

Weekly Overview of Learning



Year group: Reception Week beginning: Monday 22nd 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

Please make sure your child has completed the home learning tasks and uploaded them on tapestry each week.
If you haven't already, please make sure you have logged on to the school payment system and paid for the fairytale drama workshop last week.

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

The focus story this week is: Goldilocks and the Three Bears

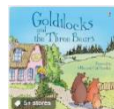
Moonster
Phonics

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
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<p><u>LI: We are learning to hear the ee sound</u> We will review previous learning by blending and reading yes/no questions.</p> <p>We will then introduce the ee grapheme.</p> <p>Next, we will watch the Green Froggy video. We will ask the class to make the Green Froggy (forefinger and thumb making a smiley face and say 'eee') action every time they hear an ee word. We will then ask the children to remember all of the ee words in the song and we will complete a defining frame with all the ee words we have heard.</p> <p>Finally, the adult will provide blank labels, black pens and green pens. The children will complete a Word Art activity. They will draw the ee words in colour code on large sheets of paper.</p>	<p><u>LI: We are learning to blend sounds together to read ee words.</u> We will review previous learning by playing full circle using the ee words from yesterday.</p> <p>The adult will then read the Monster Phonics story "The Big Sleep" (based on Sleeping Beauty). We will encourage the children to notice the words containing ee.</p> <p>Finally we will have a word hunt. The adult will have already hidden the flashcards made yesterday in the classroom or the outdoor area. The children should hunt for the words and make a note of the words they find on their individual whiteboards.</p>	<p><u>LI: We are learning to segment sounds to spell ee words.</u> We will review previous sounds by completing phoneme frame activity, writing ee words on our phoneme frames.</p> <p>We will then write the following captions for the Sleeping Beauty story using the My turn, Our turn, Your turn strategy:</p> <p>She has good teeth. She will sleep well They had a deep sleep.</p>	<p><u>LI: We are learning to read captions using ee words.</u> We will practise the sounds we have already learned by downloading and reading the words on the blending powerpoint.</p> <p>We will then use my turn, our turn your turn strategy to read different pages of our story "The Big Sleep."</p> <p>We will then write the sentence We will sleep on our whiteboards.</p>	<p><u>LI: We are learning to read high frequency words.</u> We will review our work on ow words by playing buried treasure.</p> <p>We will then use the HFW PowerPoint. The adult will read each HFW, highlighting each grapheme and the sound that it makes.</p> <p>We will explain that Green Froggy makes the ee sound in 'see'. Miss Oh No makes the long O sound in 'going' and the word 'have' ends in a silent e.</p> <p>Finally, we will make some high frequency words art. We will use a variety of media to create HFW flashcards for a wall display.</p>
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Literacy

Book: Goldilocks and the Three Bears



Writing task: To write our own instructions for making porridge

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>LI. We are learning to read and follow a simple recipe Share the first part of the story with the class. Discuss what Goldilocks had for breakfast. Pair share what they had for breakfast.</p>	<p>L.I We are learning to engage in conversations about stories, learning new vocabulary</p>	<p>L.I We are learning to write simple captions.</p>	<p>LI. We are learning to ask questions using new vocabulary What question would you like to ask Goldilocks? Adults to model examples of questions?</p>	<p>LI .We are learning to act in role and ask and answer questions using new vocabulary Using questions from yesterday</p>

Share children's home learning from Tapestry- Cooking porridge at home. Working in small groups children to read instructions for porridge, using my turn, our turn and your turn approach

Cook and eat porridge in groups. Explore what happens if they add chocolate chips to the hot porridge.

Key questions:

What did Goldilocks have for breakfast?

What did you have for breakfast?

How can we make porridge?

What do we need to do first/next, last of all...?



Key vocabulary:

Breakfast

Porridge

First, mix, melt, hot, cook, cool, just right



Share this

part of the story with the class, pausing and discussing new vocabulary- big, middle size, tiny, First, next, Last of all.



Adult to share this part of the story, discussing new vocabulary- Gaspd, squeaked, howled.

Key questions

What bowl did Goldilocks try first/Next/Last of all?

I wonder what squeaked sounds like?

I wonder how Growled sounds like?

Key vocabulary:

Growled

Gaspd squeaked

First, next, Last of all.

Share write as a class the steps to make porridge, using think, say and write. Say the words in order on your fingers. Modelled by teacher- My turn,



our turn, your turn.

Key Questions:

What was the first thing we need to do?

What shall we write?

Can you say the sentence on your fingers?

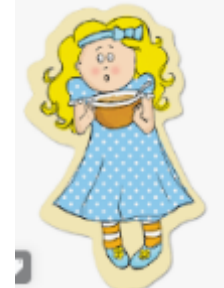
Can you sound talk the word ...?

Key vocabulary:

Think, say write

Sound talk.

Read and check to see what comes next.



Key questions:

Why did you eat baby bears porridge?

How did you feel when you got home?

How did you feel when you saw the bears?

What did you tell your mum?

Key Vocabulary

What

Where

How

When

Why

hot seat Goldilocks. Adults to model this.



Key questions:

Why did you eat baby bears porridge?

How did you feel when you got home?

How did you feel when you saw the bears?

What did you tell your mum?

Key Vocabulary

What

Where

How

When

Why



Theme: Representing Numbers in different ways

Monday

LI. We are learning to find 6, 7 and 8.

Activity:

Support them to first match the verbal number names to quantities

Tuesday

LI. We are learning to represent 6, 7 and 8.

Activity:

In this small step, children build on their learning of finding the

Wednesday

LI. We are learning to explore 1 more of 6, 7 and 8.

Activity:

Children are introduced to the concept of '1 more' when working

Thursday

LI. We are learning to explore 1 less for 6, 7 and 8.

Activity:

Children are introduced to the concept of '1 less' with numbers


Friday

LI. We are learning about the composition of 6,7 and 8.

Activity:

Children explore the composition of numbers to 8 They learn how

<p>and then to numerals. Children should be encouraged to continue to apply the counting principles when they count to 8 and when they represent these numbers in different ways. Provide opportunities for children to use one-to-one correspondence to count 6, 7 and 8 objects from a larger group.</p> <p>Vocabulary: Match Numerals 6, 7, 8</p> <p>Key Questions: How many are there altogether? Where can you find 6/7/8? Where else?</p>	<p>numerals and quantities of 6, 7 and 8 by making their own representations. Encourage them to name their representations and prompt them to match numerals to these quantities. Ask children to draw their representations when noticing amounts, such as the colours in the rainbow or 8 legs on a spider.</p> <p>Vocabulary: Represent Numerals Find</p> <p>Key Questions: How many are there? How many are there now? How many different ways can you show 6/7/8? How many are there altogether?</p>	<p>with numbers up to and including 8 They begin to understand that as they count forwards beyond 5, each number is 1 more and the numbers still increase by 1 Prompt children to recognise the stable order of the numbers and use a range of representations, including '1 more' stories and rhymes, to support this understanding. This can be exemplified on a ten frame as children see the numbers filling more of the spaces and see the pattern of each number.</p> <p>Key vocabulary: One more</p> <p>Key Questions: How many are there? How many are there now? What is 1 more than ? What is the number after ?</p>	<p>from 0–8 Children begin to understand the relationships between these numbers and notice that, as we count backwards, the numbers get smaller, because we are taking 1 away. To consolidate the stable order principle, prompt children to recognise that the order of the numbers does not change when we count back.</p> <p>Key vocabulary: One less</p> <p>Key Questions: How many are there? How many are there now? What is 1 less than ? What is the number before ?</p>	<p>their skills of perceptual subitising and counting can be used to see and represent the composition of larger numbers in different ways. Children should be given the opportunity to explore partitioning in many ways with a wide range of objects. Encourage children to find all the ways that they can partition the same number.</p> <p>Key vocabulary: Part Whole</p> <p>Key Questions: How many ways can you make 6/7/8? What parts can you see? What is the whole?</p>
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<p>Music</p> 	<p>Personal, Social and Emotional development</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>LI. We are learning to listen to a piece of music and talk about how it makes us feel. We are learning to respond to a piece of music with movement. Activity: We will play the video of <i>The lark ascending</i>, performed</p>	<p>Think Equal Project <i>We are completing the project every week. However, this week we are focusing on the Think Equal project even more, as the text and the mood meter are extremely important and so we want to spend more time on this.</i></p>	<p>LI. We are learning to express our ideas through movement exploring directions and different levels. Activity: We will show the train on the 'Transport L1' visual and discuss how a train might move. We will encourage</p>	<p>LI: We are learning to work together to create a large piece of group artwork. Activity: We will remind the children about their work last week (where we learned about New Years Eve). As a</p>	<p>Once Upon A Time Session 3 LI. We are learning to join in with repeated words and phrases in the story. We are learning that fairy tale characters usually wear clothes from a long time ago. Activity:</p>	<p>Barefoot Computing LI. We are learning to create an algorithm (a simple set of instructions). Activity:</p>

<p>by Hilary Hahn and the London Symphony Orchestra. We will invite the children to listen to the music with their eyes closed and ask them to think about the questions below as they listen.</p> <p>Next, we will invite the children to get up, open their arms out like wings and fly around the space like birds. We will encourage them to use the whole space, to use different levels by standing on tip toes, or bending their knees to dip down and to weave in and out of each other, following interesting pathways.</p> <p>Key vocabulary: Duration: beat. Timbre: vocal play, cuckoo whistle, orchestra. Pitch: cuckoo interval, so-mi. Structure: echo singing. We will explain that the word 'ascending' means 'getting higher'.</p> <p>Key Questions: How does the music make them feel? Relaxed, calm, sleepy, dreamy...? How does the bird in the music move? Can they hear the bird soaring up high into the sky?</p>	<p><i>Our Jigsaw sessions will continue next week.</i></p> <p><u>These Feelings by Helen Lumgair</u> This week we are reading a book called These Feelings. We will talk about the different feelings and emotions mentioned in the books and discuss how our bodies feel when we have these emotions. We will introduce the Mood Meter and tell the children that the mood meter is a special tool we can use to understand our emotions and the emotions of others. We will talk about the red area, the blue area, the green area, the yellow area. We will then look at the emotion cards and ask the children to name the emotion and place it on the mood meter.</p> <p>Key vocabulary: relaxed, calm, angry, sad, excited, brave.</p> <p>Key Questions: Can anyone remember what angry/sad/calm feels like? What does it look like?</p>	<p>the children to explore train actions. We will then look at the aeroplane visual and discuss how an aeroplane might move. children explore aeroplane actions.</p> <p>Next, we will teach the children the following actions for each method of transport:</p> <ul style="list-style-type: none"> • cars: jog, holding arms up as if steering around the area. • train: march around making a circling motion with the arms, elbows bent. • planes: fly/soar, jog around with arms spread out wide for wings. <p>The coach will call out the different methods of transport and the children respond with the appropriate actions.</p> <p>Key vocabulary: Levels, direction.</p> <p>Key Questions: What speeds can they travel at? How might you show their big wheels? What levels can they fly at? How might you show their big wings?</p>	<p>class, we will watch the clip of fireworks set to music by the BBC Philharmonic Orchestra on link: <u>Fireworks spectacular with the Let's Go Club</u> on Video Link.</p> <p>Today the pupils will create a group piece of artwork that represents fireworks. We will explain that this painting will be abstract – it does not have to show accurately exactly what a firework looks like. It will be a celebration of the colour and beauty of fireworks.</p> <p>Key vocabulary: Technique Abstract</p> <p>Key Questions: What does your painting represent? Which part is your favourite? Why? Which technique did you like using the most? Why?</p>	<p>This week we will remember our learning from last week, where we compared our clothes to the clothes the characters in our stories are wearing. We will then discuss the clothes Goldilocks is wearing in our flipchart. Finally, we will read the story of Goldilocks again, talking about the pictures and joining in with repeated words and phrases.</p> <p>Key vocabulary: A long time ago In the past Today First Next Last of all Someone's been eating my porridge. Someone's been sitting in my chair. Someone's been sleeping in my bed.</p> <p>Key Questions: What words will come next? How do you know?</p>	<p>We will watch the video to learn how to create our own bird feeders. https://www.nhm.ac.uk/discover/how-to-make-a-bird-feeder.html Children look at the images of how to make a bird feeder and put them into order. They have created an algorithm – a set of very simple instructions to create a bird feeder. The algorithm is broken down (decomposed) into steps which are in a particular sequence. The instructions could be as simple as: 1. Put holes in the bottom 2. Make the perch 3. Cut the feeding holes 4. Add string 5. Add bird seed 6. Hang it up (see the linked instructions in Resources for a more detailed algorithm)</p> <p>Key vocabulary: Order Instructions steps</p> <p>Key Questions: ■ I wonder which one comes first ■ What are you going to do? ■ What are you going to do first/next? ■ Why? ■ Which part comes next? ■ Which part comes at the end? ■ How do you know?</p>
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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 the words and phrases we hear in books and stories in our own play.

Activity 1: Goldilocks puppets (targeting the children who need more support with this)



L.I: We are learning to care for the living things in our local environment

Activity 2: The children will work together to create food for the birds (not using nuts)

