

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 3rd 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.


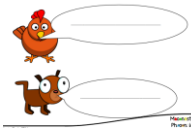

Reminders

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 1)



Summer Week 6	Monday	Tuesday	Wednesday	Thursday	Friday											
<p>CCVCC words</p> <p><u>LI: We are learning to blend to read CCVCC words with previously taught digraphs.</u> Review We will review previous sounds learned using the letter frieze and flashcards.</p> <p>Teach We will watch the video 'Old Macdonald Had a Farm' and notice the CCVCC words. We will then write our own song, reading and writing the following words to finish the song: trick crash twist swing chomp think</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 CCVCC word powerpoint.</p> <p>Teach The adult will model writing the sentence 'I like to sniff.' and ask the children which character might say this. The adult will then write the sentence in the correct speech bubble. The children will also practise writing the same sentence in their own speech bubbles. There will be additional speech bubbles at the message centre for the children to access independently.</p> 	<p><u>LI: We are learning to read sentences containing CCVCC words.</u></p> <p>Review We will play the yes/no game, with the children reading questions (using CCVCC words) and showing thumbs up if they think the answer to the question is yes or thumbs down if they think the answer is no.</p> <p>Teach We will then remember the CCVCC words in the book we have been reading. The pages of the book have been muddled up! We will work with a partner to read the sentences and put the pages back in the correct order to tell the story.</p> 	<p><u>LI: We are learning to segment sounds to spell CCVCC words.</u> Review We will begin by playing Buried Treasure using the CCVCC words we have been learning earlier this week.</p> <p>Teach We will then create our own phonics art, using a range of materials to make flash cards of the words we have been learning about this week.</p> <table border="0"> <tr> <td>crunch</td> <td>shrink</td> <td>string</td> </tr> <tr> <td>drench</td> <td>thrust</td> <td>scrap</td> </tr> <tr> <td>trench</td> <td>spring</td> <td>street</td> </tr> <tr> <td>Grinch</td> <td>strap</td> <td>scrunch</td> </tr> </table>	crunch	shrink	string	drench	thrust	scrap	trench	spring	street	Grinch	strap	scrunch	<p><u>LI: We are learning to write a range of simple sentences containing CCVCC words.</u> Review We will begin by playing Buried Treasure using the CCVCC words we have been learning earlier this week.</p> <p>Teach We will then use the my turn, our turn, your turn strategy to write sentences using the words we have been learning recently:</p> <p>It is time to go out. I like my house. I like your swing. I think about it.</p>
crunch	shrink	string														
drench	thrust	scrap														
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Literacy

Book: Handa's Surprise (Week 1)

Writing task: A range of writing opportunities for the children to access inside and outside, including letters to Handa and warning signs for the wild animals in Handa's Surprise.

Adult Led Sessions

This week we will introduce the children to our new text – Handa's Surprise. Over the half term holiday the children have been sent a link to the story in their home languages.

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 listen carefully and answer questions about the text.

Today, we will introduce the story and talk about what is happening, learning the names of the different wild animals who are taking Handa's fruit.

Tuesday LI - We are learning to identify the features of a warning poster.

Today, we will reread the story of Handa's Surprise and look at examples of warning posters to identify the features.

Wednesday LI - We are learning to think critically and come up with our own ideas. We are learning to use our phonic knowledge to write our own words and sentences.

Today we will notice that a wild animal has taken our fruit from the classroom and think of some strategies to stop it happening. We will use the My turn, Our turn, Your turn strategy to practise writing the sentences to warn everyone about the wild animals who have been stealing our fruit!

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

Today we will learn the letter formation rhymes for d and g 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 complete the next handwriting sheet labelled Stage 2 week 5 sheet 10, practising formation of the d and g graphemes we learned yesterday.

Enhancements in the Learning Environment

Message Centre: Opportunities to include letter writing to Handa and making our own posters and signs to warn others about the wild animals.

Green Froggy had a school



Green Froggy had a school EIEIO

And in that school there was a _____

With a _____ here and a _____ there

Here a _____ there a _____

everywhere a _____

Green Froggy had a school EIEIO



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.










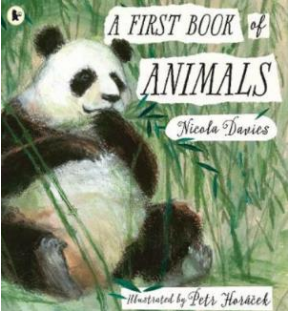
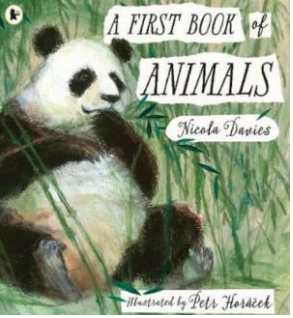
Prompt them to change the context of their pattern by using different items to show the same rule.



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;">Slap slap clap – Lesson 3</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 1</p>	<p style="text-align: center;">Art and DT</p>  <p style="text-align: center;">Seasonal crafts (summer)- salt painting</p>	<p style="text-align: center;">Understanding the world</p>  <p style="text-align: center;">Animal Safari Week 1: Amazing Animals</p>	<p style="text-align: center;">Understanding the world</p>  <p style="text-align: center;">Animal eggs</p>
<p><u>LI. We are learning to perform a made up three-beat body percussion pattern to a steady beat.</u></p> <p>Activity:</p> <p>We will play the performance track of <i>Slap clap clap</i> and warm up bodies by performing the actions in the song: slap thighs or knees once, then clap twice.</p> <p><i>We will then transfer the actions to untuned percussion instruments. Developing the song further by substituting ‘playing’ words and having a band accompany the singing:</i></p> <p>Change ‘slap, clap, clap’ to ‘scrape, tap, tap’ and ask a small group to play this on guiros/wooden agogos (scrape) and claves (tap, tap).</p> <p>Have everyone else mimic the playing actions i.e. passing the edge of one hand across the palm of the other hand (scrape) and tapping two fingers on the</p>	<p><u>LI. We are learning to name parts of the body.</u></p> <p>Activity:</p> <p>We will use the Calm Me script to help the children learn how to enjoy a Calm Me time.</p> <p>We will draw around a child onto paper. Give the children two minutes to talk to each other and see if they can name as many parts of the body as possible. You could do this first with Jigsaw Jenie for fun.</p> <p>Using Post-it notes or the body part labels provided, we will label as many parts of the body as possible including inside the body.</p> <p>As we label the big picture we will ask whether the children can say what each part does. We will refer to a non-fiction book that can provide information on the different parts of the body.</p>	<p><u>LI. We are learning to copy, repeat and explore actions in response to a theme.</u></p> <p>Activity:</p> <p>A sailor went to sea:</p> <p>We will play the track ‘A Sailor Went to Sea’ and sing the song with the children. Then ask the children to walk around the space as they sing. Look for space away from others. Can they walk to the beat taking big steps, one for every beat? Repeat the song, children to continue to walk around the space but introduce stopping and tapping thighs on the first ‘sea, sea, sea’ and then stopping and clapping hands on the second ‘see, see, see’. Stopping and tapping thighs on the next ‘see, see, see’ and then stopping and clapping hands on the final ‘sea, sea, sea’.</p> <p>Postcard:</p> <p>We will show the ‘Postcard’ resource and identify some of the</p>	<p><u>LI. We are learning to experiment with painting using salt and colour mixing.</u></p> <p>Activity:</p>  <p>We will give each child a piece of dark paper and ask them to use the PVA glue and spreaders to ‘paint’ their design onto their paper. They can do this by touching the spreader to the paper or by holding it above and letting the glue dangle down.</p> <p>When the glue design is finished, pupils will need to shake the salt over their piece of paper so that it sticks to the glue. They can then hold up the paper to shake and tap off the excess.</p>	<p><u>LI. We are learning to identify common features of different groups of animals, including wild and domestic animals.</u></p> <p>Activity:</p>  <p>Introduce the children to <i>A First Book of Animals</i> by Nicola Davies. You can use this book throughout the week to explore different themes or animals. The book is organised like a non-fiction book with a contents page. However, it is written as a series of poems and accompanied by beautiful illustrations. Display the Amazing animals picture cards with a small group and invite the children to talk about and</p>	<p><u>LI. We are learning to identify which animals hatch from eggs.</u></p> <p>Activity:</p>  <p>This week the chicks are being delivered to Nursery!</p> <p>Display the Eggs picture cards and discuss animals that lay eggs. Are they surprised that any of the animals lay eggs? Watch the Hatched video together to learn more about reptiles that hatch from eggs. Provide time for the children to comment on what they have seen and ask questions to</p>

<p>open palm (tap, tap). Perform the rest of the song as written.</p> <p>Finally, we will listen again to the performance track of <i>Rocking</i> and join in singing quietly with any familiar bits. With the children, sway to the 3-beat feel and follow the instructions as sung in the song.</p> <p>Key Vocabulary:</p> <p>Scrape, tap, slap, untuned, beat, rhythm</p> <p>Key Questions:</p> <p>Can children listen actively to music in 3/4 time?</p> <p>Can children compose a three-beat body percussion pattern and perform it to a steady beat?</p> <p>Can children sing a melody in waltz time and perform the actions?</p> <p>Can children transfer actions to sounds played on percussion instruments?</p> <p>Can children find the beat and perform a clapping game with a partner?</p>	<p>Key vocabulary: body, head, eyes, ears, nose, mouth, elbow, knee, ankle, wrist</p> <p>Key Questions:</p> <p>Can you name different parts of the body?</p> <p>What does each part do?</p> <p>Why is it important?</p>	<p>sounds they heard in the warm up activity.</p> <p>We will identify four different things from the postcard: the beach umbrella, the waves, the spade, an ice cream. Tell the children that you are going to teach them actions that could represent each of these things.</p> <p>We will tell the children that in dance, we use counts of 8 to help us to know when to change action. Go through the set choreography below with the children.</p> <p>Performance:</p> <p>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 their farm dance. Rotate the audience and performers.</p> <p>Key vocabulary: Sailor, postcard, umbrella, wave. Spade, sea</p> <p>Key Questions:</p> <p>Which actions did you like in the performance you watched?</p> <p>Who was in time with the music?</p> <p>Who used different shapes, levels or directions?</p> <p>How did you know when to change action?</p> <p>Which actions did you see that you liked?</p> <p>What made someone's dance look interesting?</p>	<p>When the glue is dry, the pictures are ready to paint. Pupils will dip a paintbrush into their chosen watercolour (using water to activate) or diluted food colouring and then simply touch it onto the salt on their design, where the colour will instantly transfer, as if by magic!</p> <p>Key vocabulary</p> <p>Combine, dab, mix, pour, spread, sprinkle</p> <p>Key Questions:</p> <p>What do you notice when you put the paint onto the salt?</p> <p>I wonder what will happen if you put a dab of yellow next to the blue?</p> <p>How far away can we put the paint dabs before it doesn't mix?</p> <p>Which new colours can you make?</p>	<p>describe the animals. Ask them to choose their favourite animals and use the contents page to find them. Read the page, discuss what they have found out and encourage them to ask questions. Provide paper and drawing resources for the children to draw a picture of their favourite animal and offer sound mats, word banks and writing resources to add interesting facts if they choose. Alternatively, you could scribe what they say. Add the children's drawings, comments and questions to a display or class book.</p> <p>Key Vocabulary:</p> <p>Africa, elephant, zebra, lion, giraffe, cheetah, snake, crocodile, panda, monkey, orangutan</p> <p>Key questions</p> <p>Which animal would you like to find out about?</p> <p>Do you have a favourite animal?</p> <p>Can you describe your favourite animal? Does it have any special features?</p> <p>Do you know any amazing animal facts?</p>	<p>find out more. Look at the 'Eggs' page of _A First Book of Animals by Nicola Davies.</p> <p>Key vocabulary:</p> <p>Reptile, chicks, dinosaurs, hatch, egg</p> <p>Key Questions:</p> <p>Do you know which animals lay eggs?</p> <p>Are you surprised that any of these animals lay eggs?</p> <p>What hatches out of a frog's egg?</p> <p>How are birds' eggs and reptiles' eggs different?</p>
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L.I. We are learning to use tweezers to extract more seeds from different fruit! (fine motor skills focus)

L.I. We are learning to use juicers to separate juice from fruit. (fine motor skills focus)

We will add vocabulary, information books and writing opportunities.

