hands round might mean?

Can children turn right for 4 counts (on the spot) then left for 4 counts?

Can children pick out any action words?

What actions can they imagine?

Do they know what a bow is?

What will happen if we eat less healthy food all the time?

How would it make us feel?

What would happen to our bodies?

What do we need to do to keep healthy and happy?

running forwards for 4 counts and backwards for 4 counts. Q: What could this represent? A: *the waves.*

The fish action:

Give the children a moment to explore actions for how a fish might move. Suggestion could be placing hands together, move shoulders side to side to glide through the sea. Practise the fish action, moving in and around each other for 8 counts. Teacher to count aloud.

The octopus action:

Give the children a moment to explore actions for how an octopus might move. Suggestion could be bobbing up and down, waving arms up and down by their sides in a wavy action. Practise the octopus action, moving in and around each other. 8 counts. Teacher to count aloud.

The crab action:

Give the children a moment to explore actions for how a crab might move. What direction would they move in? Suggestion could be travel sideways, bending their knees and using their hands as pincers. Practise the crab action, moving in and around each other. 8 counts. Teacher to count aloud.

Performing:

Sit half of the class at the front and explain that they are the audience. They are going to watch the other half of the class perform



Key vocabulary

Key vocabulary:

House, home, safe, same, different, size, shape, space, material

Key Questions:

What do you need in a house?

What do the toys need? Why?

Look at the two different houses. Are they the same? How are they the same and how are they different?

		<p>their under the sea dance. Change the performers and the audience.</p> <p>Key vocabulary:</p> <p>Sea creature, fish, octopus, crab</p> <p>Key Questions:</p> <p>What creatures do you know that live under the sea? Collect a word bank of ideas: octopus, stingray, turtle, shark, whale, seahorse etc.</p> <p>Which was your favourite sea creature to perform?</p> <p>Which directions did you use to travel?</p> <p>Were you able to keep in time with the music?</p> <p>Who showed clear actions when performing?</p>	<p>Card, celebration, father, dad, adult, career, grandad</p> <p>Key Questions:</p> <p>What makes your adult special?</p> <p>What do you love about your adult?</p> <p>How do they make you feel?</p> <p>What do you enjoy doing with your adult?</p>		
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Some of the other opportunities for learning inside or in the outside area (based on pupil needs and interests):

L1. We are learning to roll hoops further to make our muscles stronger. (gross and fine motor skills focus)

Children will use a marker to show where they should start. They will then take turns to push the hoops, then measure and record how far we pushed them using tape measures.



L1. We are learning to use scissors correctly to create a father's day certificate for special men who help us. (fine motor skills focus)

