

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 11th March 2024

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. Home learning will be set on Tapestry every **Thursday** and this should be completed and uploaded to Tapestry by **Monday** morning. If there are any questions, please email your child's class teacher.




Reminders

Please make sure your child has completed the home learning tasks and uploaded them on Tapestry each week. Thank you!

This half-term our topic is: Long Ago

The focus story this week is: [Coming to England](#) by Floella Benjamin



Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: We are learning to hear the igh sound Sentence substitution We will review previous learning by creating sentences using words we have been reading recently. Introduce the igh grapheme We will then encourage the children to make the igh sound with their mouth and introduce words containing igh using the PowerPoint on the Monster Phonics website. We will then ask the children to do the Yellow I action every time they hear the igh sound in the video. We will ask the children if they can they remember all of the igh words by the end of the video and we will then create word art using black and yellow pencils/crayons to write these words: high sigh light might night right sight fight bright</p>	<p>LI: We are learning to read words containing igh. Full circle We will revise our learning from yesterday by creating igh words in a full circle game. Reading Rapunzel, we will read the Monster Phonics story of Rapunzel, noticing the igh words in the text. Finally, the adult will hide igh words around the room and play a word hunt game, with the children finding and then reading the igh words.</p> 	<p>LI: We are learning to write words containing igh. Phoneme frame We will review previous learning by writing words containing learned sounds inside phoneme frames. Model Writing, we will use my turn, our turn, your turn to write our own igh words (light, fight, high) and challenge the children to also write: At night she went up. She went with the knight.</p> 	<p>LI: We are learning to read and write sentences containing igh words. Blending Skills, we will practise sounds we have already learned by reading through the Blending PowerPoint on the Monster Phonics website. (See example below.) Writing Rapunzel sentences We will then read some of the Rapunzel story again and use my turn, our turn, your turn to practise writing the sentence: I do not fight.</p> 	<p>LI: We are learning to read and write the high frequency words like, when, little, what. Buried Treasure We will revisit of sounds already learnt by playing the Buried Treasure PowerPoint. Teaching high frequency words We will use the HFW PowerPoint. The adult will read each word, highlighting the graphemes and the sounds that they make. We will explain that Tricky Witch changes the a into an o sound in 'what' and that the h makes no sound. Tricky Witch changes the le at the end of 'little' to an ul sound. The word 'like' has an i-e that makes the long l sound. The word 'when' has a silent h.</p>



Finally, we will use different art materials to create HFW flashcards.



Literacy



Book: Coming to England by Floella Benjamin

Writing task: To read and spell high frequency words.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>LI. We are learning to read, write and say Green Froggy and Miss Oh No words.</p> <p>Today, recap the Green Froggy and Miss Oh no words. Take time to remind children of the Monster, the action and the colour that represents the sound.</p> <p>Key vocabulary: He, she, me ,we, see, be, on, no, so, going</p> <p>Key Questions: What sounds does the Monster make? What colour is the sound?</p>	<p>LI. We are learning to read, write and say Cool Blue and Brown Owl words.</p> <p>Today, recap the Cool Blue and Brown Owl words. Take time to remind children of the Monster, the action and the colour that represents the sound.</p> <p>Key vocabulary: To, do, into, you, now, how, brown</p> <p>Key Questions: What sounds does the Monster make? What colour is the sound?</p>	<p>LI. We are learning to read, write and say Tricky Witch words.</p> <p>Today, recap the Tricky Witch words. Take time to remind children of the Monster, the action and the colour that represents the sound.</p> <p>Key vocabulary: Is, was, said, the, look</p> <p>Key Questions: What sounds does the Monster make? What colour is the sound?</p>	<p>LI. We are learning to read, write and say Angry A and Silent Ghost words.</p> <p>Today, recap the Angry A and Silent Ghost words. Take time to remind children of the Monster, the action and the colour that represents the sound.</p> <p>Key vocabulary: A, play, away, day, say, they, when, what, have, come, some</p> <p>Key Questions: What sounds does the Monster make? What colour is the sound?</p>	<p>LI. We are learning to read, write and say Yellow I and Black Cat words.</p> <p>Today, recap the say Yellow I and Black Cat words. Take time to remind children of the Monster, the action and the colour that represents the sound.</p> <p>Key vocabulary: Like, my, in, it, for, mum, dad, cat, on, and</p> <p>Key Questions: What sounds does the Monster make? What colour is the sound?</p>

Monday
LI. We are learning to build 9 and 10.

Activity:
 We will build on our subitising and one more/less work from last week by focusing on the composition of numbers from 1 to 10. We are learning to see greater numbers as a whole number and its parts at the same time (so 10 is 5 and 5).

Today we will read One Gorilla by Anthony Browne, noticing the numbers in the illustrations, e.g. "I can see a three and a seven. Three and seven is equal to ten."

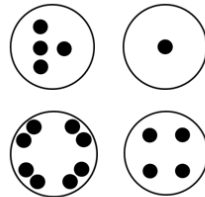


Vocabulary:
 Whole
 Parts
 Is equal to
Key Questions:
 What do you see?
 How do you see it?

Tuesday
LI. We are learning to build 9 and 10.

Activity:
 We will remember our work from yesterday and continue to see greater numbers as a whole number and its parts at the same time. Today we will have lots of dot plates and we will encourage the children to find two dot plates which are equal to greater numbers.

Vocabulary:
 Whole
 Parts
 Is equal to
Key Questions:
 What do you see?
 How do you see it?



Wednesday
LI. We are learning to recognise the pairs of numbers which equal 10.

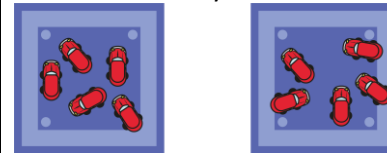
Activity:
 Today we will explore pairs of numbers which equal 10 using real objects. We will learn a song called "Five eggs and Five eggs" and use plastic eggs to notice that there are 10 eggs altogether. We will then ask the children if they notice any other pairs of numbers which equal 10, e.g. 1 and 9, 2 and 8, 3 and 7, 4 and 6.

Vocabulary:
 Number bonds
 Whole
 Parts
 Is equal to
Key Questions:
 What is the whole/the parts?
 How many different number bonds to 10 can you find?

Thursday
LI. We are learning to recognise the pairs of numbers which equal 10.

Activity:
 Today we will continue to learn the pairs of numbers which equal 10 using real objects. We will have 10 cars in two car parks and explore how many ways we can place the 10 cars in the two car parks.

Vocabulary:
 Number bonds
 Whole
 Parts
 Is equal to
Key Questions:
 What is the whole/the parts?
 How many different number bonds to 10 can you find?

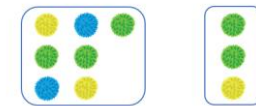


Friday
LI. We are learning to arrange the number 10 in different ways.

Activity:
 Today we will learn that the overall number of objects is still the same, no matter what arrangements we make and where we start counting from. We will use a range of loose parts (e.g. buttons, lids, pom poms, washers and bolts) and arrange 10 of them in different ways to number bonds to 10.

Vocabulary:
 Altogether
 Is equal to
Key Questions:
 What does this arrangement tell us about the number 10?

What does this arrangement tell us about the number 10?



I can see 7 here and 3 here.
 There are 10 altogether.

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<p>Music</p>	<p>Personal, Social and Emotional development</p>	<p>Physical Development</p>	<p>Art and DT</p>	<p>Understanding the world (Cornerstones History and Geography Focus)</p>	<p>Understanding the world (Science, RE or Computing Focus)</p> <p>RE</p>
<p>LI. We are learning to play along with the song <i>Bang my drum</i>.</p> <p>Activity: We will listen to the song <i>Bang my drum</i> by London Rhymes.</p> <p>This track is all about feeling like an elephant, a little mouse, a cheetah, and a tortoise when playing a drum, and delves into the</p>	<p>LI. We are learning what the word 'healthy' means and that some foods are healthier than others.</p> <p>Activity: 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</p>	<p>LI. We are learning to develop hopping and landing with control.</p> <p>Activity: The children will line up at one end of the teaching space. The teacher says a type of food asking the children if they like it, followed by an action e.g. if you like strawberries skip to the other side. All children who like strawberries skip to the other side of the space. Repeat the</p>	<p>LI. We are learning to share our clay creation, explaining the processes we have used.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Each child will familiarise themselves with their design and think about the colours they would need to paint the models. 2. The pupils will paint their models according to their designs. The children will be 	<p>LI. We are learning to explore the life cycle of a vegetable, following its journey from root to harvest.</p> <p>Activity: The children will follow the steps in planting their own green bean seeds. Dampen the paper towel and wrap it inside the small clear plastic pot. Place the bean between the towel and the pot's edge, about a third of the way down. 3 Put the small pot in a warm, well-lit spot, and remember to keep the</p>	<p>LI. We are learning to order and follow their pictorial instructions to plant their seeds.</p> <p>Activity: The children begin by looking at pictures of the steps involved in planting seeds (provided). They then sequence the pictures so that they make sense and are in the correct order. Next, they follow their pictorial instructions to plant their seeds. They will also think about what</p>

<p>themes of dynamics and tempo in a really fun way.</p> <p>We will find a nice big space and ask the children to sit down or crouch down low when the music is soft, and then to stand up tall when it's loud. If there are moments of <i>crescendo</i> or <i>diminuendo</i>, then they can move from one state to another.</p> <p>We will discuss what animal or character it sounds like at the beginning of the piece, from the famous 'da da da dum' moment, and when it goes quiet at 10 seconds and again at 26 seconds?</p> <p>Key Vocabulary: Compose, conductor, improvise</p> <p>Key Questions: Can you improvise music with different instruments, following a conductor?</p> <p>Can you compose music based on characters and stories developed through listening to Beethoven's 5th symphony?</p>	<p>shocked and take the sandwich away. Why did the sandwich get taken away? Let children talk about this for a minute and share opinions. 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 groups. Ask the question: should we never eat less healthy foods?</p> <p>Key vocabulary: Unhealthy , healthy, sugar</p> <p>Key Questions: 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>game using different travelling instructions and foods. Instructions could include running, jumping, hopscotch. Ensure the last travelling action used it hopping. The children will move safely to the opposite side of the teaching space being mindful of others.</p> <p>Key vocabulary: Land, hop, knees</p> <p>Key Questions: How many feet do you land on when hopping? What do you need to do with your knees when hopping? Where should you be looking?</p>	<p>reminded that they must try to follow their design closely. If they wish to change their mind, encourage them to think about and verbalise why they wish to do so.</p> <p>3. When the models are dry the children could coat them with PVA glue and predict what might happen when they are dry.</p> <p>Key vocabulary Easy, difficult, plan</p> <p>Key Questions: What do you like about your model? How did you make... (the tail, trunk, etc.)? Did you find it easy or difficult to follow your plan? Why? Is there anything you would change about your model or your design?</p>	<p>paper towel moist. 4 Once the bean shoot reaches above the pot with at least 2 leaves, transplant it into a larger pot. Only an adult must handle compost.</p> <p>The children will periodically complete activity templates to document each stage of the bean's life cycle.</p> <p>British-Science-Week-Early-years-activity-pack-2024.pdf</p> <p>Key Vocabulary: Sow, shoot, root, stem, grow.</p> <p>Key questions: Do beans grow in the ground or on stalks above the ground? What time of year do beans grow? In which seasons do other vegetables grow? How might you prepare and cook beans to be eaten? How do other vegetables grow? Can you think of another vegetable that grows on tall climbing plants like green beans?</p>	<p>plants need to grow and the best place to put their newly planted seeds.</p> <p>Key vocabulary: First, next, soon, plant pots ■ Soil ■ Seeds Gardening tools ■ Watering can</p> <p>Key Questions: I wonder which one comes first What are you going to do first/ next? Why? Which part comes next? Which part comes at the end? How do you know?</p>
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Some of the other opportunities for learning inside or in the outside area (based on pupil needs and interests):

LI. We are learning to represent 10 in different ways.



Prompt children to explore different ways to represent bonds to 10 with small world resources.



For example, how many ways can you place 10 fairies on two toadstools? How many ways can you place 10 cars in two car parks?

LI. We are learning to explore the natural world around us, noticing similarities and differences



Growing Tuff Spot



Activity 1: use cars in two car parks to show different arrangements of 10. Add clipboards to encourage mathematical mark making.

Activity 2: Seeds, soil, tweezers, spades.