


Curriculum Weekly overview

Week beg. 01.02.21

Reception

English	Maths	Understanding the World
<p>Book Focus - Handas Hen By Eileen Browne You can watch the video or read the book attached. https://www.youtube.com/watch?v=-9FZqX1CBqE</p> <p>1 <u>Development matters</u>- - <u>Vocabulary</u> - Numerals 1-10 grain, bullfrogs, spoonbills, sunbirds, crickets <u>Task</u>- Listen to the story of Handa's Hen in the loom video. Handa finds lots of animals and she tells us how many she can see. Can you write down the numeral as we listen to the story? How does Handa describe each animal?</p> <p>2 <u>Development matters</u>- 40-60 months Reading Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. <u>Vocabulary</u> large grey elephant, tall patterned giraffe, grey heavy rhino, black and white striped zebra, long black mamba <u>Task</u> Listen to the story again. Handa describes the animals such as fluttery butterflies, stripy mice. Can you have a go at describing the animals on the loom? The pictures are also attached.</p> <p>3 <u>Development matters</u> 40-60 months Writing Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. <u>Vocabulary</u> footprint list <u>Task</u> Handa found some foot prints in the story. Can you identify these foot prints. Which animal might have left the footprint? Watch the loom and write your ideas in a list or you could Write your ideas on the footprints attached.</p>	<p><u>Topic Focus</u> - Reasoning with fractions</p> <p><u>Vocabulary</u> - share, count, group, set, double, half, share out , even, odd, fair, halving</p> <p>1. <u>Key Objectives</u> - I can find half of a quantity.</p> <p><u>Stater</u> - Have a go at counting some spots on the ladybird. https://www.topmarks.co.uk/learning-to-count/ladybird-spots (5 minutes maximum on starter activity)</p> <p><u>Task</u> - SHOW Discuss having a half. What does it mean? Young children need to be clear there is a difference between sharing and halving. When halving, make it explicit that this means sharing equally between 2. Look at a group of objects. Ensure there is an even number i.e. 4/6/8. Model sharing the objects into two separate groups equally. Reinforce that each group needs to have the same. Work through some examples. You can download a 'halving mat' to help with this task (attached). Try the halving toys activity (attached). Don't</p>	<p>Development matters - Looks closely at similarities, differences, patterns and change.</p> <p><u>Vocabulary</u> Pattern, camouflage, symmetry</p> <p><u>Learning Activity</u> 1. Look at the butterflies in the story. Talk about their wings. What do you notice. What's the same? What's different? Ask your child to cut a butterfly shape from some paper/card. Help them to fold it. What have you folded it into (halves - link to maths). Paint one half of the butterfly and then fold it to replicate the pattern on the other wing.</p>  <p>2. Discuss what camouflage is. Why is it useful? Why might it be useful for animals in the wild? Which animals can you think of that might use natural camouflage? Use a computer/ipad to help you research this.</p> <p>ICT</p> <p><u>Learning Activity</u></p>

4 Development matters- 40-60 Months Reading Begins to read words and simple sentences.

Vocabulary rhyme hen, ten, pen, ben, den, men

Task - In the story Handa is looking for her hen. We have looked at rhyming patterns with the word hen in before.

Use the bingo board attached or draw one out using the words above and let's play bingo. Read the words and cross them off as I segment them. Watch the loom to play along.

There is also a rhyming game for you to play. Read the words and find the ones that rhyme, attached.

5

Development matters- 40-60 Months Reading

Writes own name and other things such as labels, captions.

Vocabulary rhyme list

Task Can you read the story Handa's Hen with an adult? Do you have a favourite part?

Let's carry on the rhyming -Can you make some rhyming cards?

Have a look at the rhyming lists and choose one. How many words can you think of?

Extra Activity

Have a look at the Go Jettters information attached.

What does it tell you about Africa?

Have a look at the link too.

<https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettters-continent-of-africa/zfv7d6f>

forget to take some pictures to show us what you have done.

2. Key Objective - I can find half of an object

Stater - Have a go at counting some spots OUT onto the ladybird. <https://www.topmarks.co.uk/learning-to-count/ladybird-spots> (5 minutes maximum on starter activity)

Task - **SHOW** Re-cap yesterday's learning and discuss what half means. Reinforce that both halves must be equal. Choose an object that you can easily halve (apple, Lego tower, chocolate portion etc). Model splitting the objects into two halves. Emphasise that they must be equal. You may wish to continue demonstrating this at convenient times i.e. meal times/during play. Can you show me half the pizza? I've given you 4 potatoes, can you show me half? How many bricks are in your tower? Please could you show me half? Extend by completing the attached activity.

3. Key Objective - I can find half of a shape.

This week we will practise logging into purple mash using the log in details provided. You should all have received your log in details by now.

Visit: <https://www.purplemash.com/sch/mahscp>

Help your child find the keys on the keyboard/tablet/phone to type their username.

Then allow them to enter the password using numbers or pictures. Then click the smiley face.

Allow them to explore 'mini-mash'.

Over the coming weeks we will aim to increase your child's independence and complete activities on purple mash.

Purple mash can be viewed on desktop/laptop/tablet/phone. If possible please try to access this activity on a laptop or desktop PC.

Stater - Have a go at **MATCHING** the ladybirds to the correct leaves.

<https://www.topmarks.co.uk/learning-to-count/ladybird-spots> (5 minutes maximum on starter activity)

Task - **(DO)** Recap what a half is. Reinforce that the two halves must be equal. Explain that we are going to find half of some shapes. Have a range of paper shapes pre-cut. Let children explore finding half. How do we know it's half? Let children draw and cut their own shapes and explore finding half. Now try completing the cut and stick activity attached.

4. Key Objective - I can find half of a quantity, object or shape.

Stater - Have a go at **ORDERING** the ladybirds from smallest to largest.

<https://www.topmarks.co.uk/learning-to-count/ladybird-spots> (5 minutes maximum on starter activity)

Task - **(DO)** Using a variety of objects, shapes, quantities etc see if your child is able to find half

independently. Ask them to talk you through finding half. What have they done to decide what half is? How could they check? Support where necessary and address any misconceptions. Take some pictures to send to us to show us the work you completed.

5. Key Objective - I can solve problems involving halving.

Task - **THINK**

Using a piece of string/ribbon ask the children how they could find half? Elicit that you can't 'count' string so how could you find half? If necessary refer to finding half of a shape and folding the shapes to find half. They may need help to cut it. See if the children compare the two 'halves' to check if they are equal once they have completed the task. Ask them if it would make a difference if the string was longer / shorter. Why or why not? Can they show you halfway around a clock face? How could they check they are halfway?

Complete the activity sheets attached for some additional activities.

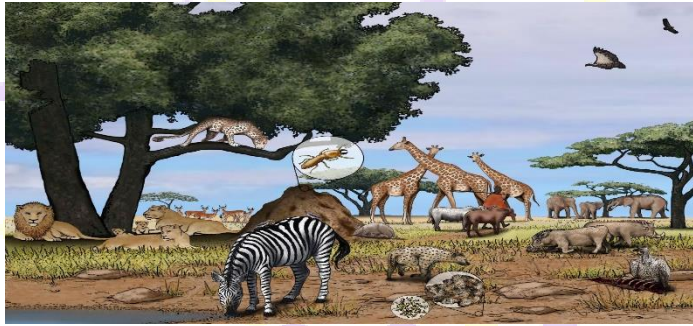
Expressive Arts and Design	Communication and Language	Physical Development
<p>Development Matters Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Explores the different sounds of instruments.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Development Matters</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span. Responds to instructions involving a two-part sequence. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Development Matters</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p>
<p>Vocabulary Drums, xylophone, beat, rhythm, traditional,</p>	<p>Vocabulary</p>	<p>Vocabulary exercise, heart, beating, healthy, gallop, skip, jump,</p>
<p><u>Learning Activity</u></p> <p>Listen to some traditional African music: https://www.youtube.com/watch?v=W05LPtVm5hY</p> <p>Skip to different parts. What instruments can you hear. Is there one instrument in particular that make up the main parts of the songs. What does the music make you feel like? What does it make you want to do?</p> <p><u>Activity 2-</u> Look at this picture of the African Savannah. https://media.nationalgeographic.org/assets/photos/000/305/30590.jpg</p>	<p><u>Learning Activity</u></p> <p>Play a listening and attention game with your child. Place a number of animals from the story on a tray and cover with a blanket/towel. Ask your child to guess how many there are, then check by counting. Refer to last weeks work on estimating.</p> <p>Remove one of the objects. Can they say which one has been removed?</p> <p>Repeat the activity increasing the difficulty by removing two, then</p>	<p><u>Learning Activity</u></p> <p>Talk about where the story is set. Discuss Africa and what sort of animals live there. Can you experiment with different animal dances / movements?</p> <p>Move, dance, gallop, skip, jump like:</p> <ul style="list-style-type: none"> • Lizard • Sunbird • Jumpy cricket • Lion • Elephant • Giraffe <p>Can you feel yourself getting warmer? Can you feel your heart pumping? Why does that happen? Your heart is a</p>

Which animals can you see? Are there any you don't know?
Paint/Draw/ Create a scene from the African Savannah. Can you add some of the animals from the story? Watch this clip to help you draw

Follow the video and you could draw a lion too.

<https://www.youtube.com/watch?v=2nr587hSR7o>

There are lots of other animals to pick from as well.



three animals. Can they say which are missing.

Let them have a turn at being the 'teacher' and removing the animals. Can you guess which ones are missing?

muscle and needs exercise like any other muscle.

2. Discuss healthy eating and what might be classed as healthy or unhealthy foods. Is fruit healthy or unhealthy? Sample some 'exotic' fruits if possible. Discuss whether you like or dislike them.

Busy Fingers-

Can you get your finger muscles working with these smile activities. You could try one each day.

- Thread pasta onto some string or wool. Can you count them?
- Use some scissors and cut paper into strips or shapes.
- Use a rolling pin or kitchen roll tube and roll it back and forth. Have you got any playdough?
- Can you open your pegs and put them on a washing line or string. How many can you do in 10 seconds?
- How about some finger aerobics? Watch the clip and join in.
- <https://www.youtube.com/watch?v=3VpARNgbb8>
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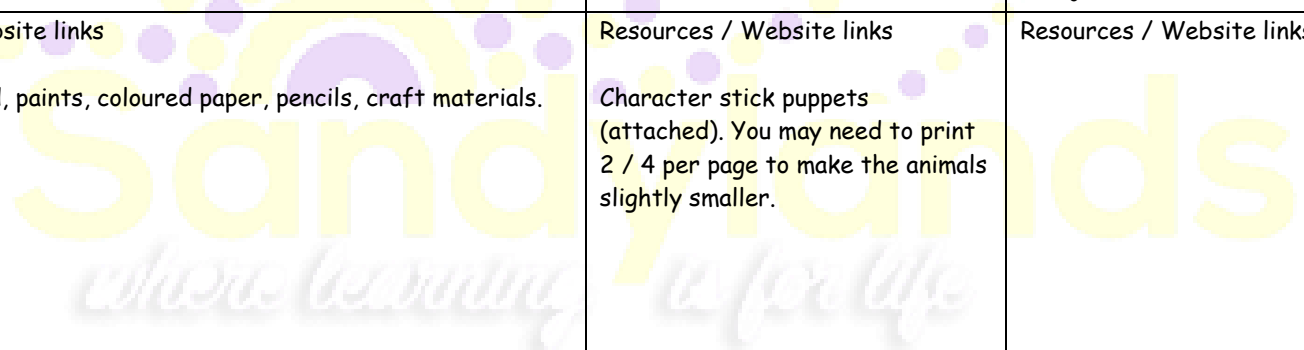
Resources / Website links

Paper, cardboard, paints, coloured paper, pencils, craft materials.

Resources / Website links

Character stick puppets (attached). You may need to print 2 / 4 per page to make the animals slightly smaller.

Resources / Website links



Personal and Social Development		Any other subjects..
<p>Development Matters -</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p>		
<p>Vocabulary</p> <p>confidence, esteem, abilities, interests, opinions</p>		
<p><u>Learning Activity</u></p> <p>Re-read the story <i>Giraffes Can't Dance</i> (loom story 26th Jan). Talk about <i>Gerald the Giraffe</i> and what happens to him in the story. Discuss that he felt that he was bad at dancing and lacked confidence. Discuss what that means.</p> <p>Talk about the part of the story when the animals laugh at him. Is it OK to laugh at people if they can't do things as well as others? How did this make <i>Gerald</i> feel? <i>Gerald</i> was different. Is it OK to be different to other people?</p> <p>How did the cricket make <i>Gerald</i> feel when he said kind things to him? What did this do to <i>Gerald's</i> confidence? How did <i>Gerald</i> feel at the end?</p> <p>Talk about something that you are good at? It can be anything at all. How does it make you feel when you are good at something or do something well? Talk to an adult and make a list of all the things you are good at. Is there anything you would like to get better at?</p>		

Add that to the list too.		
Resources / Website links - https://www.loom.com/share/9b5f01c3b4e742bcb2be8c5b13b4e453		

