

# Weekly Overview of Learning

Year group: Reception Week beginning: Monday 8th 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.


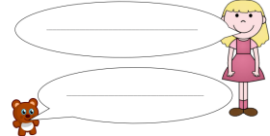
## Reminders

Do respond to the parent mail about Reception going on a trip to Bocketts Farm on 15<sup>th</sup> July. We will need you to give your permission for your child to attend. Thank you.  
In Year 1 the children will have two PE days. Please bear this in mind when ordering new school uniform!

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

**The focus story this week is: Handa's Hen (non-fiction focus) Week 2**

Moonster  
Phonics

Summer Week 11	Monday	Tuesday	Wednesday	Thursday	Friday
CVC + HFWs	<p><b>LI: We are learning to segment sounds to write CCVC, CVCC and CCVCC words.</b></p> <p><b>Review</b> We will review previous GPCs learned so far. Particular focus on those children who have not achieved the literacy ELGs.</p> <p><b>Teach</b> We will read the 'Goldilocks and the Three Bears' PowerPoint to the children. Children read the cream sections. On the last page, we will read the HFWs and the CCVC, CVCC, CCVCC and compound words. We will ask 'How did Brown Owl help Goldilocks?'</p> <p>Finally, we will ask the children to use words from the story to write flashcards: CCVCC – <b>smell slept track drops blink crash</b> CVCC – <b>just went soft felt lots fast help bang</b> CCVC – <b>stop then</b></p>	<p><b>LI: We are learning to segment sounds to write CCVC, CVCC and CCVCC words.</b></p> <p><b>Review</b> We will begin by using the blending powerpoint, reading the CVCC words.</p> <p><b>Teach</b> We will read the children's part of the 'Goldilocks and the Three Bears' e-book. This is shown in the cream sections. We will focus on the adult modelling blending graphemes to read CVC+ words including those that use previously taught digraphs. Finally, we will have a CVC + Word Hunt</p> <p>The adults will hide the character action cards that the class created yesterday. The children will search for the flashcards in small groups. The children will write down the words that they find on whiteboards.</p>	<p><b>LI: We are learning to write sentences containing CCVCC words.</b></p> <p><b>Review</b> Today we will begin by practising reading the high frequency word flashcards we have previously learned.</p> <p><b>Teach</b> Model Writing We will ask 'who might have said the following in the story?'</p> <p><b>I felt a drop of rain.</b> We will then use the my turn, our turn, your turn strategy to write the sentences:</p> <p><b>I felt a drop of rain.</b> <b>I will just smell it.</b> <b>I need a rest.</b> <b>I have not slept.</b></p> 	<p><b>LI: We are learning to write sentences containing CCVCC words independently.</b></p> <p><b>Review</b> Today we will begin by reading sentences using words we have come across before, and check our reading using the images which follow.</p> <p><b>Teach</b> We will use the my turn, our turn, your turn strategy to write the sentences from Goldilocks and the Three Bears:</p> <p><b>I will creep into the bedroom.</b></p> <p>The children will then use the speech bubbles activity to have their own ideas and write what they think the three bears will say.</p> 	<p><b>LI: We are learning to spell the HF words Mr and Mrs.</b></p> <p><b>Review</b> We will begin by using the Yes/No questions powerpoint.</p> <p><b>Teach</b> Use the HFW PowerPoint. Read through and highlight the sound that each grapheme makes in the HFW. Show how to write these and recall the monsters that make these sounds.</p> <p><b>Mr Mrs</b></p> <p>Show Tricky Witch and explain how she likes to change the sounds of letters. Which letters has she cast a spell on and what sounds do they make? Explain to the children that they are going to create HFW art, either for display or in their books. Use media to create HFW flashcards of these words. Continue to highlight the sound that each grapheme makes in the HFW.</p>

# Literacy

**Book:** Handa's Hen (Non-Fiction focus) Week 2

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

## Adult Led Sessions

This week we will be continuing our text – Handa's Hen. We will be reading lots of information books about animals and learning new facts, then creating our own safari animal documentaries.

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

**Key Questions:** What makes a good documentary? What have we done well? How can we improve this further?

**Monday LI - We are learning to recognise the features of a documentary film.** Today we will watch a video clip of a documentary about safari animals. We will listen to the narrator and discuss what makes a good narrator. (Introduction; sentence using and, because, so; interesting facts)

**Tuesday LI - We are learning to write and speak sentences to inform others. MY TURN -** Today we will watch the class teacher model how to plan, prepare and record her sentences for her own short documentary about safari animals.

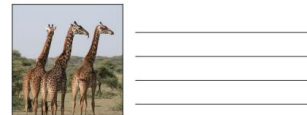
**Wednesday LI - We are learning to write and speak sentences to inform others. OUR TURN -** Today we will plan, prepare and begin recording our own documentaries about our favourite safari animals. (YOUR TURN will then happen as the children do this independently.)

**Thursday LI - We are learning to evaluate our work, explaining what we have done well and what we can do to improve further.** Today we complete our documentaries and then watch them back, giving feedback about what went well and what we could do to improve them further.

**Friday LI - We are learning to form ar correctly.** Today we will go to the handwriting section from the Monster Phonics website. We will remember the a and r letter formation rhymes to complete the ar 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.

## Enhancements in the Learning Environment

Message Centre: Opportunities in the environment to include Safari signs, Safari maps, information books.



**Theme:** Manipulate, compose and decompose

**Adult Led Sessions**

This week we will help develop the children’s understanding of shape, through selecting shapes for a purpose , rotating shapes, manipulating shapes, explaining shape arrangements, composing shapes, decomposing shapes

**Vocabulary:** shape names, rotate, flip, fit, compose/make, decompose, make, build

**Key Questions:**

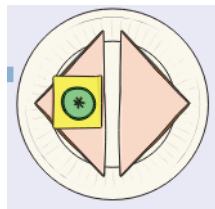
- Which shapes will you need?
- Why have you chosen a -----?
- How did you make the shape fit?
- How did you manipulate the shape to make it fit?

Which shapes will you need to use?

- How have you moved the shape/shapes?
- How can you explain your model?
- Can you make a shape in a different way?
- Which shapes did you need to rotate? • Which shapes did you separate? • What is your new shape?

**Monday - LI. We are learning to explain why we have chosen a particular shape and why other shapes would not be suitable.**

Using real food or pre-cut paper shapes to represent sandwich ingredients, such as brown triangles for bread, yellow squares for cheese slices, green circles for cucumber slices and red circles for tomato slices. The children will be prompted to design and make their own sandwich, explaining why they have chosen each of the shapes and placed them in that order.



**Enhancements in**

**the Learning Environment**

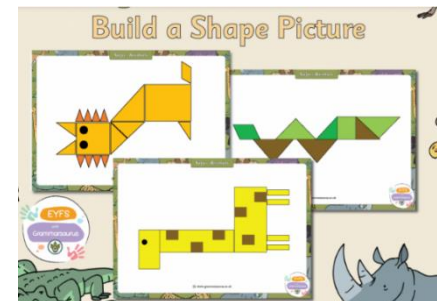
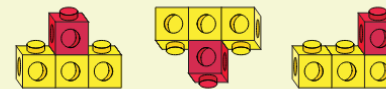


Give children a set of number shapes and an outline of a 6 by 6 square. Each side of the square should be the same length as two number 6 pieces placed together end-to-end.

Working in pairs or small groups, prompt children to take turns to roll a dice, select the corresponding number shape and place this on their square. The winner is the first player to fill their square exactly.



Give children instructions to visualise a 3-D model without using equipment. For example, “Join three yellow cubes together in a line, place a red cube on top of the middle yellow cube. Then flip your model upside down.” Show children three possible models and ask them which matches the model they visualised.



**Tuesday - LI. We are learning to explore how shapes will look when rotated.**

Whole class sat in a circle with a half-completed floor jigsaw puzzle. The children will be asked to select and rotate shapes to fill a given space. The children will be prompted to notice that some jigsaw pieces are corner pieces and that some have straight edges. They may also notice that the pieces have 'sticky-out bits' or holes. Encourage children to notice how the pieces fit together or why certain pieces will not fit together.

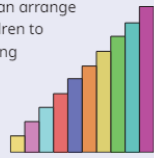


**Wednesday- LI. We are learning that shapes can be combined to make new shapes.**

The class teacher will model how to fit shapes together using resources such as pre-cut gummed shapes, pattern blocks and number rods. The children will be encouraged to investigate how many ways a given shape can be made using smaller shapes. At first, the children will be supported by providing them with certain shapes to use, for example, only the correct shapes that they will need. Then we will progress to providing them with a larger selection of shapes so that children must decide which to use. Also, they will be can explore combining a given set of shapes in a variety of ways to make different shapes.

Provide children with a set of number rods. Encourage them to see how many different ways they can arrange the rods to build a square. Prompt children to make another square the same size using different rods.

How do they know they are square?  
What do they notice about the rods as they build?



**Thursday - LI. We are learning that shapes can be cut or folded or joined together to make new shapes.**

Sitting in circle, the children will work in pairs with a pre-cut rectangle with paper or gummed shapes and they will be encouraged to fold or cut them; for example, by folding a rectangle to make two squares or cutting a square to make two triangles. Can they arrange the triangles to make a new shape?









Show children two identical right-angled triangles which have been made by cutting a rectangle in half diagonally. How many new shapes can they make by fitting the triangles together? Can they make shapes with three sides or with four sides? Encourage children to return the two triangles back into a rectangular shape before investigating further.

To develop this activity, provide children with four identical right-angled triangles.

**Friday - LI. We are learning to copy more complex 2-D shape pictures.**

The class teacher will display the jungle shape pictures on the IWB, and have a set of shapes available for the children to use to re create these. The children will work in small groups and discuss the shapes they will need and how some shapes can be folded to give them the desired shape.

The children will use learning from earlier steps in this block, such as rotating, manipulating and composing shapes to help them when copying shape pictures. Children will be prompted to talk about the properties of the 2-D shapes they use as they make their pictures and will be encouraged to use shape vocabulary to explain why they have used the shapes in that way.

<p>Music</p> 	<p>Personal, Social and Emotional development</p> 	<p>Physical Development</p>  <p>Dance – Lesson 5</p>	<p>Art and DT</p>  <p>D3- Camouflage</p>	<p>Communication and Language</p>  <p>Innovate</p>	<p>RE</p>  <p>Lesson 5 – Mosques</p>
<p><u>LI. We are learning actions and words to the song Wonder.</u></p> <p><b>Activity:</b></p> <p>We have now completed the music lessons from the Sing Up scheme. This week we are celebrating and practising songs to perform in assembly.</p> <p>We will revise and create new actions for the song 'Wonder'.</p> <p><b>Key Vocabulary:</b></p>	<p><u>LI. We are learning that I can express how I feel about moving to Year 1.</u></p> <p><b>Activity:</b></p> <p>We will discuss the meaning of the word independence and then reflect on the things we can now do independently. We will also draw a picture and discuss the things we cannot yet do independently. Finally, we will design our own independent superhero and identify when we see someone else in the class being independent.</p>	<p><u>LI. We are learning to remember and repeat actions moving in time with the music.</u></p> <p><b>Activity:</b> Once the children have suggested a few different animals, we will sing the song again but this time when an animal is suggested, ask the children to explore moving around the space like that animal e.g. jumping like a rabbit, waddling like a duck, galloping like a horse.</p> <p><b>Guess who?</b> Children will begin in their own space. We will begin with the teacher demonstrating an action that could represent a farm</p>	<p><u>LI. We are learning to make simple prints using a variety of tools, including print blocks and rollers</u></p> 	<p><u>LI. We are learning to design our own animal and its habitat.</u></p> <p><b>Activity:</b></p> <p>We will listen to the story <i>Greedy Zebra</i> by Mwenye Hadithi. Imagine that you visit the magical cave to create a new animal. You will need to design your animal and its habitat.</p> <p>First, we will identify common features for different groups of animals, including wild and domestic animals. Tick the</p>	<p><u>LI. We are learning about special places (Mosques).</u></p>  <p><b>Activity:</b></p> <p>We will show images of a mosque. What is this place? Does anyone know who the mosque is special to? Explain it is a special place for Muslims to feel close to</p>

<p>Wonder, hope, celebration, positivity</p> <p><b>Key Questions:</b></p> <p>What makes you feel positive?</p> <p>How can you support those around you?</p> <p>What are you proud about?</p>	<p><b>Key vocabulary:</b> independence</p> <p><b>Key Questions:</b></p> <p>What do you want to be able to do for yourself?</p>	<p>animal. E.g. gallop like a horse. Ask all of the children to copy your action, then put their hands on their head if they think they can guess which animal the action represents.</p> <p><b>My favourite animal:</b>Children to choose their favourite animal out of the animals we have explored in the 'Guess Who' activity. We will tell the children that you are going to use counts of 8 to help them to know when to change what they are doing in their dance.</p> <p>We will play the music, children practise moving like their favourite animal. Count the children in '5, 6, 7, 8' children move like their animal for 8 counts, then freeze like their animal for 8 counts.</p> <p><b>Performing:</b></p> <p>We will sing the song 'Old McDonald' again children to join in with your agreed actions from the warm up for the words 'Old MacDonald had a farm, EIEIO'.</p> <p>This time, suggest a farm animal from the selection you practised in the 'Guess Who' activity and the animals that the children selected their favourite from. If you sing about the children's favourite animal, those children only perform the rest of that verse whilst all other children freeze and watch.</p> <p><b>Key vocabulary:</b></p>	<p><b>Activity:</b></p> <p>We will introduce the children to the word 'camouflage', and ask why they think some animals have camouflage and how it helps them survive in the wild. Show the children the <a href="#">Chameleons picture cards</a> or watch a video clip of a chameleon changing colour. Explain that a chameleon can change colour in response to its emotions, such as anger or fear, or changes in light and temperature. Ask the children what colours they would change to if they felt sad, happy, tired, angry, hot, cold or scared.</p> <p>We will provide each child with a <a href="#">Chameleon template</a>, small squares and triangles of bubble wrap (if available), ready-mixed paint and paintbrushes. Show them how to paint the bubbles on the bubble wrap with different colours and then press them onto the template to make a print. Explain that they will print patterns and colours onto their chameleon. They may wish to make a chameleon that represents an emotion or create a colourful, patterned chameleon. When complete, invite the children to share their artwork with others and explain their colour choices.</p> <p><b>Key vocabulary</b></p> <p>Dark, light, camouflage, environment, foliage, shape, design, daub</p>	<p>features you would like your animal to have.</p> <p>Then, we will draw the colours and patterns we would like your animal to have. Share their creations with others, explaining their intentions and the techniques and tools they used.</p> <p>After, we will draw a picture of your animal and label its features.</p> <p>Now, we will think of a name for our animal. Use phonic knowledge to spell words.</p> <p>After that, we will design a habitat for our animal and label its features. Describe some ways that plants or animals should be cared for in order for them to survive.</p> <p>Finally, we will talk to an adult about our animal and how it will survive in its natural habitat. The children should explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>Key Vocabulary:</b></p> <p>Features, habitat, wild , domestic, adaptations, camouflage</p> <p><b>Key questions</b></p> <p>What features does your animal have?</p> <p>Why did you chose this habitat?</p>	<p>Allah. What do you think Muslims do there?</p> <p>We will explain to the children that the mosque is a very special place for Muslims. We will go through the different pictures from inside the mosque. Explain about the different parts of the mosque and what they are used for. Show pictures of Muslims worshipping/praying inside and outside of different mosques in UK and abroad.</p> <p>What might it feel like to pray in a mosque if you were/are a Muslim? Why do they take their shoes off when they go in?</p> <p><b>Key vocabulary:</b></p> <p>Mosque, Muslim, Pray, worship, Allah</p> <p><b>Key Questions:</b></p> <p>What is a mosque used for?</p> <p>Who uses a mosque?</p> <p>Has anyone been to a mosque?</p>
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		<p>galloping, sliding, jumping, crawling, soaring, trotting, waddling, rolling</p> <p><b>Key Questions:</b></p> <p>What animals live at the farm?</p> <p>Ask the children if they think the animal moves quickly or slowly?</p> <p>Can they move like the animal quickly or slowly?</p> <p>Did you see any actions from other people that you would like to try?</p> <p>Did your animal move quickly or slowly?</p> <p>Why do you think it is important to move quickly or slowly?</p>	<p><b>Key Questions:</b></p> <p>Why do you think some animals have camouflage?</p> <p>How does camouflage help them?</p> <p>The chameleon changes colour to show it is scared, angry or hungry. What colour do you think would show it was angry?</p> <p>What colour could show someone is happy or sad?</p> <p>What emotion would you like to represent with your chameleon picture?</p>	<p>What does your animal need to survive?</p> <p>How can you care for your animal?</p> <p>Why did you chose this colour?</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 use pipettes with precision. (fine motor skills focus) Creating our own trees and backdrop for our safari documentary. We will use pipettes to drip watercolour paints on to cotton wool discs. (We will also draw a large picture of the Masaai Mara on large sheets of cardboard and stick the cotton wool trees on this.)**



**L1. We are learning to cut, fold and manipulate paper. (fine motor skills focus) Creating our own Safari animals and setting for our safari animal documentaries!**

