

Year R  
Week beginning: 12.7.21

Aims are based on the expected learning for the year groups and tailored to the needs of the individual or group.

P.E

Learning Objectives:

- To hold a mini-front support position (on all 4's)
- To reach round and point to the ceiling with either hand in a mini-front support.

Practise balancing in a mini front support and then try the challenge below



Physical Challenge

With a partner, take the role of cat or hoop holder.

Cats start in a cat pose on all fours and, by lifting hands and feet, see if you can find a way for your partner to pass a hoop around you without touching it. Once through the hoop, try moving like a cat to different partners and move through their hoops without touching them.

Step it up:

- Use a smaller hoop

Step it down:

- Use a larger hoop

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### LITERACY

**Learning Objectives** (Reading, Writing, Spelling & Grammar)

- To use phonic knowledge and knowledge of sight vocabulary in writing


Activities

Link to PSED discussions and reflect on the memories of this year. Record favourite memories using phonic knowledge and sight vocabulary in writing. Encourage children to 'say it, think it, write it'


**My Favourite Memories from This Year!**

My friends:


My favourite moment:



Memories I will treasure:



My favourite activity:



What I love the most about this year: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Handwriting

*(Suggested 10 minutes, 3 times a week if doing some at home)*

**Learning Objective:**

Practise the formation of letters

**Activity**

- Write the words on lined paper or a whiteboard. Start at in the correct place and go down or around first. Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t, f** or **x**.

Some letters are tall (we call a part that is higher an ascender) - **l h b**

Some letters are short - **a s n**

Some letters have a 'tail' (we call this a descender) - **p g y**

Make sure all letters start at in the correct place and go down or around first.

Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t, f** or **x**.



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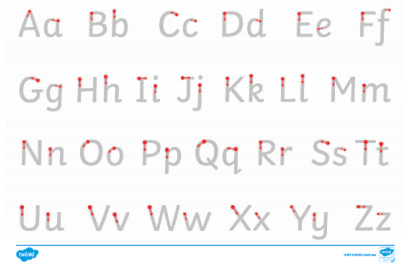
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Here is a guide to show how we teach letter formation in school; please encourage children to try to write each letter correctly.

You might like to print one out to keep and use:

[www.twinkl.co.uk/go/Code/CP9160](http://www.twinkl.co.uk/go/Code/CP9160)

This will help your child see where their letters should begin and end.



### Reading

*(Suggested 15 minutes, 3 times a week)*

#### Class and Group Guided Reading Sessions

During these sessions children will:

- Talk about what they can see in the pictures and what is happening
- Point to and follow the text when reading with their finger
- Use phonics to blend new words and identify diagraphs within words
- Read sight words in sentences
- Use picture clues to help read unknown words
- Answer questions about what they have read
- Extend their vocabulary through discussion
- Improve fluency by re-reading

Online Reading Books: <https://my.risingstars-uk.com/>

**Rising Stars reading scheme online** - staff have selected books for each child.

**You have received a Parent Mail about this with a username and password for your child.**

You will also need to enter the 'Centre ID' - **6060655**, in the box below the username and password.

#### Encourage your child to:

Read independently using phonic sounds and known words

Answer questions about what is read and heard in books

Please continue to enjoy reading any other picture books and stories aloud to children. You could watch stories on YouTube or CBeebies Bedtime stories if you have limited books at home.



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### MATHS

#### Learning Objectives

- To explore Cuisenaire rods and the relationships between them

#### Activities:

Introduce the children to Cuisenaire rods and compare the different lengths of them.

Explore the Cuisenaire rods. What do you notice?  
Can you find two rods that equal the length of another rod?  
Can you find a block that is double the length of another rod?

How could we check?  
What other relationships can you notice?

White  
Rose  
Maths

### R.E. (RELIGIOUS EDUCATION)

#### Topic: Our World

**Learning Objectives:** Remembering, celebrating and responding to what we love and wonder about our world; God gave us this wonderful world

Re-enforce the concept of fair trade and why this is important in helping us to share in God's world.

Watch the following video:

<https://schools.fairtrade.org.uk/teaching-resources/pablo-the-super-banana/>

As a class celebrate and give thanks for the things we love about God's world in an assembly. Write a prayer to celebrate the things we love and wonder about in God's world.



- Explain why people need to be paid a fair wage

- Talk about where food comes from

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### P.S.E.D (Personal, Social and Emotional Development)

**Learning Objectives:** To celebrate the things we have enjoyed in Reception

#### Activity

Reflect on the events of this year with the children. Talk about the things we have learned together. The things we have enjoyed and the things we have had to work hard at.

Revisit some of the children's favourite stories, songs and activities the children have enjoyed the most



### Topic

**Learning Objectives:** to identify and talk about features of their local environment

#### Activities

Discuss the features of the early years areas of the school. Identify what they are.

- 2 classrooms with toilets in between them
- Garden area
- Big playground
- Trees
- Climbing frame
- Sand pit / Rock pit



Draw a simple map of this and label the different places.

Discuss the different things that children see on their way to school. These may include traffic lights, roundabouts, shops, letter boxes, zebra crossings, churches, bushes, trees etc.

Allow the children to create maps/pictures of their journey to school including key features that they pass.