

Year R
Oak Class



Medstead CE Primary School
Curriculum Evaluation Booklet
Spring 2011

All things musical



The spring term found Oak class exploring light and sound. Children spent time investigating the sounds that could be made on various instruments and then made and evaluated instruments of their own. They were very proud of the results and made good (and very loud) use of them accompanying **their singing of 'Make that sound!'**



I'm gonna shake to make that sound.

I'm gonna shake to make that sound.

I'm gonna shake to make that sound.

Shake to make that sound.

Shake, shake, shake,
Shake, shake, shake,

I'm gonna shake to make that sound!



Oak class had lots of fun investigating the properties of light and discovered that darkness is the absence of light!

They looked at light sources and how light shines through coloured transparencies, using vocabulary such as

'transparent' and 'opaque'.

Children also delighted in overlaying different coloured transparent films to create different colours. A little like colour mixing with paints but far less messy - clean uniforms for a change!

Many children were fascinated to discover that the overlaying of many transparent sheets gave an opaque result.

Much fun was had looking at shadows in the very dark

'Bears Cave'. Children, torches, plastic stencils and a book on hand shadows all **disappeared into the 'cave'** at every opportunity with many children proudly showing others the shadow shapes they had learned to make. With the exception of whole class teaching sessions the cave was occupied for the entire time it was in the classroom.

'If you block the light you can make a shadow.'

Rory

'You can block the light by adding lots of see-through layers.'

Amelia

'When you add layers it gets darker and darker and then it's opaque.'

Lara

'It needs to be a sunny day to make shadows outside.'

Tallulah

Walter's windy washing



The story of **Walter's Windy Washing Line** was the launch pad for our second half **term's activities**.

Oak class looked at house numbers and noticed that odds and evens were on opposite side of the road. Pairs of socks were hung on a washing line for counting in **two's**. If there was one missing we noticed there was an odd one out. Even numbers always have a partner.

Socks and clothes were washed and hung out to dry. Some children knew, and others discovered, that the more water could be squeezed or wrung out of washing before it was pegged on the line, the faster the washing would dry. Sunny days helped too!



'The numbers on the clock are the same as on my clock at home.' (Roman numerals)
Alice

The story allowed children to use positional and directional language, leading to some simple map work. Beebots were programmed **to negotiate Walter's route** back to his house. The children made resources and set up the Oak Class Post Office. Lots of fun was had wrapping and weighing parcels, addressing envelopes, designing stamps and, of course, dressing up and delivering letters.

Children wondered if the cake recipe in the story really worked and so tried it out. After much weighing, mixing and beating, cooking in the oven at the right temperature for the recommended time, there were indeed cakes that were edible. Excellent!!

Kites were noticed in the story so of course we had to design and make our own. The process of designing, testing/evaluating and improving the kites had everybody busy for days.

'The picture of Walter's street is a 'birds eye view.'

Grace

'I can tell which is Walter's house by looking at the colour of the roof.'

Finnlay

'A recipe is what you use for cooking.'

Isabella Shaw

'It got holes in it because the wind was a bit rough.'

Ollie

'We had to put more sellotape on the kite to fix it.'

Benji

Learning together



An extremely valuable session for Oak class children was the one where parents came in and played too! The children sang a few of **their now familiar 'phonics'** songs as parents settled in. Children wanted the support **of adults to build a 'big box street'** to that we could re-create **Walter's street** and use it for role play.



Parents (and Grandparents) who were able to attend, rose to the challenge of designing and constructing a fantastic range of houses. Some even allowed the children to help!



'I liked making the house with my Mummy. It was good.'
Oli

There were houses with gardens, aerials with knickers attached, names and numbers, curtains and window boxes. Some even had washing lines with washing pegged on. The enthusiasm of children and parents working together was wonderful to see. The houses were arranged into a very grand and colourful street and used over the following weeks to **support the children's learning**. We were again able to practise using positional and directional vocabulary. Letters were written and delivered to the appropriate address. Some houses were big enough for children to climb inside—and hide—leaping out to surprise unsuspecting teaching staff.

'I really like the red roof and the green walls.'

Isabel

'We worked together.'

Louise

'We used lots of paint, glue, string, card and tissue paper. We had to keep going to the stock cupboard for more!'

Mrs Wright (smiling)

Medstead School

