

# Weekly Overview of Learning

Year group: Reception Week beginning: Monday 18<sup>th</sup> 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

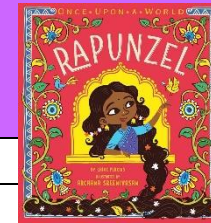
Please make sure your child has completed the home learning tasks and uploaded them on Tapestry each week. Thank you!

**This half-term our topic is: Long Ago**  
**The focus story this week is: Rapunzel**



Week 10	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b>LI: We are learning to hear the air sound</b> <b>Yes and No Questions</b> We will review previous learning by reading different questions and nodding or shaking our heads. (The questions have the previous sounds learned.) <b>Introduce the air grapheme</b> We will then encourage the children to make the air sound with their mouth and introduce words containing air 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 air sound in the video. We will ask the children if they can remember all of the air words by the end of the video and we will then create word art using black and gold pencils/crayons.</p>	<p><b>LI: We are learning to read and spell words containing air.</b> <b>Full circle</b> We will revise our learning from yesterday by creating air words using the different graphemes. <b>Teach</b> We will then use my turn, our turn your turn to teach the children how to write air words and then write simple captions using the air words, e.g. I have gold hair.</p> 	<p><b>LI: We are learning to read sentences containing air and igh words.</b> <b>Phoneme frame</b> We will review previous learning by writing words containing learned sounds inside phoneme frames. <b>Story Sequencing</b>, we will print out the Rapunzel story and ask the children to work in pairs to read the sentences and put the pages in the correct order.</p> 	<p><b>LI: We are learning to spell words containing air and igh.</b> <b>Blending Skills</b>, we will practise sounds we have already learned by reading through the Blending PowerPoint on the Monster Phonics website. <b>Word Art</b> We will all work together to create flashcards for air and igh words using black and gold paints and pencils.</p> 	<p><b>LI: We are reviewing all sounds learned in recent weeks.</b> <b>Buried Treasure</b> We will revisit of sounds already learnt by playing the Buried Treasure PowerPoint. <b>Model writing The teacher will model how to write the sentence: She had hair for stairs.</b></p> <p>We will then ask the children what picture might they draw to show this. We will then ask the children to write the following sentences and add pictures for:</p> <p><b>The light will help. They said it is fair. She had hair for stairs.</b></p>

# Literacy



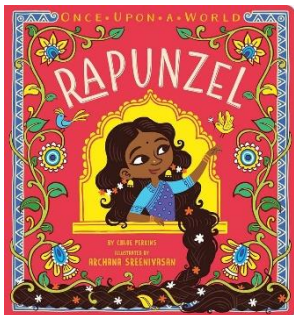
**Book:** Rapunzel

**Writing task:** To use adjectives and connectives to describe Rapunzel.

## Monday

**LI - We are learning to listen attentively, understand and answer questions.**

Today, introduce the new story called Rapunzel. Discuss the characters, where the story is set and what they predict will happen in the story. Then, read the story and take time to pause, look at pictures and focus on key vocabulary. Finally, explore the key vocabulary used to describe Rapunzel and use the



thinking frame to collect new adjectives to describe her.

**Key vocabulary:**  
Long, dark, pretty, lonely

## Tuesday

**LI - We are learning to use time connectives to order the events in a story.**

Today, recap the story Rapunzel- what can the children remember? Retell the story using the key vocabulary. Share the pictures, what can they see, what is happening in the image? Now, reorganise the pictures to make sure that they are in the correct order. Use My turn, Our turn and your turn to model language like 'First she.. then she... next'.



**Key vocabulary:**  
First, then, next, after

**Key Questions:**  
What happens first?  
What happens next?  
What happens after?

## Wednesday

**LI - We are learning to blend to read and recognise high frequency words.**

Today, the children will be practicing reading and recognising high frequency words. Look at the caption and help the children use their phonic knowledge to blend and segment words to read.



**Key vocabulary:**  
She, was, a, hair, tower

**Key Questions:**  
What sounds does the Monster make?  
What colour is the sound?

## Thursday

**LI. We are learning to use connectives to extend sentences.**

Today, we are going to introduce connective like 'and, but, so and because'. Encourage children to read the sentence and then think about what word is missing? Try using different connectives to see which word fits the sentence and makes sense. Can they think of their own sentence with a connective?



**Key vocabulary:**  
And, but, so, because

**Key Questions:**  
What is happening in the picture?  
Does the sentence make sense?  
What connective works in the sentence?

## Friday

**LI - We are learning to extend our sentences when writing.**

Today, we are going to complete a shared write using connectives. Look at the image from the story and give the children time to discuss their ideas. Collect the children's ideas and then create a sentence. Use 'my turn, our turn' and then model a sentence. Get the children to read and say the words.



**Key vocabulary:**  
And, but, so, because

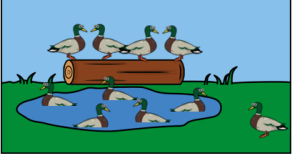

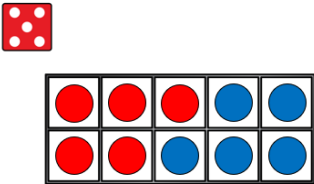
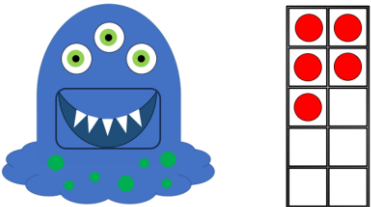
**Key Questions:**  
What is happening in the picture?  
Why is the prince feeling glad?







<p><b>Key Questions:</b>          Which characters are in the story?          Where is the story set?          What do you think will happen in the story?          How is Rapunzel feeling?          Why is Rapunzel locked in the tower?</p>				
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**Theme:** 9 and 10

<p><u>Monday</u>  <b>LI. We are learning our number bonds to 10 (three parts, e.g. 5 + 3 + 2)</b>  <b>Activity:</b>          We will explore 10 further and realise that the number can have three or more parts, not just the two parts we learned last week.           Today we will set up a small world area with a log, a pond, some grass and 10 ducks/frogs. We will ask the children to describe what they see and how they see it.</p>	<p><u>Tuesday</u>  <b>LI. We are learning that double means twice as many.</b>  <b>Activity:</b>          We will remind the children that double means twice as many. We will explore a range of different visual representations of doubles. We will begin by using numicon shales to help us learn the doubles rhyme:</p>	<p><u>Wednesday</u>  <b>LI. We are learning to find doubles to 10 using our fingers.</b>   <b>Activity:</b>          Today we will remind the children of our learning on Tuesday and encourage everyone to use fingers to make different doubles.  <b>Vocabulary:</b>          Double          Twice as many  <b>Key Questions:</b>          What is double 5? 4? Is this a double or not double? How do you know?</p>	<p><u>Thursday</u>  <b>LI. We are learning to make doubles to 10.</b>   <b>Activity:</b>          Today we will continue to learn different visuals representations of doubles. We will roll a dice and use a large tens frame to make different doubles.  <b>Vocabulary:</b>          Double          Twice as many  <b>Key Questions:</b>          What is double 5? 4? Is this a double or not double? How do you know?</p>	<p><u>Friday</u>  <b>LI. We are learning to explain why a number of objects may be odd or even.</b>  <b>Activity:</b>          Today we will read Odd One Day and encourage the children to build odd and even alien pictures. We will explore numbers on tens frames and notice when a tens frame has two equal groups (even numbers) and when a tens frame has unequal groups (odd numbers).  <b>Vocabulary:</b>          Odd          Even          Equal groups</p>
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<p>What do you see? How do you see it?</p>  <p>There are <u>4</u> here, <u>5</u> there and <u>1</u> there. There are <u>10</u> altogether.</p> <p><b>Vocabulary:</b> Parts Whole altogether</p> <p><b>Key Questions:</b> What do you see? How do you see it? How can you make the same number in a different way?</p>	<p>Use numicon shapes to help us learn the Doubling rhyme</p> <p>Double 5 is 10, let's say that again, double 5 is 10</p> <p>Double 4 is 8, remember don't be late.</p> <p>Double 3 is 6, now we're in the mix.</p> <p>Double 2 is 4, let's have some more.</p> <p>Double 1 is 2, look what we can do, doubling!</p> <p><b>Vocabulary:</b> Double</p> <p>Twice as many</p> <p><b>Key Questions:</b> What is double 5? 4? Is this a double or not double? How do you know?</p>	<p>Double 3 is 6, now we're in the mix.</p>  <p>I have found double <u>3</u></p>	 <p>Double <u>5</u> is <u>10</u></p>	<p>Unequal groups</p> <p><b>Key Questions:</b> What does this arrangement tell us about the number 10?</p>  <p>5 is an odd number.</p>
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<p>Music</p>  <p>Love learning, start singing</p>	<p>Personal, Social and Emotional development</p>  <p>The mindful approach to PSHE</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><b>L1.</b> We are learning to sing a song in a call-and-response style.</p> <p><b>Activity:</b> Today we will listen to music based on minibeasts and move around the space in response. We will explore making rising and falling buzzing sounds. We will then sing a song in a call-and-response style.</p> <p><b>Key Vocabulary:</b> Call and response, quiet, loud, tempo</p>	<p><b>L1.</b> We are learning to help ourselves go to sleep and understand why sleep is good for us</p> <p><b>Activity:</b> Jigsaw Jenie (our cuddly Jigsaw piece) yawns and shows the children a dressing gown, pyjamas, teddy, hot water bottle, glass of milk, nightlight and a story book. We will ask the children to identify what time of the day these things are most</p>	<p><b>L1.</b> We are learning to explore different ways to travel.</p> <p><b>Activity:</b> We will learn a new game to help us consider different ways to travel. The children line up at one end of the space. The aim of the game is to reach the wall or line opposite but they can only move towards the line in the following ways and on the coach's instruction. The coach will say:</p>	<p><b>L1.</b> We are learning to share our clay creation, explaining the processes we have used.</p> <p><b>Activity:</b> We will continue our work using clay this week. Each child will familiarise themselves with their design and think about the colours they would need to paint the models. The pupils will paint their models according to their designs. The children will be reminded that they must try to follow their design closely. If they</p>	<p><b>L1.</b> We are learning to identify the features of plants.</p> <p><b>Activity:</b> The children will go for a walk round the garden area and in pairs take photos of the flowers using iPads. Return to the class and discuss and label parts of the plant we found.</p> <p><b>Key Vocabulary:</b> Stem leaves root petals</p>	<p><b>L1.</b> We are learning that the way people lived in the past is not the same as the way that we live now</p> <p><b>Activity:</b> We will share the book <a href="#">Major Glad, Major Dizzy</a>. We will show the children the timeline at the bottom of each page and explain that a timeline shows events in the order they happened. We will show the children that the timeline moves from the</p>

<p><b>Key Questions:</b> Can you buzz quietly and then loudly? What sounds most effective?</p>	<p>often used. The children will pass round Jigsaw Jenie and share what they do at home before they go to sleep (bedtime routines).</p> <p><b>Key vocabulary:</b> Sleep, repair, grow, bed time routine</p> <p><b>Key Questions:</b> What time do you go to bed? (Show time on clock.)          What do you do before you go to sleep? What do you wear?          Do you cuddle anything?          Do you say prayers before sleep?          Do you dream?          What happens to our bodies when we are asleep?</p>	<ul style="list-style-type: none"> <li>• I am strong - children repeat whilst taking a big two footed jump.</li> <li>• I am brave - children repeat whilst taking a leap from one foot to the other foot. Option for children to roar like a brave lion.</li> <li>• I am kind - children repeat whilst taking two steps.</li> </ul> <p>When the coach says 'I am coming' all children must run back to the start line without getting caught by the coach. Anyone caught taking more than the specified steps must go back to the start. After a few turns, invite a child to take on the teachers' role</p> <p><b>Key vocabulary:</b>          Side step, hop, jump, run, roll, skip</p> <p><b>Key Questions:</b>          What travelling actions did you do on your feet? What other body parts did you travel on?</p>	<p>wish to change their mind, encourage them to think about and verbalise why they wish to do so. When the models are dry the children could coat them with PVA glue and predict what might happen when they are dry. We will then show our models to the rest of the class, talking about what we did and how we did it.</p> <p><b>Key vocabulary</b></p> <p>Easy, difficult, plan</p> <p><b>Key Questions:</b>          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><b>Key questions:</b> Do you think all plants have roots?          Why are the leaves and stem green?          Do all plants have leaves?</p>	<p>story's start in the Victorian age to the future. Explain that the story starts a long time ago when life was different for people. Spend time looking at the pictures in the story to see how life changes. We will look at and compare the toys that the children have to play with throughout the story.</p> <p>We will look at and compare the toys that the children have to play with throughout the story. We will then order real toys in order of when they were made.</p> <p><b>Key vocabulary:</b>          Past, present, parents, long ago, today, time order</p> <p><b>Key Questions:</b>          What were toys like in the past?          What were they made from?          What sort of toys do you play with?          Did they have Xboxes and Nintendo switches when your mummies and daddies were children?          What toys did your grandparents play with?          How can we find out?</p>
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LI. We are learning to represent 10 in different ways (three groups)



Activity 1: use 10 frogs/ducks, children arrange in different ways on logs, pond, grass.

LI. We are learning to talk about our own family's celebrations and compare with other families



Activity 2: books about Diwali, pictures showing Diwali, small world activity.