

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 15th April

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

the holidays the children completed their Ready Steady Grow farm projects. Please upload a photograph or video to Tapestry or return the project to school. Thank you!

This half-term our topic is: Ready Steady Grow!

The focus story this week is: Jack and the Beanstalk



Week 10 ear/ure	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to hear the ear sound</u> Sentence Substitution We will review previous learning using the sentence substitution activity on the Monster Phonics website. Introduce the ear grapheme We will then encourage the children to make the ear sound with their mouth and introduce words containing ear using the PowerPoint on the Monster Phonics website. We will then ask the children to do the Tricky Witch action every time they hear the ear sound in the video. We will ask the children if they can they remember all of the ear words by the end of the video and we will then create word art using black and gold pencils/crayons.</p>	<p><u>LI: We are learning to read and spell words containing ear.</u> Full circle We will revise our learning from yesterday by creating ear words using the different graphemes. Teach We will then use my turn, our turn your turn to teach the children how to write ear words and then write simple captions using the ear words, e.g. I shed a tear. I fear her. A dear frog. I am near the pond.</p>	<p><u>LI: We are learning to hear the ure sound and read words containing ure.</u> Full Circle We will review previous learning by creating words using previous sounds, including the new ure sound. Story Sequencing, we will print out the frog prince story and read the sentences containing ure words. We will put the pages of the story in order.</p>	<p><u>LI: We are learning to read and spell words containing ure.</u> Blending Skills, we will practise sounds we have already learned by reading through the Blending PowerPoint on the Monster Phonics website. Teach We will all work together, blending sounds to read words containing ure, then segmenting sounds to spell words containing ure.</p>	<p><u>LI: We are reviewing all sounds learned in recent weeks.</u> Buried Treasure We will revisit of sounds already learnt by playing the Buried Treasure PowerPoint. Model writing We will use my turn, our turn, your turn to write: I can hear the children. I swept away the manure. This is the last day of the year. The little drink is a cure.</p>

Literacy

Book: Jack and the Beanstalk

Writing task: To create sentences using the sounds we have been learning. (What the characters can hear in Jack and the Beanstalk.)

Adult Led Sessions

This week we will be reading the story of Jack and the Beanstalk. We will discuss the characters, their feelings and the events in the story. We will then retell the story using the props and activities in the learning environment. We will then look at examples of good quality writing (shades of excellence) and create our own success criteria. Finally, we will write our own sentences about Jack and the giant.

Key vocabulary:

Harp, giant, goose, golden egg, castle, beanstalk.

Key Questions:

Which characters are in the story?

Where is the story set?

What do you think will happen in the story?

How is the giant feeling? How is Jack feeling?

What does a good writer do? What has this writer done well? What should

Monday LI - We are learning to listen attentively, understand and answer questions about the text.

Today, we will introduce the new story called Jack and the Beanstalk and discuss the characters, the setting and the events in the story.

Tuesday LI - We are learning to create sentences about Jack and the giant.

Today, we will look at images from the text and discuss what the characters might be hearing and thinking. (I can hear Jack. I can hear a harp.)The teacher will model how to create sentences, segmenting sounds to spell words, e.g. harp, hear.

Wednesday LI - We are learning what a good piece of writing includes. (creating our success criteria)

Today, we will look at examples of writing (shades of excellence) and decide what we want our success criteria to be for our own writing.

Thursday LI - We are learning to write sentences together using our success criteria.

Today, we will introduce the new story called Jack and the Beanstalk and discuss the characters, the setting and the events in the story.

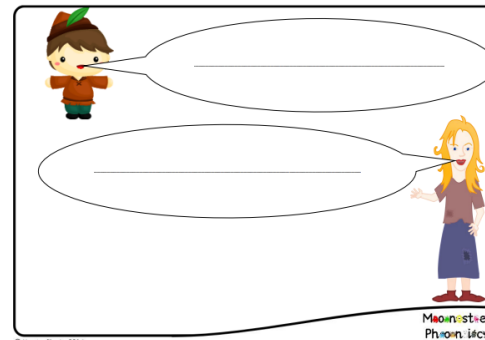
Friday LI - We are learning to edit and improve our writing.

Today, we will share the sentences we have written and use the success criteria to celebrate what the children have done well and what we can add to improve our sentences further.

Enhancements in the Learning Environment



Message Centre: Messages stuck on the castle with warnings, e.g. 'keep out Jack!' Also:



I go to the market.

We are on a farm.

It is a sharp axe.

I am a harp.

Adult Led Sessions

This week we will be counting past 10. We will use a range of concrete manipulatives which vary in size, colour and position to support children when counting and encourage children to notice numerals and quantities up to 20 in the classroom and outdoor environment.

Vocabulary:

Before, After, One more, One less, Pattern, Ten, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Key Questions: How will you build the number 10/11/12/13? • Where can you find 10/11/12/13? • What number have you built? • What do you notice about that number? What number comes after? • What do you notice about that number? • What pattern can you see? • How will you build the number? • Where can you find the number? • What number have you built? What do you notice?

Monday - LI. We are learning to build numbers beyond 10 (10, 11, 12, 13 focus).

We will read and discuss the numbers in 'Monster Counting Book 1 to 20' by Frances Mackay.

Tuesday - LI. We are learning to continue patterns beyond 10 (10, 11, 12, 13 focus).

We will learn to sing the song 'Sesame Street's Pinball Number Count'

<https://www.youtube.com/watch?v=VOaZbaPzdsk> and use concrete manipulatives to build the numbers from 1 – 13.

Wednesday - LI. We are learning to continue patterns beyond 10 (10, 11, 12, 13 focus).

We will play a game where we encourage the children to stand in a circle, then a child starts counting aloud around the circle from zero. Each child in turn says the next number. The adult and children will build and notice patterns in the numbers from 1 – 13 as we play the game.

Thursday - LI. We are learning to build numbers beyond 10 (14 - 20 focus).

We will read the story One Moose 20 Mice by Claire Beaton which show different representations of numbers up to 20. We will prompt children to use manipulatives such as cubes to represent the number shown on each page. We will ask 'How many cubes do you have?' 'What do you notice?' [One Moose Twenty Mice -- Non-Interactive Read Aloud \(youtube.com\)](#)

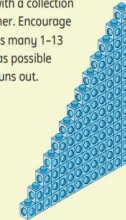
Friday - LI. We are learning to build numbers beyond 10 (14 - 20 focus).

We will play games where we have to match numerals with quantities today, using number cards and using concrete manipulatives.

Enhancements in the Learning Environment



Provide children with a collection of cubes and a timer. Encourage children to build as many 1-13 staircase models as possible before the timer runs out.



Prompt children to count out loud and encourage them to notice the pattern of numbers.



Provide children with a number track from 1 to 13, a dice labelled 1 to 3 and counters.



Encourage them to take it in turns to roll the dice and count on the corresponding number of spaces on the number track.

What number do you need to roll next to get to 13?








After reading stories such as *The Real Princess* by Brenda Williams, provide children with blank, pre-folded books.



Encourage children to make their own number stories. Prompt them to draw out numbers from familiar stories or numbers linked to their own interests.



<p>Music</p>  <p>Down under the sea – Lesson 1.</p>	<p>Personal, Social and Emotional development</p>  <p>Healthy me – Piece 6 Safe Adults</p>	<p>Physical Development</p>  <p>Games – Unit 2 Lesson 1</p>	<p>Art and DT</p>  <p>Craft and Design – Cutting skills Lesson 1</p>	<p>Understanding the world</p>  <p>Ready Steady Grow! Develop 1</p>	<p>Think Equal Project</p> 										
<p><u>L1. We are learning to explore the term ‘call-and-response’ through singing and playing tuned percussion.</u></p> <p>Activity: As a class, we will make a sea-themed soundscape. We will invite children to make a ‘shh’ sound like waves rising, falling, and breaking on the shore. Use the wave shapes to mark the rising and falling pitch of these splashing sounds by drawing curvy lines in the air. For the next activity, you will need large images of the sea creatures and objects named (binoculars, fish, whales and sharks, crabs and shells) in the song to act as prompts for each verse. We will sing the song or play the performance track, inviting children to join in with the repeated response lines – ‘in the big blue ocean/in the deep blue sea’. Then we will try singing in two groups – ‘call’ and ‘response’ – and swap roles frequently to give everyone an opportunity to sing both parts.</p> <p>Key Vocabulary: Duration, Dynamics, Pitch, Tempo, Timbre.</p> <p>Key Questions:</p>	<p><u>L1. We are learning to wash our hands thoroughly and understand why this is important especially before we eat and after we go to the toilet.</u></p> <p>Activity: We will remind children of the story of Little Red Riding Hood and explain that Little Red Riding Hood’s mother loves her and looks after her – she is one of her safe adults.</p> <p>Jigsaw Jenie asks the children: What things do your safe adults like to arrange for you? We will help the children by giving some prompts if needed: sorting out who’ll take them to/collect them from the setting; sorting out what goes into their lunch boxes (healthy food), sorting out things for them to do at the weekend...looking after them, loving them, taking care of them. We will talk about these things and emphasise these are safe arrangements to follow. We know this because our parents/carers are our safe adults – they look after us – they know us well and they keep us safe.</p> <p>Key vocabulary: Safe, trusted, adult</p> <p>Key Questions:</p>	<p><u>L1. We are learning to aim when throwing and practise keeping score.</u></p> <p>Activity: Penguins: The children begin standing in their own space. When the teacher says ‘penguins are on the move’, children tap their hands on their legs and then travel around the space using a waddle travelling action (just like a penguin).</p> <p>Polar stations: We will show the children the resource card ‘Polar Scene’. The children will identify the different animals in the scene and we will tell the children that the North Pole and South Pole are very cold. Animals like penguins, polar bears and whales live in these regions, as well as a tribe of humans called Inuit. We will set up a circuit of targets and place a ‘Polar Circuit’ card at each. We will split the children into five groups, with three pairs of children working at the same time on each activity (have three lots of each activity set up). At each station, each pair begins behind a start cone and take turns to score points for their pair. The children will spend a few minutes at each station then rotate. At the end of each station, children talk to their partner and confirm how many points they scored.</p> <p>Key vocabulary:</p>	<p><u>L1. We are learning to develop confidence with scissor skills; exploring the differences when cutting a range of materials.</u></p> <p>Activity: We will set up the cutting station with a selection of left and right-handed safety scissors. We will then invite the pupils to access the cutting station to practise their scissor skills and make cuts in various materials or on the printed cutting strips. The adult will support the children by using some of the Key vocabulary and Prompts for learning but remember that this is about process not product, so there is no need to focus on making anything in particular, although if pupils feel inspired to do so, we will follow their lead. We will challenge pupils that are able to cut in a straight line to progress to cutting in wavy or zig zag lines, or by cutting out a particular shape or picture.</p> <p>Key vocabulary Blade, handle, scissors, snip, straight, wave, zig zag</p> <p>Key Questions: Are the pupils able to hold the scissors correctly?</p>	<p><u>L1. We are learning to name and describe basic features of plants and trees.</u></p> <p>Activity: We will reread the story of Jack and the Beanstalk. We will then display the Germination picture cards and invite the children to talk about the images. We will support the children to identify the plant parts, including the roots, stem and leaves. We will explain that they are going to investigate what seeds need to begin growing (germinate). We will provide the practical resources, and together set up the following:</p> <table border="1" data-bbox="1496 986 1836 1145"> <thead> <tr> <th>Bag</th> <th>Growing substrate</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Compost</td> </tr> <tr> <td>2</td> <td>Cotton wool</td> </tr> <tr> <td>3</td> <td>Compost</td> </tr> <tr> <td>4</td> <td>Compost</td> </tr> </tbody> </table> <p>We will poke small holes in each bag for air to enter the bags and for drainage, and hang or sit them in an undisturbed location. We will take photographs of the bags and encourage the children to predict what they think will happen to each bean. Make a display or photobook with pictures and quotes from the children. We will add to the display or book over several weeks to record what happens to the beans.</p>	Bag	Growing substrate	1	Compost	2	Cotton wool	3	Compost	4	Compost	<p><u>L1. We can name at least 5 different emotions</u> <u>We understand the levels of energy and pleasantness on the mood meter</u></p> <p>Activity We will share the story – Curly the Chameleon and explain that Curly changes colours to match the mood meter. He is a clever chameleon because he recognizes and understands the emotions of children and adults in class. Recap how the mood meter works. What is energy? We will discuss energy and feelings. We will explain that energy is how strong or how weak (how big or how small) the emotion we have feels. Energy can be strong, like jumping up and down or energy can be strong and tight, like clenched fists. We will practice feeling angry-jumping up and down and feeling excited jumping up and down, notice both feelings are high energy.</p> <p>Next, in small groups the children will look at face cards and copy expressions/ feelings. Next, the children will place the face cards on the mood meter.</p>
Bag	Growing substrate														
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<p>Can they act out some seaside animals? How does sea life move?</p>	<p>What did Little Red Riding Hood's mother tell her to do? What did Little Red Riding Hood do on the way to her grandma's house? Was that a safe thing to do? What did Little Red Riding Hood notice that was different about her grandma? What happened to Little Red Riding Hood?</p>	<p>Duck, glide, lie down</p> <p>Key Questions: Which station did you and your partner score the most points at? Which station do you think you need to practise more? How did you and your partner remember the score?</p>	<p>Are the pupils able to use their fine motor skills to correctly use the scissors? Can the pupils make snips in paper with the scissors? Can the pupils cut a straight line with the scissors? Can the pupils cut a wavy or zig zagged line or shape with the scissors?</p>	<p>Key Vocabulary: Soil Light Warmth Water Air</p> <p>Key questions How do the seeds look? What do they need to begin growing? What do you think will happen to the beans? Where is the best place to place the beans? What do you think will happen to the beans without soil? Or light? Or water?</p>	<p>Children will carry a little cut out of a chameleon in their pocket for day and think about the colours he changed in one day (He can read their mood). Did</p> <p>Key vocabulary: .Chameleon . Energy .Pleasant .Unpleasant .Excited. Calm</p> <p>Key Questions: What is energy? Did Curly change colour a lot in one day?</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 represent 10 in different ways (in the outside area)



L1. We are learning to recognise numbers beyond 10. (Our car park numbers will be larger – to 12.)

