

Weekly Overview of Learning

Year group: Reception Week beginning: 13.3.23

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. 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

Reminders

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: My Mum

Moonster
Phonics

Sound: oa

| Week 7 | Monday | Tuesday | Wednesday | Thursday | Friday |
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| Review | <p>Reading Captions</p> <p>Select a page of the Vowel Digraph Captions PowerPoint. Focus on blending skills to read as a whole class.</p> | <p>Reading Captions</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> |
| Teach | <p>Introduce the oa grapheme</p> | <p>Reading</p> <p>Read the Floatella PowerPoint or eBook which tells the story of</p> | <p>Model Writing</p> <p>Download the flashcards.</p> | <p>Reading</p> <p>Read the cream section of the Floatella eBook pointing out the</p> | <p>HFW Art</p> <p>come some were one</p> |

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| | <p>Miss Oh No makes this sound and colours the long O graphemes pink.</p> <p>Download the PowerPoint to introduce the oa grapheme.</p> <p>Watch the Miss Oh No oa video. This tells the story of Cinderella, called 'Floatella'. Ask the children to do the Miss Oh No (surprised hands in the air) action every time they hear an oa word. Can the class remember all of the oa words by the end of the video?</p> | <p>Cinderella. Read the cream sections with the children. The white sections are for an adult to read. They are not necessary for the story but add engagement.</p> <p>Read the oa words and HFWs on the final page.</p> | <p>Read through as a class, blending the graphemes to read each word.</p> <p>Select one oa word, sound-talk as a class and model writing the word.</p> | <p>oa words. Focus on blending the oa grapheme with other graphemes to read.</p> | <p>1. Download the HFW PowerPoint. Read each word, highlighting the graphemes and the sounds that they make. Explain that Tricky Witch has change the o to a u sound in the words come and some. She has changed the o to a wo sound in one. She has also changed the er in were.</p> |
| <p>Activity</p> | <p>oa Flashcards</p> <p>Children make their own flashcards with the words:</p> <p>coat load goat loaf road soap oak toad foal boatman</p> | <p>oa Word Hunt</p> <p>Hide the oa flashcards for that the class created yesterday. Children search for the flashcards in small groups. They note down the words that find on whiteboards or make the word out of magnetic letters.</p> <p>You may wish to hide additional oa flashcards downloaded from the website.</p> | <p>Choose one of two activities:</p> <p>Story Map (LA/MA)</p> <p>Create a large story map of Floatella using a long roll of display paper. Draw, then label. Also stick flashcards to the map to further label.</p> <p>Character Actions (HA)</p> <p>Use templates to write one or more oa sentences.</p> <p>Get me soap.</p> <p>I will roam.</p> <p>You must not boast.</p> <p>Thanks for the coach.</p> | <p>Model Sentence Writing</p> <p>Bring me 2 goats.</p> <p>Children write a sentence in pairs on whiteboards.</p> <p>What other variations of this sentence were in the story?</p> | <p>HFW Art</p> <p>Create HFW flashcards for a wall display.</p> |

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| Follow-Up Activities (optional) | | oa Game – Tricky Magic Play in groups of 5 using 5 cups. Children take turns to be the leader. The leader selects 5 oa flashcards, shows them to the group to read and insert each into a cup. They turn the cup over and move the cups around. The children close their eyes, the leader says 'do not look at what the magic took' and takes a cup. The flashcards are revealed one by one. The other children try to guess before all words are revealed. | oa Game – Word Plates Hide oa flashcards around the room. Write oat , oad and oost on separate paper plates. Hunt to find all the oa flashcards and stick on the plate with the correct word family, e.g. boat and coat are stuck on the oat paper plate. The winning group is the first to have a complete set. | | HFw Game – I spy Hide the flashcards for the Reception HFws and phase 2 and 3 Tricky and Decodable words that have been learnt so far. Ask the children to find them and organise them into monster groups. For example, 'do' will be in Cool Blue's group. Some words will be in more than one group. Let the children decide. Which monster has the most HFws? |
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Literacy

Book: My Mum

Writing task: Make a card for Mother's day.

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| <p style="text-align: center;"><u>Monday</u></p> <p>LI. We are learning to listen attentively, understand and answer questions.</p> <p>Read the book 'My Mum' to the children. Discuss the story language with the class and talk about how it relates to their experiences. Then, remind the children they key features of a card and model a shared write of a Mother's Day card.</p> | <p style="text-align: center;"><u>Tuesday</u></p> <p>LI. We are thinking of adjectives to describe our Mum.</p> <p>Gather ideas as a class on how to describe the mum in the story. Ask the children to then think about their own mum. Can they use words to describe what she looks like or how she acts?</p> | <p style="text-align: center;"><u>Wednesday</u></p> <p>LI. We are learning to follow a sequence of instructions.</p> <p>In a circle, model to the children how to paint their mum. This will be the front cover of their card. Can they talk about what they like about our model painting? Do they know what a good painting needs?</p> | <p style="text-align: center;"><u>Thursday</u></p> <p>LI. We are learning to try and write a sentence about my mum.</p> <p>Discuss the mum in the story and recap the adjectives used in yesterdays discussion. Can they put their ideas into a sentence? Ask the children to vocalise their ideas using the scaffolding 'my mum...'. On their white boards, encourage independent</p> | <p style="text-align: center;"><u>Friday</u></p> <p>LI. We are learning social phrases to share our work with the class.</p> <p>In a circle, model to the children how to share their card with the class. 'I would like to show you my card. I made this card for my mum. It says...'. Ask the class to share positive feedback on their writing.</p> |
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| <p>Key Vocabulary: Mother's Day, celebrate, card</p> <p>Key Questions: What does your mum like? What would you like to say to your mum?</p> | <p>Key Vocabulary: Mother's Day, celebrate, card, kind, caring, beautiful, helpful, loving, talented</p> <p>Key Questions: What does your mum like to do? How would you describe your Mum? What does your mum look like?</p> | <p>Key Vocabulary: Mother's Day, celebrate, painting, face, body, arms, legs, brush strokes, colour</p> <p>Key Questions: What does your mum look like? What makes a good painting?</p> | <p>writing using the sentence starter.</p> <p>Key Vocabulary: Mother's Day, celebrate, card, kind, caring, beautiful, helpful, loving, talented</p> <p>Key Questions: What does your mum like to do? Can you use role play to show how your mum acts?</p> | <p>Key Vocabulary: Mother's Day, celebrate, card, proud, embarrassed, shy, confident</p> <p>Key Questions: How do you feel sharing your card to the class? What do you like about your friends card?</p> |
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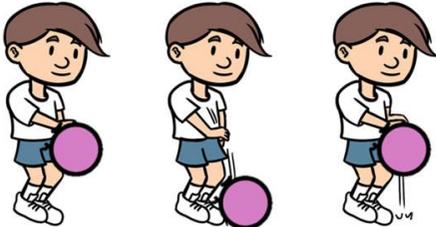


Theme: Comparing numbers to 10.

| <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
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| <p>L1. We are learning to compare numbers to 10.</p> <p>Ask the children to build or write their name. How many letters does their name have? Draw a giant 10's fame on the carpet with chalk. Display the letters in the 10's frame to compare the lengths of names.</p> <p>Key Vocabulary: length, 1-10, letters, less, more.</p> | <p>L1. We are learning to compare numbers to 10.</p> <p>Children compare items by lining them up to count each group. Show Gingerbread Men with 2 different quantities of buttons on them. Draw a giant 10's fame on the carpet with chalk. Display the buttons in the 10's frame to compare the number of buttons on the Gingerbread.</p> | <p>L1. We are learning to compare numbers to 10.</p> <p>Roll the dice. What number have you landed on? This domino will go in the middle. Children sort dominos to the right and left of the number on the dice. Which dominos have fewer spots? Which dominos have more spots?</p> <p>Key Vocabulary: dice, domino, less, more, compare</p> | <p>L1 We are learning to compare numbers to 10.</p> <p>I have hidden 10 bean bags. You have 1 minute to see how many you can find. Go on a hunt to find the bean bags. As the children find them, they put them in the 10's frame. After a minute, discuss with the class how many they have found and how many are still missing. Draw a giant 10's fame on the carpet with chalk.</p> | <p>L1 We are learning to recognize amount to 10.</p> <p>Turn over one card. What number is shown on the 10's frame? How many more counters would you need to make 10? The children then select that numeral from the carpet as quickly as they can.</p> <p>Key Vocabulary: numeral, 10's frame, more</p> |

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| <p>Key Questions: How many letters does your name have? How many letters does your friends name have? How did you use the tens frame to help you? Which name has more letters?</p> | <p>Key Vocabulary: 1-10, less, more, buttons, compare, group</p> <p>Key Questions: How many buttons in each group? Which Gingerbread Man has the most? Which Gingerbread Man has the least?</p> | <p>Key Questions: Can you find dominoes that are more than 4? Less than 4? The same as 4?</p> | <p>Key Vocabulary: 1-10, missing, more, hunt</p> <p>Key Questions: How many bean bags are missing? How many more do you need to find?</p> | <p>Key Questions: How many are missing? How many counters can you see? Can you put this into a number sentence?</p> |
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| Communication and Language | Personal, Social and Emotional development  | Physical Development  |
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| <p>LI. We are learning to share our work with the class using modelled phrases.</p> <p>Lesson: Display 2 examples of paintings of mum- Shades of excellence. Class teacher to ask the NNEB to come and show the children which painting is hers. Can you tell us about the picture? Model language- I want to share my painting. This is my mum. I have painted her black hair. I used a thick brush and painted carefully...</p> <p>Key Vocabulary: I want to share my painting... I used...</p> | <p>LI: I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>Lesson: Show clip of Chitty Chitty Bang Bang, where dad sings to the children as they go to sleep (Hushabye Mountain). Children to pass round Jigsaw Jenie and share what they do at home before they go to sleep (bedtime routines).</p> <p>Children to find a comfy place to lie (may have to move tables back, etc.). Play a lullaby. Encourage children to close their eyes and take slow, deep breaths. Remind them what happens to our bodies when we are asleep. That's when we grow and our bodies repair themselves. Sleeping is just as important and good for you as food and exercise. At end of song, children to pretend to wake up, yawn, stretch and start the day!</p> <p>Key Vocabulary:</p> | <p>LI. We are learning to develop bouncing and catching as ball skills.</p> <p>Lesson: Jumping grasshoppers: Give the children one ball each. They imagine that this is a grasshopper. They need to hold onto their grasshopper with both hands so that it doesn't jump away.</p> <p>Can they drop the grasshopper onto the floor and catch it after one bounce?</p> <p>Watch the grasshopper as it bounces back up and scoop it up with two hands. Make this easier by using a bigger ball.</p> |

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| <p>Then I... I chose...</p> <p>Key Questions: I wonder how you painted a picture of your mum? Can you start with – I want to share my painting?</p> | <p>Key Questions: What time do they go to bed? (Show time on clock.) What do they do before they go to sleep? What do they wear? Do they cuddle anything? Do they say prayers before sleep? Do they dream?</p> | <p>Can they push the grasshopper to the floor with two hands and catch it?</p> <p>Watch the grasshopper as it bounces back up and catch with two hands pulling the ball into your chest.</p> <p>Can they throw the ball just above head height and catch it? Imagine their grasshopper has leaped into the air.</p> <p>Watch the ball as it comes back down. Make this harder by asking the children to throw the grasshopper into the air, let it bounce on the floor and then catch it.</p>  <p>Key Vocabulary: bounce, catch, throw</p> <p>Key Questions: What happened to the ball when you pushed the ball hard, did it go lower or higher? How many hands should you use to catch the ball? Where should you be looking when trying to catch the ball?</p> |
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Religious Education

DT and Art

Computing

LI. We are learning to understand why Christians celebrate Easter

Spring 2 - Foundation 1 - Easter - Lesson 3: Easter (A Christian Celebration)

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. 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.

Key Vocabulary: Easter eggs, Jesus, Cross, sharing, giving, receiving, remembering

Key Questions:

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?

LI. We are learning to make joints and develop our cutting skills when making paper flowers for our mums.

Lesson:

Looking at fresh flowers, adult to model making a daffodil, modelling thinking by say it out loud- 'I think I'm going to need sticky tape to hold it together because it needs to be a strong joint...

Key Vocabulary:

Joint, cut, fold, trim, stick, paint, scrunch...

Key Questions:

I wonder how you can make the long stem?

What will you use?

I wonder how you can improve that?

LI. We are learning about growth and noticing the different stages of growth.

Lesson:

In this activity, as children learn about growth, they notice the different stages of growth and put these stages in order. Children could bring in photos of themselves as babies, or photos of their family members at different ages. Visits to a pet shop or images of other baby animals, sibling visitors, books and videos showing stages of growth all afford rich opportunities for children to develop an understanding of changes over time

Children: Enjoy looking at photos of themselves when they were younger, and talking about what they could do at different ages. They are also often inquisitive about babies or younger siblings, and the changes they go through at different stages. Adults: Provide ways of displaying and discussing memories of children when they were younger, such as through baby photos in albums and displays

Key Questions:

How have you changed?

What happens when you get older?

What changes do you notice?

Music



Understanding the world



LI. Listen to music and explore how it can represent minibeasts. Recognise a change in tempo. Play an accompaniment using tuned and untuned percussion.

Lesson:

- Play the performance audio for the class. Can pupils describe what happens to the speed between the two sections?
(The first – ‘x fine bumblebees, sitting in a honey tree’ – is slower and the second – ‘buzz, buzz’ – is faster.)
- Flapping imaginary wings in time with the pulse will help – up for two beats and down for two beats.
- Even if pupils find the exact timing tricky, getting a sense of the difference in speed is the main objective of this activity.

Play an accompaniment using tuned and untuned percussion.

- Remove the bars from a xylophone or glockenspiel to leave just the notes E and F.
- Using two beaters (one in each hand), have the children listen to *Five fine bumble bees* while you alternate the two notes for ‘bzzzzz, bzzzzz’, counting four beats for each one (e.g. E, E, E, E, F, F, F, F). Play each note 4 times i.e. E two three four, F two three four). You could also

LI. We are learning to observe real flowers carefully to help us recreate flowers from paper and card.

Lesson:

Observe flowers and recreate, see D.T plan as well.

Key Vocabulary:

Look, petals, stem, lines ,grooves, pollen, shade.

Key Questions:

What can you see on the stem?

What sort of green is it?

Are all the petals the same shade of yellow?

demonstrate how you can hold a note on xylophone by using a tremolo (like a trembling sound). You can achieve this effect by quickly alternating beaters on the same note and counting to 4, then changing note. Four counts on E and then four counts on F.

- Leave a pause for 'What a lovely evening', then repeat. It may help to do something to physically represent the pause, like a wave of your beaters.
- Give pupils an instrument each, or one between two, and the same with beaters depending on how many are available.
- Encourage children to try this accompanying part and to count the beats as they play.

Key Vocabulary: beat, tempo, explore, represent

Key Questions: *Can you find a buzzing percussion instrument.?*

- Invite children to explore a selection of untuned percussion instruments and choose the best accompanying sounds for buzzing.