

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 19th February 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.
We are taking part in a museum workshop next month! Please log on to the school payment system to pay a small contribution. Thank you!

This half-term our topic is: Long Ago

The focus story this week is: Peepo



Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: We are learning to hear the or sound Quick HFWs Roar_We will review previous learning by reading the HFW flashcards from the Monster Phonics website . Introduce the or grapheme We will then encourage the children to make the or sound with their mouth and explain the Black Cats make this sound. We will watch the Black Cat or video. This tells the happy ending to the Hansel and Gretel story. We will ask the children to do the Black Cat (fingers walking across the palm of the hand) action every time they hear an or word. Can the class remember all of the or words by the end of the video?</p>	<p>LI: We are learning to segment sounds to spell or words. Play Full Circle with the or sound We will review previous learning by displaying the interactive graphemes PowerPoint and moving 'or' to the centre. We will ask the children to choose letters to add to the beginning or the end of the word to create new words. For example: born worn torn cork fork fort sort</p> <p>Speech Bubbles We will use my turn, our turn, your turn strategy to write sentences in speech bubbles: I left a trail. It is a storm. We will go for wood. I have been paid. Wait!</p>	<p>LI: We are learning to read sentences containing or words. Read Captions We will review previous learning by sound-talking and reading the first word in the caption. We will then sound-talk and read the second word. We will say both words together.Finally, we will continue until the end of the caption.</p> <p>Model Story Sequencing We will print out and make copies of the Hansel and Gretel story. Some of the pages are not in the right order. 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. We will encourage them to read the sentences with their partner.</p>	<p>LI: We are learning to spell or and ai words. Blending Skills We will practise sounds we have already learned by reading through the Blending PowerPoint on the Monster Phonics website.</p> <p>Phonics Art We will explain to the children that they are going to create phonics art for our display. We will recap the ai and the or graphemes. Show how write these and recall the monsters that make these sounds. We will then create our own ai and or phonics artwork.</p>	<p>LI: We are learning to read and write sentences containing Reception high frequency words. Buried Treasure We will revisit of sounds already learnt by playing the Buried Treasure PowerPoint.</p> <p>Model Sentence Writing That train is so fast. We will ask the children what picture might they draw to show this caption. We will then show 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.</p>

Literacy

Book: Peepo

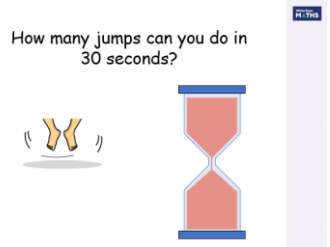
Writing task: To write a sentence about the story Peepo.

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>L1. We are learning to engage in a story and have conversations about story language.</p> <p>Today, the children will listen to the new story Peepo. Engage in conversations about the text, vocabulary and the pictures. Give children time to explore the illustrations- what can they see?</p> <p>Key questions? What characters are in the story? Where is the story set? What do you think will happen in this story? What can you see in the pictures?</p> <p>Key vocabulary: Nightie, stocking net, cot, yard, flannel, tassels, bonfire, pushchair.</p>	<p>L1 We are learning to make observations and have conversations about story language.</p> <p>Today, reread the story Peepo and have conversations about the key vocabulary introduced yesterday. Now, use the spotlight tool on active inspire to look at the pictures from the book. Focus on specific areas – what can they see?</p> <p>Key questions? What characters are in the story? Where is the story set? What do you think will happen in this story? What can you see in the pictures?</p> <p>Key vocabulary: Nightie, stocking net, cot, yard, flannel, tassels, bonfire, pushchair, brass bed.</p>	<p>L1 We are learning to write sentences using our phonic knowledge.</p> <p>Today, use the spotlight tool on active inspire to focus on an area of the picture from Peep. Then, read the Speech bubble which says ‘I can see the jar’. As a whole class, model the sentences on the white board an then give children the chance to write it independently on their white boards.</p> <p>Key Questions: What can you see? Which characters are in the picture? What are the characters doing?</p> <p>Key vocabulary: Jar, fish, stocking net</p>	<p>L1. We are learning to form our letters correctly.</p> <p>Download the Letter Formation Rhyming Card. Letters i and n.</p> <p>Use this to demonstrate formation of the letter to the class. Letter formation rhymes break down the process of forming each letter into simple, manageable steps accompanied by directional cues, making it easier for children to follow. They engage both visual and auditory learning. Children see the letter being formed while simultaneously hearing the rhyme, which helps reinforce memory and understanding.</p> <p>Watch the video. Pause to focus on the letter formation. Use my turn, our turn and your turn to practice on white boards.</p> <p>Key questions: What sound does this letter make? Where do we start the letter?</p> <p>Key Vocabulary Curve, straight</p>	<p>L1. We are learning to form our letters correctly.</p> <p>Download the Letter Formation Rhyming Card. Letters i and n.</p> <p>Use this to demonstrate formation of the letter to the class. Letter formation rhymes break down the process of forming each letter into simple, manageable steps accompanied by directional cues, making it easier for children to follow. They engage both visual and auditory learning. Children see the letter being formed while simultaneously hearing the rhyme, which helps reinforce memory and understanding.</p> <p>Watch the video. Pause to focus on the letter formation. Use my turn, our turn and your turn to practice on the worksheet.</p> <p>Key questions: What sound does this letter make? Where do we start the letter?</p> <p>Key Vocabulary Curve, straight</p>

Monday
LI. We are learning to talk about time.
Activity:
 In previous learning, the children have talked about daytime and night time. This week we are starting to talk about time in more detail. We will begin by reading the story Five Minutes Peace by Jill Murphy. We will talk about what one minute and five minutes feels like and we will use sand timers and stopwatches to time one minute and five minutes in our play, e.g. how many cars we can slide down the hill in one minute.
Vocabulary:
 time, minute, hour, today, tomorrow, yesterday.
Key Questions:
 How long is one minute?
 How long is five minutes?



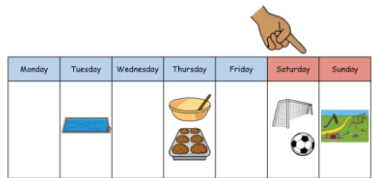
Tuesday
LI. We are learning to talk about time.
Activity:
 We will remember our work from yesterday, talking about what one minute and five minutes feels like. We will then talk about seconds how long 30 seconds and 60 seconds lasts. and complete different challenges to see how many
Vocabulary:
 time, seconds, minute, hour, today, tomorrow, yesterday.
Key Questions:
 How long is one minute?
 How long is one second?
 How long is 30 seconds?



Wednesday
LI. We are learning to talk about time.
Activity:
 Children have brought in photographs of themselves when they were younger. We will encourage the children to look closely at each photograph and talk about how each person has changed using the key vocabulary.
Key vocabulary:
 This year
 Last year
 Two years ago
 Three years ago
 Four years ago
Key Questions:
 Who is this? How do you know?
 How have they changed?



Thursday
LI. We are learning to order and sequence time.
Activity:
 Today we will learn the days of the week song and talk about which day is our favourite day and why. E.g. "Saturday is my favourite day because I go to football."
Key vocabulary:
 Days of the week, time, sequence, order, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, tomorrow, yesterday.
Key Questions:
 Which is your favourite day and why?
 What did you do yesterday?
 What did you do tomorrow?
 On Saturday Jo plays football.



Friday
LI. We are learning to order and sequence time.
Activity:
 Today we will remember the days of the week song from yesterday and then complete our own class timetables to show what we do each day.
Key vocabulary:
 Days of the week, time, sequence, order, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, tomorrow, yesterday.
Key Questions:
 What did we do yesterday?
 What will you do tomorrow?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday


Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Music



Love learning, start singing

Personal, Social and Emotional development



The mindful approach to PSHE

Physical Development




Get Set 4 P.E.

Art and DT



Kapow Primary

Understanding the world
(Cornerstones History and Geography Focus)



Understanding the world
(Science, RE or Computing Focus)



Science

Shake my sillies out, lesson 3

LI. We are learning to consider the timbre (sound quality) of instruments.

Activity:

Hippobottymus by Steve Smallman and Ada Grey.

We will read *Hippobottymus*, or watch the video of the story together.

We will listen through a second time and encourage children to join in with the story, exploring the timbre (sound type or quality e.g. scrappy, hard tap, long growl) by using different voices for each of the animal sounds. We will discuss and demonstrate the different voices they might use for ‘bubble’, ‘squeak’, ‘boom ba da boom’ etc. For example, is the ‘squeak’ a higher or lower sound? Is the ‘trump parp pop’ louder or quieter? We will put out a range of percussion instruments and ask individuals to suggest and try out which one might suit each sound (the bubbling creek, the bird tweeting, the centipede’s tappy feet, the mouse squeaking etc.). Experiment to find the ones that work best for each sound, and there might be more than one.

LI. We are learning to set a goal and work towards it.

Activity:
Sing the Jigsaw Song: ‘For Me’. The adults will act out building a tower and then make it fall down. We won’t rebuild it and we will say that we’re giving up and leaving it. The adult will then try doing some writing/drawing but again give up because they can’t do it. Then they will sit looking bored, saying things like you can’t do it, it’s too hard.

We will ask what will happen if we don’t try and give up easily on everything?

We will 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.

Key vocabulary: Goal, persevere, persist, practice, try again.

Key Questions: What will happen if we don’t try and give up easily on everything? What would you do? How can you achieve your goal?

LI. We are learning to develop balancing whilst stationary and on the move

Activity:
How to balance on your foot:

We will show the children how to balance on the whole of their foot, including toes and your heel. We will ask them to look forward at something still, hold their arms out wide to help them.

Beanbag body balance: We will give each child a beanbag. They begin standing in their own space and complete different activities, e.g.

The adult will place skipping ropes around the space. The children walk around the area with the beanbag on their head, walking along the skipping ropes when they get to them. Hold your arms out to the side and look forwards.

Key vocabulary:
Balance, focus

Key Questions: What can you do with your body to help you to balance? Where should you look when trying to balance? Can you put your hand on your head if you think you were really good at balancing? Hands on your shoulders if you feel you were ok at it, and hands on your knees if you feel you need a lot more practise.

LI: We are learning to create natural 3D landscape pictures using found objects.

Activity:

- We will go to the outdoor area and show the children the 3D picture that the adult has already created. We will talk through choices of natural materials e.g. using leaves to create the floor and sticks to represent the trees.
- We will talk through the materials that the adult has collected and share suggestions as to how they could each be used.
- We will 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. Support them in choosing natural objects for their picture: “How do you think we could make a bush? What might work best?”
- When the pupils are happy with their creation, we will ask them to use the PVA glue to stick each element down.

Key vocabulary:
3D, bark, collage, landscape, leaves, petals, seed pods, twigs

LI. We are learning to recognise and discuss how we have changed from when we were babies.

We will ask the children to bring in photographs of themselves as babies. We will have fun looking at the photos and see if the children can guess who is who. We will then ask the children to compare themselves now with when they were a baby. Asking, ‘What can you do now that you couldn’t do when you were a baby?’ Provide the Then and now template, and encourage the children to write sentences about what they could do when they were a baby and what they can do now in their literacy books.

Key Vocabulary: Then, Now When I was a baby I could.. Now I can..

Key Questions:

- How did you let people know what you needed when you were a baby?
- How do you let your parents know what you need now?
- What did you eat and drink when you were a baby?
- How did you move around when you were a baby?

LI. We are learning to name and sort everyday items into groups of the same material.

Core knowledge

- Soft materials bend easily. They are not hard or rough to touch.
- Hard materials are difficult to bend break and cut.

Activity:
We will provide a range of baby toys, such as cloth books, soft teddies, comforters and rattles for the children to explore. We will invite the children to talk about the materials used to make the toys and describe how they feel. Ask the children if the toys at school are suitable for babies to play with and explain why. We will display a range of materials, including wood, metal, plastic, furry fabric, hessian, velvet and cotton and provide time for the children to handle the materials and discuss how they feel. We will introduce the children to words, such as soft, smooth and rough and encourage them to use these words when describing the materials. We will ask the children to choose materials and fabrics suitable for making baby toys and to explain their reasoning.

Key vocabulary:
Soft, hard. rough, bendy, brittle, fluffy

<p>Key vocabulary: Timbre, loud, quieter</p> <p>Key Questions: Is the 'squeak' a higher or lower sound? Is the 'trump parp pop' louder or quieter?</p> <p>What instrument can we use to make the sound for the mouse?</p>			<p>Key Questions: How do you think we could make a bush? What might work best?</p>	<ul style="list-style-type: none"> • Where did you sleep when you were a baby? 	<p>Key Questions:</p> <ul style="list-style-type: none"> • How do the baby toys feel? • From what materials are the baby toys made? • We have lots of toys at school. Would they be suitable for babies? Why? • If you were making a soft toy for a baby, which fabric would you choose and why?
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Some of the other opportunities for learning inside or in the outside area (based on pupil needs and interests):

L.I. We are learning to use our fine motor skills to make flags from around the world

Activity 1: reading about different places, using fine motor skills to create flags, lots of different types of materials, straws and tape available!



L.I. We are learning to describe how we have changed since we were babies

Activity 2: baby dolls, nappies, cloths, bubble bath vocab cards.

