



# Davington Weekly Overview

## YEAR R

**This week's overarching question or theme:**

**Our Planet**

**Week beginning: 20/4/20**

**Teachers: Miss Morgan and Miss Kennett**

**You may want to consider doing the following English activities with your child:**

- This week we would like the children to look at the sound 'ear' as in 'hear'. Can your child think of some 'ear' words? Get them to write them (reminding them to use their Davington handwriting) on small pieces of paper. Don't worry if they come up with words that use a different spelling like 'deer', let them write the words with 'ear'. Then on more pieces of paper draw pictures to go with each word. Turn all the pieces of paper over and play pairs or use them to play snap.
- When doing the shopping this week, ask your child to help you write the list showing them how to set it out with a title at the top and each word underneath the previous one.
- Make up a story with your child using one of their particular interests (this could be animals, lego, chocolate-whatever gets them excited). Model using story language such as 'Once upon a time', 'When all of a sudden', 'As quick as a flash' etc. You could write the story down, make a story map or comic strip and get your child involved drawing the pictures or act it out and video it.

**You may want to consider doing the following Maths activities with your child:**

- Watch Numberblocks 15. (series 3, episode 28) It is currently on Cbeebies.
- What can you find out about the number 15? Is it 1 and a 5, or 10 and a 5? Is it an odd or an even number? Can you share 15 sweets between 2 people? Can you find one more and one less than 15? Make a poster or a model to show us what you have discovered.
- How many different ways can you make the number 15? You could use toy cars – find 15 cars, park some in the garage, how many are waiting outside? Pick 15 daisies on a walk, give some to your parent, how many do you have left? What if you gave them one more?
- You could draw a picture/paint the Numberblock 15, or make him out of playdoh, Lego bricks or recycled materials.

**You may want to consider doing the following Topic activities with your child:**

- Wednesday 22<sup>nd</sup> April 2020 is Earth Day, so this week we would like you to find out what makes our planet special. (We will be investigating the moon and other planets in the upcoming weeks).
- Some questions you might want to investigate are:
  - What does our planet look like from space? Use Google Maps or Nasa to help you. You could make Earth cookies or cupcakes, a Hama Bead sun catcher, a painted Earth or, if you're feeling adventurous, make a globe of your own.
  - Is the Earth flat?
  - How many moons does the Earth have?
  - Why is it hot in some places and cold in others?
  - Does the Earth move around the sun or the sun move around the Earth?
  - Why do we have day and night?
  - Why are plants important?

We would love to see the inventive ways you use to show us your findings.

- Can you find out why it is important to look after our planet and what you could do to help?

**Outdoor Learning opportunities:**

- Thinking about our theme of Our Planet, when you're out on a walk, take a bag (and maybe some gloves) and help keep the planet clean by picking up litter. Talk about why litter is not good for the environment.
- If you can walk to a bottle bank, take some bottles and jars and get your child to help you sort them into the correct colours while you recycle them.
- Lie on the grass and see what shapes you can see in the clouds. Talk to your child about the fact that the earth is very slowly spinning round even though we can't feel it.

**Ideas for keeping fit and healthy:**

- Joe Wicks daily PE lesson 9:00 – 9:30
- Try some yoga this week. Have a go at the following poses:



**This week's dinner table conversation questions:**

- Who is your favourite tv/book/story character and what do you like about him/her?
- If you could eat lunch with anyone in the world where would you go and what would you eat together?

Please see below the areas of learning that are assessed during children's early development. Next to each area of learning you will find the goal that we are supporting the children to achieve by the end of their time in Reception. You may remember we shared this information with you earlier in the year at our parent information session. Every child is unique and therefore where they are in their journey towards each goal may differ. We are sending this information so that you are able to support your child in making steps towards each goal. We hope you find this information useful. Please email us if you have any queries regarding this.

Area of Learning	Goal
<b>Communication and Language</b>	
Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
<b>Personal, Social and Emotional Development</b>	
Self-confidence and Self-awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Making Relationships	Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
<b>Physical Development</b>	
Moving and Handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
Health and Self-care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

<b>Literacy</b>	
Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
<b>Mathematics</b>	
Number	Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<b>Understanding the World</b>	
People and Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
<b>Expressive Arts and Design</b>	
Being Imaginative	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Exploring Media and Materials	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.