

# Weekly Overview of Learning



Year group: Reception    Week beginning: Monday 15<sup>th</sup> January 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

If you haven't already, please make sure you have logged on to the school payment system and paid for the fairytale drama workshop this week.

**This half-term our topic is:** Once Upon a Time

**The focus story this week is:** Little Red Riding Hood

Moonster  
Phonics

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
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<p><b><u>Ll: We are learning to hear the ow sound</u></b> We will review previous learning by downloading and speed reading the Reception grapheme flashcards one by one.</p> <p>We will then introduce the ow grapheme.</p> <p>Next, we will watch the Brown Owl video. This introduces Brown Owl and shows how she helps her friends. Can the children make the Brown Owl (ouch) action each time they hear an ow word? We will tell our talk partners all the ow words we can recall.</p> <p>Finally, the adult will provide blank labels, black pens and brown pens. The children will complete a Word Art activity. They will draw the ow words in colour code on large sheets of paper: <b>how now brown cow pow! bow down town towel</b></p>	<p><b><u>Ll: We are learning to segment sounds to spell o words.</u></b> We will review previous learning by playing quick write words. We will give out laminated phoneme frames for each pair of children. The adult will 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 then write on their laminated phoneme frames.</p> <p>The adult will model writing the following sentence:</p> <p><b>I will go now.</b></p> <p>The children will then write the following sentence on individual whiteboards: <b>I am brown.</b></p>	<p><b><u>Ll: We are learning to read sentences containing ow and oo words.</u></b> We will review previous sounds by downloading the PowerPoint to practise reading captions. We will all sound talk and read the first word. Sound-talk and read the second word. Say both words together. Continue until the end of the caption.</p> <p>We will then complete a Model Story Sequencing activity. The adult will print out and make copies of the 'Red in the Woods' story and explain how some of the pages are not in the right order.</p> <p>The adult will model reading the first page and ask - Where would this go in the story? We will repeat with the final page. Finally, we will ask the children to work in groups to order the pages to create their own book.</p>	<p><b><u>Ll: We are learning to write words containing ow and oo.</u></b> We will practise the sounds we have been learning by downloading and reading the blending powerpoint.</p> <p>The adult will then explain to the children that they are going to create phonics art, either for display or in their books. We will recap the oo and the ow graphemes. The adult will show how to write these and recall the monsters that make these sounds.</p> <p>We will use the my turn, our turn, your turn strategy to support the children, gradually encouraging them to become more independent writing words containing oo and ow.</p> <p>We will then use a variety of media to create HFW flashcards for a wall display. – paint, pastels, felt tip pens – playdough letters – iPad drawings Take photos of models and screenshot of digital work.</p>	<p><b><u>Ll: We are learning to write sentences containing ow and oo words.</u></b> We will review our work on ow words by playing buried treasure.</p> <p>Model Sentence Writing</p> <p>Model writing the sentence:</p> <p><b>They look at the book.</b></p> <p>We will then use my turn, our turn, your turn strategy, writing more sentences to go with the pictures:</p> <p><b>The cow is brown. They look at the book. This book is good.</b></p>
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## Literacy

**Book:** Little Red Riding Hood

**Writing task:** To write our own wanted poster to catch the wolf.

Monday

Fairy tale drama workshops happening today.

Tuesday

L1. We are learning to engage in conversations about stories, learning new vocabulary



Share this part of the story with the class, pausing and discussing new vocabulary. What are brussel sprouts?(show children real sprouts)

**Key Vocabulary/phrases**

Brussel sprouts

Rules

Keep to the path

On the other side of the woods

**Key Questions**

What rules do we have in school/ at home?

What is a path?

Why should she stay on the path?

Wednesday

L1. We are learning to develop storylines in our pretend play.



Set up a role play tuff spot. Adults to model story telling using the props.

Adults to model varying expressions and tones for the different characters.

Activity: Take a photo of the children using the tuff spot, making notes on their use of language and varying expression.

**Key vocabulary**

Voice

Expression

" And where does dear little granny live?"

" Oh Granny! What big eyes you have...."

**Key Questions**

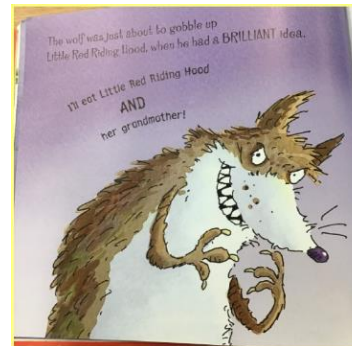
What does the wolf say?

How does he sound?

What happens next?

Thursday

L1. We are learning to read simple phrases



Share read:

The wolf was just about to gobble up Little Red Riding Hood, when he had a BRILLIANT idea.

**Key vocabulary**

Tricky word

Green froggy- He

Tricky witch-was

Cool blue-to

**Key Questions**

What brilliant idea does the wolf have?

Have you ever had a brilliant idea?

Friday

L1. We are learning to write simple sentences



Adult to share this part of the story. Next, the adults will role play using real props ( make a make makeshift bed).

Activity:

Share write:

Mmm not bad.

He got into her bed.

Adult to model- Think say write using 'My turn, our turn, your turn' and counting words on fingers. Read back to see what word comes next.

**Key vocabulary**

Sentence, words, order, sound talk , check,

**Key Questions**

What word comes first?


What sounds can you hear?

Which monster will help us spell her/he/ into.

**Theme: Mass and Capacity**

**Monday**  
**LI. We are learning to compare mass.**  
**Activity:**  
 Children build on their learning of simple comparisons from the autumn term to now make more precise comparisons using different units. Children may still be more familiar with the word 'weight', using balance scales and distinguish between the different quantities on either side. It is important to provide a range of resources to explore, including loose parts, so that children can investigate the mass of different objects.

Provide two objects, one heavy and one light, and place them on a balance scale. Which object is heavier? How do you know?




Repeat with different objects and ask children to make predictions.

**Key Vocabulary:**  
 Heavier  
 Lighter  
 Balance  
 Equal  
 Weight

**Key Questions:**  
 Which object is heavier?  
 How do you know?  
 Which object is lighter?  
 How do you know?  
 What has happened to the balance scale?  
 Which objects will float/sink?

**Tuesday**  
**LI. We are learning to find a balance.**  
**Activity:**  
 Children will further explore mass and progress to discovering how to find a balance. Prompt children to recognise that the scales are balanced when the objects on each side have the same mass. Explore measuring different objects to see which ones balance and encourage children to say why. Explain that the line across the balance scale needs to be straight, using gestures to emphasise the horizontal line. Emphasise to children that when balancing a scale, both sides need to have an equal mass.

Place classroom objects on a balance scale. Add cubes to the other side until the scale is balanced and point out what this looks like.




Count how many cubes made the scale balance. Repeat by placing different objects on the scale.

**Key Vocabulary:**  
 Heavier  
 Lighter  
 Balance  
 Equal  
 Weight  
 Scales

**Key Questions:**  
 Which object is heavier/lighter?  
 What has happened to the balance scale?  
 Which side needs more/fewer to make the scale balance?  
 What does it mean when the scale is balanced?

**Wednesday**  
**LI. We are learning to explore capacity.**  
**Activity:**  
 Children build on their understanding of 'full' and 'empty' to further investigate different capacities and how they relate to each other. They will explore how non-standard units can be used to measure capacity. Encourage children to use the language 'tall', 'thin', 'narrow', 'wide' and 'shallow' when describing containers and prompt them to experiment filling these using other sized containers. Allow children to use different materials such as water, rice, sand and beads to explore the containers' capacities.

Prompt children to explore filling a container with different loose parts, such as pine cones, stones and corks.




Support children to notice whether the container can hold more of one object than another object.

**Key vocabulary:**  
 Measure  
 Container  
 Full  
 Empty  
 More than/ less than

**Key Questions:**  
 How many does the container hold?  
 How can you measure the capacity of the containers?  
 How many are needed to fill the container?  
 Will the container hold more or less than?

**Thursday**  
**LI. We are learning to compare capacity.**  
**Activity:**  
 Children will continue to explore capacity in this small step and will move on to making comparisons. Encourage children to make direct comparisons by pouring from one container to another. During activities and in provision, prompt children to use smaller pots or ladles to make indirect comparisons by counting how many of one container it takes to fill another. Children can then order the containers from the smallest capacity to the greatest capacity.

Provide a selection of containers of different shapes and sizes and ask children to investigate which holds the most water.




Place the containers in order from the smallest to the greatest capacity.

**Key vocabulary:**  
 Container  
 Measure  
 Shape  
 Size  
 Capacity

**Key Questions:**  
 How many of can the container hold?  
 Which container has the greatest/smallest capacity?  
 What could we use to measure the capacity?  
 Does this container hold more or less? How can you find out?

**Friday**  
**LI. We are learning to find number bonds to 5.**  
 Children will recap the composition of numbers from zero to five. Children will continue to develop the understanding that all numbers are made up of smaller numbers and that this can include zero. Prompt them to notice the different compositions of numbers to five by asking questions such as, "How do you see it?". Model how this can be recorded ( $2 + 3 = 5$ ) to represent number bonds to 5.

In pairs, children use double sided counters to make 5.



$2 + 3 = 5$

Extension - Can they record it on a white board?

**Key vocabulary:**  
 Whole  
 Part  
 Number bond

**Key Questions:**  
 What do you see?  
 How do you see it?  
 What is the whole?  
 What is/are the part/parts?

<p style="text-align: center;"><b>Music</b></p> 	<p style="text-align: center;"><b>Personal, Social and Emotional development</b></p> 	<p style="text-align: center;"><b>Physical Development</b></p> 	<p style="text-align: center;"><b>Art and DT</b></p> 	<p style="text-align: center;"><b>Understanding the world (Cornerstones History and Geography Focus)</b></p> 	<p style="text-align: center;"><b>Understanding the world (Science, RE or Computing Focus)</b></p> 
<p><b>L1. We are learning to keep in time with the beat of the music.</b>  <b>Activity:</b> We will repeat the game we learned last week, a simple singing game called ‘Cuckoo where are you?’ The adult will sing the call to the class “Cuckoo, where are you?” and the children echo this back, copying it exactly as the adult sang it. This week the children will take turns to lead the singing in the game. The adult will then introduce the Cuckoo Polka track by Johan Strauss. Before playing the track, the adult will demonstrate tapping the pulse gently on various parts of the body (head, shoulders, chest, knees etc.) and have pupils copy and try to keep in time. We will try to listen and hear the sound of the cuckoo. We will then learn actions to accompany the music.</p> <p><b>Key vocabulary:</b>  Duration: beat.  Timbre: vocal play, cuckoo whistle, orchestra.  Pitch: cuckoo interval, so-mi.  Structure: echo singing.</p> <p><b>Key Questions:</b> How do the birds look different? How do the birds sound different?</p> <p>Call:    Cuck - oo, where are you?</p> <p>Echo:    Cuck - oo, where are you?</p>	<p><b>L1. We are learning the words to use to stand up for ourselves when someone says or does something unkind.</b></p> <p>We will get the children into a circle. Using the teddies, we will set it up so it looks like they are playing; then get one of them to start saying unkind things to the other, e.g. I don’t like your jumper, it’s horrible; you’re not doing it right; it’s not yours, it’s mine. We will ask the children - Does Jigsaw Jenie like what s/he sees? Do the children like what they see? Talk with friends about what they didn’t like in that scenario and then feed back to the circle. How does it make the children feel seeing that unkind behaviour? How do you think the puppet/teddy/grown-up feels? Take some of the unkind things said and encourage discussions about why they are not OK to be said. What could be done instead? Let children know this was a pretend scenario.</p> <p>If we don’t like what someone does or says to us, what can we do to fix it? We will teach the children to say, ‘Please don’t do that, I don’t like it’ when someone does or says something to them that they don’t like. We will explain to the children if they hear those words they have to stop. As class/talking friends, think of things we could say to each other that are nice. Practise with Jigsaw Jenie.</p> <p><b>Key vocabulary:</b> friend, friendship, kind, unkind.</p>	<p><b>L1. We are learning to explore different body parts and how they move and remember and repeat actions.</b>  <b>Activity:</b>  We will play the bop it game from last week to warm up. We will then remind the children of the song ‘Head, Shoulders, Knees and Toes’. Sing the song without any music and tap each body part as you sing it. Start very slowly and gradually increase the tempo each time. We will listen carefully to the speed of the song and try to keep in time with an even beat, even as the song speeds up. We will make this harder by asking the children to put the word ‘head’ into their thinking voice and hum the tune for this word. For the next activity, children will stand on their base station. Beginning with the head, ask the children to explore ways to move their head e.g. nod, shake, turn, tilt. Repeat with shoulders, then knees, then toes. head e.g. nod, shake, turn shoulders e.g. shrug, roll, shake knees e.g. bend, twist, wobble toes e.g. tap, twist, wiggle</p> <p>We will then show the video ‘Head, Shoulders, Knees and Toes’ where the child has chosen his favourite way to move each body part. The children will choose their favourite action for each body part and perform it to the music (8 counts for each). We will ask the children to listen to the coach count and the change in music to let them know when to change action. We will ask the children to think of an interesting travelling action to change base station, then repeat their dance.</p>	<p><b>L1. We are learning to create landscape collages inspired by the work of Mary Coyle</b>  <b>Activity:</b> Today we will make Little Red Riding Hood collages, inspired by the work of Megan Coyle. We will ask the children first to draw a simple outline of the landscape (for example, an outline of the hills or trees). This week the children will select, cut or tear and stick pieces of newspaper down onto their piece of paper, filling in each outlined section with an appropriate. When they are finished, we will ask the pupils to cover their artwork with a thin layer of PVA glue. This will dry clear and will prevent edges from lifting.</p> <p><b>Key vocabulary:</b>  collage, landscape, Megan Coyle  Rip, tear, cut, stick</p> <p><b>Key Questions:</b> What can you see in the picture? Do you like it? What do you notice about the way it was created? I wonder which colour/piece of magazine we could choose to represent the grass? Let’s look carefully at our photograph. Which colours can you really see?</p>	<p><b>L1. We are learning to explore and discuss similarities between our life and lives in the past, using books, stories and pictures.</b>  <b>Activity: This week we will learn that</b> fairy tales show the clothes that people used to wear a long time ago. Look at the <a href="#">Clothes from the past picture cards</a> and discuss what the people in the pictures are wearing. Explain that the clothing is from a long time ago when the stories <i>Goldilocks and the Three Bears</i> and <i>Little Red Riding Hood</i> were written. Invite the children to describe the clothing and compare how they are different from the clothes they wear today.</p> <p><b>Key vocabulary:</b> characters, clothes, fairy tale.</p> <p><b>Key Questions:</b> Do you like the clothes in the pictures? Which outfit do you like the best? Would you like to wear clothes like that?</p> <p>Do you think the clothes would be comfortable? Do you think you would be able to do all of the activities you do, such as climbing and running, in those clothes?</p>	<p><b>L1. We are learning to</b>  <b>Activity:</b>  We will explain that Bertie Owl has party a party blower and we are not sure why. We will have a version of ‘Auld Lang Syne’ playing. We will then ask the children whether they know when this song is heard or sung. We will explain that this an extremely old Scottish song that was first written by Robert Burns in 1788 and is all about love and friendship. Auld Lang Syne means ‘times gone by’. We will all have a party blower each, watch a video of Big Ben and fireworks in London and blow our party blowers when Big Ben shows it is midnight. We will then talk about New Year’s resolutions. We will then read a poem about New Year’s Day. <a href="#">Hooray! Hooray! It’s New Year’s Day – Kenn Nesbitt’s Poetry4kids.com</a></p> <p>As a class, we will share ideas about the fantastic things you would like to do from the poem. The children will come up with their own ideas and the adult will scribe an extra verse for the poem. We will then ask the children to have a moment to really think about something that they would like to achieve this year e.g. get better at swimming, ride a bike with no stabilisers, etc. and what needs to be done to reach success.</p> <p><b>Key vocabulary:</b> resolution, party blower, midnight  <b>Key Questions:</b> (After poem) If you could do ANYTHING, what would it be? What do you think you need to</p>

	<p><b>Key Questions:</b> Do you like what you see? How does it make you feel? Is it OK to say unkind things and why?</p>	<p><b>Key vocabulary:</b> body part, twist, bend, shake</p> <p><b>Key Questions:</b> Which actions did you like in the performance you watched? Who was in time with the music? How did you move your head? What did you do to move your shoulders? What number did we count to? Why do you think we use counting?</p>			<p>do to achieve your New Year's resolution?</p>
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**Some of the other opportunities for learning inside or in the outside area (based on pupil needs and interests):**

**L1. We are learning to use the words and phrases we hear in books and stories in our own play.**

Activity 1: We will set up a scene from inside grandma's cottage in the home corner or at the tuff spot



**L1. We are learning to give instructions to a programmable toy.**

Activity 2: We will dress up the beebots to look like LRR and tell the beebot how to get to the square at the end of the story.

