

Curriculum Weekly overview Week beg. 22.02.21

Reception

English	Maths	Understanding the World
<p>Book Focus - Way Back Home Oliver Jeffers https://www.youtube.com/watch?v=RbyUrbOX5iU</p> <p>1 <u>Development matters</u>- 40-60 months Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p><u>Vocabulary</u> - spaceship, space, astronaut, colours, sharp, pointy, fury</p> <p><u>Task</u>- What could be inside the spaceship? Describe what you think is inside to an adult or friend? Can they draw what you are describing? Don't forget to add details in full sentences.</p> <p>2 <u>Development matters</u>- 40- 60 Months Writing Attempts to write short sentences in meaningful contexts <u>Vocabulary</u> Buzz, wings, astronaut <u>Task</u> Can you guess from the pictures who was in the spaceship? Watch the Loom and write some simple sentences. EG It is _____. He is _____. He can _____.</p> <p>3 <u>Development matters</u> 40-60 months Reading Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p><u>Vocabulary</u> planet, space, alien, spaceship <u>Task</u> Let's look at Buzz's favourite book 'Way Back Home'. Read to the boy being stuck on the moon. What should he do</p>	<p><u>Topic Focus</u> - Solving number problems</p> <p><u>Vocabulary</u> - take-away, subtract, subtraction, how many? total? count</p> <p>1. <u>Key Objectives</u> - I can count 10 objects and am beginning to use the language of subtraction.</p> <p><u>Starter</u> - Listen to 5 little men in a flying saucer. Count backwards from 5 as each man flies away. https://www.youtube.com/watch?v=iKHJbVLLkSg</p> <p><u>Task</u> - SHOW Model counting 10 objects out. Count forward. Then model counting backwards from 10. AS you count move one object to a separate pile and count down to 0 Explain that when we are counting back we are 'taking away'. This is called 'subtraction'. Sometimes we need to take away as well as add. Show the children the subtraction sign and explain what it means. Show them where they would see it in a number sentence. Reinforce language of 'take away' and subtraction and explain that they are special words we use to describe this operation. Complete additional activity</p> <p>2. <u>Key Objectives</u> - I can subtract using objects</p> <p><u>Starter</u> - Listen to 5 little men in a flying saucer. Count backwards from 5 as each man flies away. https://www.youtube.com/watch?v=iKHJbVLLkSg</p>	<p>Development matters -</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p><u>Vocabulary</u> light dark different same</p> <p><u>Learning Activity</u></p> <p>1. Have a look outside when it is dark. Look up at the sky. What can you see? What is different? What is the same?</p> <p>Make a space spotter out of some card or an old tissue box. Cut a hole (if necessary) in the card and use it to frame parts of the sky. What can you see? You can record this by taking a picture, writing a list, making a star chart or any other means.</p> <p>2. Look through Buzz's space facts. There are some really interesting facts about our solar system.</p> <p>Choose a fact that interests you the most and make a poster about it.</p>

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now? What would you do? What can you see? Record on thought bubbles.

4 Development matters- 40- 60 Months Writing
Attempts to write short sentences in meaningful contexts
Vocabulary space, moon, rope, martian

Task - recap the story so far. Read until the boy climbs the rope. What can he see?
Write captions to match the picture. EG I can see

5
Development matters40-60 Months Reading
Begins to read words and simple sentences.

Vocabulary in the and he

Task Show the words above.
Read the story together and the children are word spotters finding the specified words and sounds on the loom.

Task - **SHOW**

Re-cap language from yesterday. Can you remember the words that we used? Subtract / take away. Explain that today we will be attempting to subtract using some objects. Model taking away from a group of objects. I.e. 5 take away 2 is 3. Repeat several examples and ask the children to try some with you. Complete additional activity.

3. Key Objective - I can subtract using objects

Starter - Look at a group of objects. Can the children say which has more? Which has less?

Task - **(DO)** Re-cap yesterday's learning and reinforce language of subtract/take away. Work some more subtraction examples but this time write the corresponding number sentence. I.e. $8 - 3 = 5$. Pose some examples to the children and ask them to work the answer out using objects independently. Ensure chn start with one group of objects and are 'subtracting' objects. Address any misconceptions regarding the process. Complete additional activity.

4. Key Objective - I can use numicon to help me subtract objects

Starter - Ask the chn if they can remember what estimating is? Having a 'sensible guess'. Explain they are going to practise. Show a group of objects for a limited amount of time (5 seconds). Cover the objects and ask the chn to estimate the amount. Repeat several times.

ICT

Development matters -

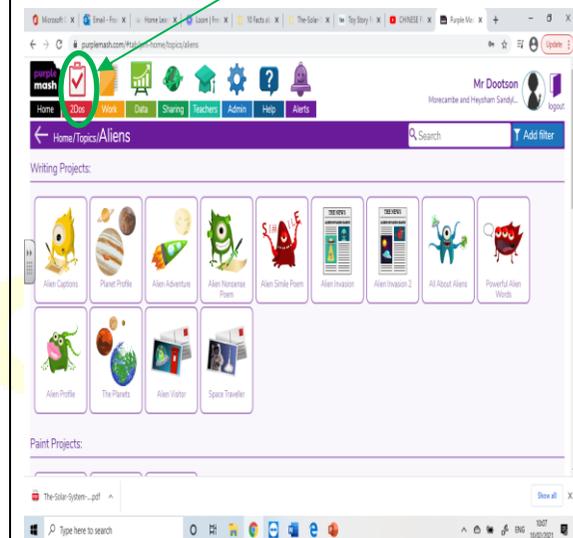
Completes a simple program on a computer.

Uses ICT hardware to interact with age-appropriate computer software.

Learning Activity

1. Log onto purple mash using the details that you have been provided with. Try to increase your child's independence with this task.

2. Once you have logged in see if you can navigate to the 2Do section (see below). Here you can find weekly activities to complete based on our topic.



Task - **(DO)** Show the chn the numicon shapes. Make comparisons to numbers i.e. 5 has five holes etc. Have some of the numicon shapes. Choose a 7 shape. "We want to take away 3. We can pretend to take away 3 by hiding part of the 7 shape." Model this. Ask "What is 7 takeaway 3?" Check with the 4 shape. Model the language: "7 takeaway 3 equals 4." Repeat with other shapes. Ask the chn to complete some examples independently. Use the shapes to reinforce the fact that they are subtracting. Complete additional activity.

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

Task - **(THINK)**

This session is to expand problem solving capabilities and critical thinking.

Ask the chn some of the following questions. They have to answer -

Always, sometimes, never

1. When I take away, the number will always be smaller
2. The answer will be never be bigger than the 1st number.

Same and different... Can the children show you how these are the same or different?

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	<p>5 is the same as 7-2 8-5 is the same as 10-7</p> <p>Can your child talk to you and try give a suitable answer?</p>	
<p>Expressive Arts and Design</p>	<p>Communication and Language</p>	<p>Physical Development</p>
<p><u>Development Matters</u></p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p><u>Development Matters</u></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>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Experiments with different ways of moving.</p>
<p><u>Vocabulary</u> Attach, assemble, planets, sequence</p>	<p><u>Vocabulary</u> Who what when where why</p>	<p><u>Vocabulary</u> body parts, exercise, breathe, heart, healthy</p>
<p><u>Learning Activity</u></p> <p><u>Activity</u> - Using the planetary cut outs create a space mobile. You could use an old coat hanger to suspend the planets from. Don't forget to put them in the correct order.</p>	<p><u>Learning Activity</u></p> <p>Activity 1 - Think of some questions to ask the Martian. What would you ask him? Who / What / Where / How questions. I.e. How will we get home?</p> <p>Activity 2 - Try learning this fun mnemonic to help you remember the order of the order of the planets. Can the children remember the names of the planets? Can they order them?</p>	<p><u>Learning Activity</u></p> <p>Activity 1 - Try to follow some of this yoga routine. Cosmic Yoga in space: https://www.youtube.com/watch?v=v9W8iV4AJYQ</p>

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<p>Resources / Website links</p>  <p>2. Watch the solar system song by story bots: https://youtu.be/ZHAqT4hXnMw</p> <p>Can you sing the song together?</p>	<p>Resources / Website links</p> <p>Planets Mnemonic:</p> <p>My Very Excellent Mother Just Served Us Noodles</p> <p>(Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune).</p>	<p>Resources / Website links</p>
<p>Personal and Social Development</p>		<p>Any other subjects.</p>
<p>Development Matters -</p> <p>Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others.</p>		
<p>Vocabulary welcome, people, friends</p>		
<p><u>Learning Activity</u></p> <p>Listen to 'All are welcome' story from loom. Stop at appropriate points and look at the people in the story. How are they different to each other? Why are they different? Do you recognise any of the activities from the story? Talk about things that are similar to your life and things that</p>		

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may be different. Is it OK for people to be different?
Wear different clothes etc. What is the message in the book?

Resources / Website links -

