

# Weekly Overview of Learning

Year Group: Reception Week beginning: 16.01.23

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

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:** Little Red Riding Hood



**HFW:** then, them, this, that, said

<u>Week 12</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>Review</b>	<b>HFW Review</b> Read the <b>HFW</b> flashcards – put cards that need a recap to one side.	<b>ar Grapheme</b> Hold up the ar flashcards to read together as a class.	Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters. Highlight the upper and lowercase letters.	Blending PowerPoint Read the Blending PowerPoint to practise blending words containing the <b>ar</b> grapheme.	Read the Buried Treasure PowerPoint.
<b>Teach</b>	<b>Teach the ar grapheme</b> 1. Download the PowerPoint to introduce the <b>ar</b> grapheme. Tricky Witch has cast a spell on the a and r to make a different sound to what children expect.  2. Watch the Tricky Witch <b>ar</b> video. This introduces the story	<b>Jack and the Beanstalk</b> Download the PowerPoint and read the story to the class. 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.	<b>Speech Bubbles</b> Model writing each of the following sentences:  <b>I go to the market.</b> <b>We are on a farm.</b> <b>It is a sharp axe.</b> <b>I am a harp.</b>	<b>Phonics Art</b> Explain to the children that they are going to create phonics art, either for display or in their books. Recap the <b>oo</b> and the <b>ar</b> graphemes. Show how write these and recall the monsters that make these sounds.	<b>Model Sentence Writing</b>  Model read and then write the sentence: <b>You are a star.</b>  Ask the children what picture could they draw to show this.

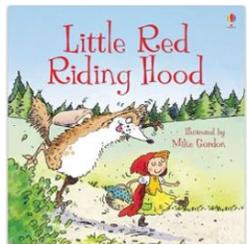
	of Jack and the Beanstalk. Can the children make Tricky Witch wave a pretend wand each time they hear an <b>ar</b> word? At the end of the video, ask the class to recall all of the <b>ar</b> word.	Can anyone find any <b>ar</b> words in the story?  <b>harp started hard sharp farm market</b>			Show the 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.  At the end of the activity there are also questions to read with a partner and answer yes or no.
<b>Activity</b>	<b>ar Word Art</b> Draw these in colour code on large sheets of paper:  <b>hard, car, cart, farm, farmyard, market park, bark, start harp sharp</b>	<b>Book Making</b> Print out and make copies of the Jack and the Beanstalk PDF.  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.	<b>Speech Bubbles</b> Children write sentences in pairs on small whiteboards. Children cut out the characters on the Speech Bubbles PDF and write the sentence in the speech bubbles. Stick all the characters on sugar paper and add drawings to create a scene.	<b>Phonics Art</b> Recap the <b>oo</b> and the <b>ar</b> graphemes. Use a variety of media to create <b>oo</b> and <b>ar</b> flashcards for a wall display. - paint, pastels, felt pens - playdough letters - iPad drawings Take photos of models and screenshot of digital work.	<b>Sentence Writing &amp; Yes/No Questions</b>  Write the following sentences and draw pictures.  <b>I will go soon.</b> <b>I will get you.</b> <b>You are a star.</b> <b>Her broom is big.</b>  <b>Yes/No Questions</b> Read each question and answer yes or no.
<b>Follow-Up Activity (optional)</b>		<b>Recap the ar Song</b> Can anyone remember any <b>ar</b> words from the song?	<b>ar Hopscotch Game</b> Draw a hopscotch with as many boxes as desired. Instead of numbers in the boxes, write the <b>ar</b> words in chalk.	<b>Game – ar Fishing</b> Place a paperclip on each <b>ar</b> 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.	<b>Tricky Witch ar Video</b> To recap the <b>ar</b> word by singing along to the Tricky Witch <b>ar</b> video.

## Literacy

**Book:** Little Red Riding Hood

**Writing task:** Using phonic knowledge to write about the story.

<u>Monday</u> L.I: We are becoming familiar with the new focus story and who the characters are.	<u>Tuesday</u> L.I: We are learning to sequence events in the story.	<u>Wednesday</u> L.I: We are learning about the story characters.	<u>Thursday</u> L.I: We are learning to read sentences from the story.	<u>Friday</u> L.I: We are learning to play in role as the characters in the story.
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**Key Vocabulary:**  
 Little Red Riding Hood  
 Mum  
 Grandma  
 Big Bad Wolf  
 Woodcutter

**Key Questions:**  
 Who is in the story?

**Key Vocabulary:**  
 Beginning, middle, end  
 Little Red Riding Hood  
 Big Bad Wolf  
 Mum  
 Grandma  
 Woodcutter

**Key Questions:**  
 What happened at the beginning, middle and end of the story?



**Key Vocabulary:**  
 Little Red Riding Hood  
 Big Bad Wolf  
 said

**Key Questions:**  
 What do you think the characters are saying?  
 How do you think the character is feeling?



**Key Vocabulary:**  
 What big eyes / ears / teeth you have.  
 All the better to see / hear / eat you with.

**Key Questions:**  
 What sound does the letter make?



**Key Vocabulary:**  
 Linked to pages in the story

**Key Questions:**  
 What is happening in this picture?



**Theme: Measurement (Time and size)**

**Monday**

**L.I:** We are learning the name zero and the numeral 0 can be used to represent 'nothing'

Use popular counting back songs such as 5 Little Monkeys Jumping on the Bed. Encourage children to take on the role of the 5 monkeys. Represent each verse with counters on a 5 frame, displaying the numerals alongside.

Ask them to predict how many monkeys will be left as each one falls off the bed. What about the last monkey? How could we show this on our 5 frame? Which numeral should we use?



**Tuesday**

**L.I:** We are learning the name zero and the numeral 0 can be used to represent 'nothing'

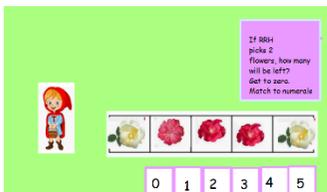
**Outdoors**

Provide equipment for throwing and rolling games such as skittles, beanbags and buckets. Encourage the children to notice when they knock over 0 skittles or when 0 beanbags land inside the bucket. How could they record their score?

**Key Vocabulary:**

**Wednesday**

**L.I:** We are learning the name zero and that the numeral 0 can be used to represent 'nothing'



**Thursday**

**L.I:** We are learning to match numerals to quantities, including zero

Provide a range of loose parts and labelled pots including 0 for the children to count items into. Picture cards and dot plates to represent different quantities including zero can also be sorted and matched to numerals.



**Friday**

**L.I:** We are learning to match numerals to quantities, including zero

**Outdoors**

Have a bag containing numerals from 0 to 5. As you pull out a numeral combine it with a task for the children to do. For example, if you pull out a 2, the children could take 2 giant strides or 2 tiptoes, do 2 jumps, run to the hoop and back twice, find 2 pebbles and bring them back etc.

**Key Vocabulary:**  
 Numeral, number, match

<p><b>Key Vocabulary:</b> Numeral- 0, word zero, nothing</p> <p><b>Key Questions:</b> What is one less than 1? Can you show me 0 on the number track? What number comes after zero?</p>	<p>Numeral- 0, word zero, nothing</p> <p><b>Key Questions:</b> How many more has 'x' got than you? Can you show me 0 on the number track?</p>	<p>Red Riding Hood picks flowers for Grandma. Children remove flowers from the 5 frame.</p> <p><b>Key Vocabulary:</b> Zero, nothing, fewer, less</p> <p><b>Key Questions:</b> How many flowers are on the 5 frame? How many will be left after RRH picks 4?</p>	<p><b>Key Vocabulary:</b> Numeral, number, match</p> <p><b>Key Questions:</b> Can you pack 'x' apples, using numeral cards.</p>	<p><b>Key Questions:</b> Without saying the number name, show the children a numeral card, Can you get me 'x' pencils....</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><b>LI. We are learning to compose a simple accompaniment using percussion instruments.</b></p> <p><b>Lesson: Witchy Witch 3</b> Start by getting everyone playing the circle game, taking turns to be the leader. Invite a small group to make 'scratchy' sounds using untuned percussion instruments. Next, try adding an accompaniment on the beat, alternating between the notes G and E. Explain that each note is played once, on the same words as they played the instruments, on the words: 'Witch, witch, fell, ditch.'</p> <p><b>Key Vocabulary:</b> scratchy, beat, leader, untunes, percussion.</p>	<p><b>LI. We are learning to set a goal and work towards it.</b></p> <p><b>Lesson: Piece 3 - Setting a Goal</b> What will happen if I don't/Jigsaw Jenie doesn't try and give up easily on everything? Explain to the children that there are things we may not be good at and want to get better at. Give some examples of things they could work at in school or at home. Give the children some thinking time to think of something they want to get better at. Go around the circle and get children to share their idea of what they would like to get better at. Explain how this is going to become their goal. Write the children's ideas down and create a display with their ideas.</p>	<p><b>LI. We are learning to stop safely and develop control when using equipment.</b></p> <p><b>Lesson: Lesson 3 - Theme: houses and homes</b> Children begin standing in their own space in the teaching area. They jog around and complete the following actions when the words are called. Give the children their own ball and ask them to sit in a space with it. Explain that when you want the children to stop they must hold their ball in their hands. Stopping ball activity. Ball control activity. Place ten hoops around the teaching space. These hoops are the doors to their friends homes.</p>

<p><b>Key Questions:</b> Can children make up a simple accompaniment using percussion instruments?</p> <p>Can children use their voices to adopt different roles and characters?</p> <p>Can children match the pitch of a four-note (la-so-mi-do) call-and-response song?</p>	<p><b>Key Vocabulary:</b> goal, effort, easily, determination.</p> <p><b>Key Questions:</b> What will happen if we don't try and give up easily on everything?</p> <p>What would you do?</p> <p>How can you achieve your goal?</p>	<p><b>Resources:</b> hoops x10, balls x10</p> <p><b>Key Vocabulary:</b> flats, house, bungalow</p> <p><b>Key Questions:</b> Can they roll/push the ball along the floor with their hands?</p> <p>Can they drop the ball and catch it?</p> <p>Can they throw the ball to head height and catch it?</p>
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<p>Religious Education</p> 	<p>Computing</p> 	<p>Art and DT</p> 
<p><b>LI. We are learning the traditions of Chinese New Year.</b></p> <p><b>Lesson:</b> Lesson 3: Chinese New Year cont.</p> <p>Have a long roll of Playdoh with the lollipop animals stuck in but facing away. Can children remember which animals were in the story? Turn round the lollipop pop stick animals as they get them right. Explain that there are lots of celebrations that take place at Chinese New year. Go through photograph pack. Talk about the things they can see and the preparations taking place.</p> <p><b>Key Vocabulary:</b> Emperor</p>	<p><b>LI. We are learning to build a rocket.</b></p> <p><b>Lesson:</b> Space Activity Build a rocket!</p> <p>In this activity, children make rockets from a range of recycled materials. Suggestions for different types of rockets are listed in 'Resources needed', below. Children experiment with the materials and resources provided to create and improve their rocket.</p> <p><b>Curriculum links:</b> Science</p> <p><b>Concepts and Approaches:</b> Algorithms, Collaboration, Persevering, Creating, Pattern, Logical reasoning, Tinkering, Abstraction</p>	<p><b>LI. We are learning to create natural 3D landscape pictures using found objects.</b></p> <p><b>Lesson:</b> Lesson 3: 3D landscape art</p> <p>Take the pupils into the outdoor area and show them the 3D picture that you have already created. Talk through your choices of natural materials e.g. using leaves to create the floor and sticks to represent the trees. Give each child a piece of paper and allow them to use the natural materials to create their landscape, laying them out on the paper to create a scene.</p> <p><b>Key Vocabulary:</b> landscape, materials, scene</p> <p><b>Key Questions:</b> How do you think we could make a bush?</p>

<p><b>Key Questions:</b> Do you ever wear special clothes and put up decorations?</p> <p>What kind of things do you see?</p> <p>What do you wear?</p> <p>What do you take with you?</p> <p>How do you feel?</p> <p>How do you think the people in the pictures are feeling?</p>	<p><b>Key Questions:</b> How are you going to make your rocket?</p> <p>Which material will you use? Why?</p> <p>What is different about them?</p> <p>Which ones do you think look the best? Why?</p> <p>Whose turn is it?</p> <p>What should I use to make this?</p>	<p>What might work best?</p>
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<h2>Communication and Language</h2>	<h2>Understanding the world</h2> 
<p><b>LI. We are learning about key vocabulary of the story Little Red Riding Hood.</b></p> <p><b>Lesson:</b> Little Red Riding Hood</p> <p><b>Key Vocabulary:</b> eyes, nose, ears, teeth, hands, grandma, granny, snarled.</p> <p><b>Key questions:</b> How does Little Red Riding Hood feel?</p> <p>Why is the wolf snarling?</p>	<p><b>LI. We are learning about our 5 senses.</b></p> <p><b>Lesson:</b> 5 Senses</p> <p>Discuss with the children their 5 senses. Chose a variety of objects and investigate them using their 5 senses. Show the children how they can use their senses to investigate and find similarities/ differences. Use the key vocabulary to describe the objects.</p> <p><b>Key Vocabulary:</b> hard, soft, shiny, dull, sweet, salty, loud, quiet.</p> <p><b>Key Questions:</b> How does it feel?</p>

How does it smell?

How does it taste?

How does it sound?

How does it look?