

Weekly Overview of Learning



Year Group: Reception Week beginning: 06.03.23

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Reminders

Please ensure that all gloves, scarves and hats are labeled to avoid them getting lost.
Book bags need to be brought into school every day please.

This half-term our topic is: Traditional tales.
The focus story this week is: The Gingerbread Man



Sound: er

Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
Review	<p>Reading Sentences</p> <p>Select a page of the Sets 1-7 Sentence PowerPoint. Focus on blending skills to read as a whole class.</p>	<p>Reading Sentences</p> <p>Hand out copies of the Vowel Digraph Captions. Children work in pairs to read the sentence and draw a picture of this on a whiteboard.</p>	<p>Quick Write Words</p> <p>Draw a large phoneme frame on the whiteboard. Say a word. Hold up 3 fingers, sound-talk it, pointing to a finger at a time for each phoneme. Ask the children to do the same in pairs and write on laminated phoneme frames or whiteboards.</p>	<p>Blending Skills</p> <p>Read through the Blending PowerPoint.</p>	<p>Buried Treasure</p> <p>Revisit of sounds learnt by playing the Buried Treasure PowerPoint.</p>

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<p>Teach</p>	<p>Introduce the er grapheme</p> <p>Tricky Witch has changed the sound of this grapheme.</p> <p>Download the PowerPoint to introduce the er grapheme.</p> <p>Watch the Trick Witch er video. She is singing about the Monster Summer Fair. Ask the children to do the Tricky Witch (wave a pretend wand) action every time they hear an er word. Can the class remember all of the er words by the end of the video?</p> <p>hammer letter rocker ladder supper dinner boxer summer banner</p>	<p>Speech Bubbles</p> <p>Model writing one of the following sentences:</p> <p>Get me the soap.</p> <p>That hurts!</p> <p>I will roam.</p> <p>You must boast.</p> <p>It is a coach!</p>	<p>Model Story Sequencing</p> <p>Print out and make copies of the Floatella story. Show how some of the pages are not in the right order.</p> <p>Model reading the first page. Where would this go in the story? Repeat with the final page. Ask the children to work in groups to order the pages to create their own book.</p>	<p>Phonics Art</p> <p>Explain to the children that they are going to create phonics art, either for display or in their books. Recap the oa and the er graphemes. Show how write these and recall the monsters that make these sounds.</p>	<p>Model Sentence Writing</p> <p>Model read and then write the sentence:</p> <p>The boat is quicker.</p> <p>Ask the children what picture might they draw to show this.</p> <p>Show the other sentences. Ask the children to read and draw the picture. Tell them that there is space to write the sentence if they are able to.</p> <p>At the end of the activity there are also questions to read with a partner and answer yes or no.</p>

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<p>Activity</p>	<p>er Flashcards</p> <p>Children make their own flashcards with the words:</p> <p>hammer letter rocker ladder supper dinner boxer better summer banner</p>	<p>Download the Speech Bubbles activity. Children write/cut and paste a sentence or caption in one of the bubbles. They may cut the sentence in words and put back together again.</p>	<p>Book Making</p> <p>Print out and make copies of Floatella.</p> <p>In groups of 3 or 4, the children read and sequence the pages, which are then fastened together. The children then read the story as a group.</p> <p>Can anyone find any er words in the story?</p> <p>better letter summer fitter faster quicker winter her ever never after forever sister</p>	<p>Phonics Art</p> <p>Recap the oa and the er graphemes.</p> <p>Use a variety of media to create oa and er flashcards for a wall display.</p> <ul style="list-style-type: none"> - paint, pastels, felt pens - playdough letters - iPad drawings <p>Take photos of models and screenshot of digital work.</p>	<p>Sentence Writing & Yes/No Questions</p> <p>Write the following sentences with pictures.</p> <p>See my winter coat.</p> <p>The boat is quicker.</p> <p>Toast is better with some jam.</p> <p>Then she took her letter.</p> <p>Yes/No Questions</p> <p>Read each question and answer yes or no.</p>
<p>Follow-Up Activities (optional)</p>		<p>Recap the er PowerPoint</p> <p>Can the children find any pattern in the words?</p> <p>The er is usually at the end. Sometimes these words have a double letter.</p>	<p>er Hopscotch Game</p> <p>Draw a hopscotch with as many boxes as desired. Instead of numbers in the boxes, write the er words in chalk.</p>	<p>Game – er Fishing</p> <p>Place a paperclip on each er flashcard. Use a magnet tied to a string, ideally passed through a straw to create a fishing rod. Children take turns to fish and read. Write down their catch.</p>	<p>Quick er Words Roar</p> <p>Read the er word flashcards – put cards that need a recap to one side.</p>

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Literacy

Book: The Gingerbread Man

Writing task: To write a speech bubble from the POV of the Gingerbread Man

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>LI. I will participate in a shared writing activity - POV Gingerbread Man</p> <p>Key Vocabulary: Run, Run as fast as you can! You can’t catch me I’m the Gingerbread Man!</p> <p>Gingerbread Man Horse Cow Cockerel Oven Little Old Man Little Old Woman Baked Fox Pig Girl Boy</p>	<p>LI. To explore the story vocabulary from The Gingerbread Man</p> <p>Key Vocabulary: Run, Run as fast as you can! You can’t catch me I’m the Gingerbread Man!</p> <p>Gingerbread Man Horse Cow Cockerel Oven Little Old Man Little Old Woman Baked Fox Pig Girl Boy</p>	<p>LI. LI. To explore the story vocabulary from The Gingerbread Man</p> <p>Key Vocabulary: Run, Run as fast as you can! You can’t catch me I’m the Gingerbread Man!</p> <p>Gingerbread Man Horse Cow Cockerel Oven Little Old Man Little Old Woman Baked Fox Pig Girl Boy</p>	<p>LI. To use role play to identify what the Gingerbread Man might say</p> <p>Key Vocabulary: Run, Run as fast as you can! You can’t catch me I’m the Gingerbread Man!</p> <p>Gingerbread Man Horse Cow Cockerel Oven Little Old Man Little Old Woman Baked Fox Pig Girl Boy</p>	<p>LI. I can use my phonic knowledge to write a speech bubble as the Gingerbread Man</p> <p>Key Vocabulary: Run, Run as fast as you can! You can’t catch me I’m the Gingerbread Man!</p> <p>Gingerbread Man Horse Cow Cockerel Oven Little Old Man Little Old Woman Baked Fox Pig Girl Boy</p>

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<p>Key Questions: How does the Gingerbread man feel when he runs away from the Little Old Lady? How does the Little Old Lady feel? What might happen next? Why does he run away? Why does everyone want him to come back?</p> <p>What do we need in our sentences? What do we need to remember to do?</p> <p>Activity Class to create a shared write – Speech Bubble from the POV of the Gingerbread Man Focus – Models and Exemplars Finger Spacing and Phonic Knowledge</p>	<p>Key Questions: What are his repeated phrases? Can we use our phonic knowledge to spell the names of the humans in the story?</p> <p>Children to explore vocabulary with CT on carpet Children to consolidate learning through the use of class tuff spot and_story resources within the classroom</p> <p>Create a story map with the children of the different characters that the Gingerbread meets along his journey</p>	<p>Key Questions: What are his repeated phrases? Can we use our phonic knowledge to spell the names of the animals in the story?</p> <p>Children to explore vocabulary with CT on carpet Children to consolidate learning through the use of class tuff spot and_story resources within the classroom</p> <p>Children to use puppet stick activity to create their own role play of the story</p>	<p>Key Questions: What does the Gingerbread want everyone to know? What phrases does he repeat in the story? How would he have felt when he ran away? What would his face have looked like? Would he have been moving fast or slow?</p> <p>Children to role play as a whole class first with CT support and then in smaller groups with adult support the POV of the Gingerbread Man</p> <p>What would he have looked like when he was running? Would he have been looking over his shoulder? Would he have been scared or excited? What repeated phrases does he use to tell us his story?</p>	<p>Key Questions: What do we need to remember when we are writing sentences? What have we seen earlier in the week which will help us?</p> <p>Which words do we need to make sure we use? Where should our finger spaces go? What do we need at the end of each sentence?</p> <p>Activity Children to work with CT in groups throughout the week to write their own speech bubble from the POV of the Gingerbread Man</p> <p>Children to have their pictures added to the face of the Gingerbread Man</p>
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Theme: Measurement (Time and size)

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>L1: We are learning to match numerals to quantities up to 10.</p> <p>Children match up the numerals with the dots on the hearts. In groups, give the children a 5-minute timer to match up the 2 sides of the hearts.</p> <p>Key Vocabulary: half, nine, ten.</p> <p>Key Questions: Can you match the 2 heart halves? How did you work this out?</p>	<p>L1. We Are learning how to make 9.</p> <p>Use the tens frame to arrange the hearts to make 9. Explore the different combinations that can be used to make the number 9. Explain that 9 is one less than 10 and we know this because there is one space on the 10's frame.</p> <p>Key Vocabulary: nine, tens frame, one less than</p> <p>Key Questions: How many ways can you make 9 using the two coloured hearts? What number sentence is this?</p>	<p>L.I: We Are learning how to make 10.</p> <p>Use the tens frame to arrange the hearts to make 10. Explore the different combinations that can be used to make the number 10. Explain that we can see it is 10 because there is no space left on the 10's frame. A full tens frame shows the number 10.</p> <p>Key Vocabulary: ten, tens frame, one less, one more.</p> <p>Key Questions: How many ways can you make 10 using the two coloured hearts? What number sentence is this?</p>	<p>L.I: We are learning how to find one more and one less than a given number from 0-10.</p> <p>Use the tens frame, to play a game with Little Red Riding hood. Help Little Red Riding hood to move along the tens frame by adding on a group of numbers.</p> <p>Key Vocabulary: nine, tens, one less, one more</p> <p>Key Questions: What Is ___ more? Can you put Red Riding Hood on 3? Can you move her to one more/ less than 3?</p>	<p>L.I: We are learning to subitise and find ways to make 10</p> <p>Use cards, show a representation of dots and ask the children how many there are? Can they do it without counting? Flip the card and reveal the answer. Ask the children to explain how they reached their answer.</p> <p>Key Vocabulary: subitise, arrangements, representation, guess</p> <p>Key Questions: can you say how many there are without counting? How did you work it out?</p>

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<p style="text-align: center;">Music</p> 	<p style="text-align: center;">Personal, Social and Emotional development</p> 	<p style="text-align: center;">Physical Development</p> 
<p>LI. Listen to bird calls and copy them with their voices.</p> <p>Listen to a piece of classical music and talk about how it makes them feel.</p> <p>Respond to the music with movement.</p> <p>Make some artwork about the music and dance.</p> <p><i>The lark ascending.</i></p> <ul style="list-style-type: none"> Play the video of <i>The lark ascending</i>, performed by Hilary Hahn and the London Symphony Orchestra. This recording is c.16 minutes long, so you may not end up using all the music in the following activity. The first seven minutes give a sense of the piece with some solo violin parts along with more orchestral sections. Invite the children to listen to the music with their eyes closed. Ask them to think about the following questions as they listen: 	<p>LI: I know what the word 'healthy' means and that some foods are healthier than others.</p> <p>Lesson: (Whole class) Teacher makes a sandwich and fills it with crisps, sweets, cakes, etc. (it will be a MASSIVE sandwich). Teacher to verbalise their thinking e.g. ooh I love cake, let's put that in, I love Coke and then pour coke over the top, etc. Pretend to be about to eat it and ask the TA to come in, act shocked and take the sandwich away.</p> <p>Key Vocabulary: Healthy, Unhealthy, vitamins, sugars, energy.</p> <p>Key Questions: Why did the sandwich get taken away? Why did the coke get taken away? Talk about how sugar in drinks as well as food can be bad for our teeth if we have too much. Take shopping bags and go through the foods and decide which foods were healthy and which foods are less healthy and sort in to</p>	<p>LI. To develop accuracy when throwing to a target</p> <p>Success Criteria</p> <ul style="list-style-type: none"> Keep your eyes on your target. Let go with your fingertips pointing towards your target. <p>Lesson:</p> <p>Children take a cone (flower) and a beanbag (butterfly) each and sit in a space placing their cone on the floor. Can they pass their beanbag from hand to hand imagining it is a butterfly flying around them? Use wide fingers and look at your butterfly.</p> <p>Can they get the butterfly to fly around their body as they pass the beanbag around their back and under</p>

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<ul style="list-style-type: none"> ○ How does the music make them feel? Relaxed, calm, sleepy, dreamy...? ○ How does the bird in the music move? ○ Explain that the word ‘ascending’ means ‘getting higher’. Can they hear the bird soaring up high into the sky? <ul style="list-style-type: none"> ● Spend a few minutes feeding back and sharing responses together as a class. <p><i>Create a dance.</i></p> <ul style="list-style-type: none"> ● Next, invite the children to get up, open their arms out like wings and fly around the space like birds. <p>Key Vocabulary: Feel, relaxed, dreamy, sleepy... Movement, elegant, slow, fast, ascending, soaring</p> <p>Key Questions: How does the music make them feel? Relaxed, calm, sleepy, dreamy...? How does the bird in the music move? Explain that the word ‘ascending’ means ‘getting higher’. Can they hear the bird soaring up high into the sky?</p>	<p>groups. Ask the question: should we never eat less healthy foods? Discuss.</p> <p>What does healthy food do to our bodies? If you ate less healthy food all the time what would happen to your body?</p> <p>Let's Think</p> <p>From the bag of food, what is your favourite piece of healthy food? Why do you like it? How does it make your body feel? Listen to ‘Food, Glorious Food’ song to finish.</p>	<p>their leg?</p>  <p>Can they throw their butterfly into the air and get it to land on their cone (flower)? Hold your hand over your cone before you throw it. Make this easier by asking the children to hold their hand over their flower and release the beanbag straight onto it.</p> <p>Key Vocabulary: Target, aim, Fingertips pointing to towards the target.</p> <p>Key Questions: Where should you be looking when trying to throw at a target? Where should your fingertips point when you let go of the beanbag? Which targets were easier to hit?</p>
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		Who showed honesty in the ladybird vs butterflies game? Why is being honest important?
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<p>L1. To understand why Christian people celebrate Easter</p> <p>Lesson: Show the children some pictures linked to Easter. Do the children know what they are? You could add in non-Easter pictures e.g. monkey, cream cake, to see if the children can identify the correct symbols of Easter.</p> <p>Help Me Learn The children sit in a circle. Question: Ask them what they know about Easter. What happens at Easter? Let’s Think As the children share their ideas, write them down on a large piece of paper. Allow the children to share stories and experiences they have had as they share their ideas. Why is Easter special? What do you like about Easter? What makes you excited about Easter? As with Christmas, be aware that some people may not celebrate Easter. Be inclusive. What do children do during the Easter (spring) holiday?</p> <p>Key Vocabulary:</p>	<p>L1. We are learning to safely use and explore a variety of materials, tools and techniques. They share their creations, explaining the process they have used.</p> <p>Lesson:</p> <p>In this activity children create representations of a body by making pictures and models. A body outline template is available to download, or children could use large pieces of paper and take it in turns to draw around each other’s bodies to create an outline. Children are encouraged to label the parts of the body in a range of ways - using pre-made photo labels, by writing simple emergent writing labels, by recording their ideas verbally or having the words scribed. Children might do the ‘making’ independently based on example models or follow verbal or pictorial instructions.</p> <p>Concepts and Approaches:</p>	<p>L1. We are learning to explore playdough and its properties. To use tools safely and with confidence.</p> <p>Lesson: Start the lesson with a ‘dough dance party’! Hand out a small amount of dough (a golf ball size) to each child. Turn on the party music of your choice and invite the children to squeeze the playdough, alternating it in each hand. Give instructions to the pupils on what to do with their dough (imagine you’re teaching an exercise class!) as they move it in time to the music. Some ideas: squeeze it in each hand roll it between two hands to make a sausage roll it between two hands to make a ball pinch it between thumb and each finger in turn – both hands push each finger into the dough in turn – both hands squash it flat, twist it, smack it. Invite the pupils to access the playdough provision to experiment and explore with their hands and the tools provided. Support them by using some of the key vocabulary and prompts but remember that this is about process not product, so there is no need to focus on what they are making.</p>

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<p>Easter, Easter eggs, Easter Egg Hunt</p> <p>Key Questions: What do you they know about Easter. What happens at Easter? Let’s Think As the children share their ideas, write them down on a large piece of paper. Allow the children to share stories and experiences they have had as they share their ideas. Why is Easter special? What do you like about Easter? What makes you excited about Easter? As with Christmas, be aware that some people may not celebrate Easter. Be inclusive. What do children do during the Easter (spring) holiday?</p>	<p>Key Questions: Thinking about your bodies, how are you similar and different in relation to each other, I wonder how we can see with our eyes?... Children are inquisitive about how their bodies work. Adults: Sensitively lead conversations and provide appropriate resources which may lead to discussions on differences, e.g. how some people have physical disabilities, perhaps thinking about why we use hearing aids, glasses or wheelchairs.</p>	<p>Invite the pupils to experiment with the different ways they can manipulate the playdough and how they affect its shape. “Is this easier or more difficult than with the clay?”</p> <p>Key Vocabulary: Squeeze, squash, roll, flatten, pinch, stretch, splat.</p> <p>Key Questions: Can any of them identify the similarities and differences between clay and playdough?</p>
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Communication and Language	Understanding the world 
<p>L1. . We are learning to listen carefully We are learning to follow two-part/ more than two instructions. We are learning to explain and clarify how a model is made.</p> <p>Lesson: Making fox masks. Cut out the ears and stick them on. Draw the eyes and cut them out. Stick on the collage pieces.</p> <p>Circle and discussion time which provides the opportunity to</p> <ul style="list-style-type: none">• Explain and clarify -e.g. how the mask is made? <p>Key Vocabulary: first, next, finally, then, and.</p> <p>Key Questions: So how can we get the eyes in the right place?</p>	<p>L1. We are learning to talk about Past events</p> <p>Activity: Using photographs of special times in your class, create a special times large book with the children.</p> <p>Key Vocabulary: Remember Did When Do you remember...</p> <p>Key Questions: When was this photo taken? Do you remember what we did on that day?</p>

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What do you have to do next? Can you tell us how you made the mask? Can you explain it to...?	
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