

Weekly Overview of Learning

Year Group: Reception Week beginning: 23.1.23

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: look, now, down

<u>Week 1- Spring</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Review	Yes/No Questions Blend to read the questions in the PowerPoint and answer yes or no.	Quick Write Graphemes Say the sound of a grapheme and ask the children to write it on their whiteboard.	Read Captions Sound-talk and read the first word. Sound-talk and read the second word. Say both words together. Continue until the end of the caption.	Blending Skills Read through the Blending PowerPoint.	Buried Treasure Revisit of sounds learnt by playing the Buried Treasure PowerPoint.
Teach	Introduce short oo (u) grapheme Tricky Witch can change the sound of oo to u. Download the PowerPoint to introduce the Tricky Witch	Read Download and the Red in the Wood which tells the story of Little Red Riding Hood. Read the cream sections with the children. The white sections are for an adult to read. They are not necessary	Model Download and print the sentences. Model reading a sentence. Cut the sentence into words. Mix up the words and ask the children to help you to order	Reading Read the cream section of 'Red in the Woods' eBook as a class, point out the oo words and blend the graphemes to read.	HFW Art look now down Download the HFW PowerPoint. Read each HFW, highlighting how each grapheme and the sound that it makes.

	<p>grapheme, which makes the short oo sound.</p> <p>Watch the Tricky Witch oo video. This introduces Tricky Witch and a new ending to the story of Little Red Riding Hood. Can the children make Tricky Witch wave a pretend wand each time they hear an oo word? At the end of the video, ask the class to recall all of the oo word.</p>	<p>for the story but add engagement.</p> <p>Tricky Witch can change the sound of oo to u. Look for examples in the story.</p> <p>Read the oo words and HFWs on the final page.</p>	<p>the words to re-make the sentences.</p>		<p>Look – Tricky Witch changes the ‘oo’ to an ‘u’ sound.</p> <p>Now, down – Brown Owl makes the ‘ow’ sound. We will focus on this sound more next week.</p>
Activity	<p>Tricky oo – oo Flashcards Children make their own flashcards with the words: look foot cook good book took wood wool hook hood</p>	<p>Song The oo Word Family Rap. Add actions to each line for: cook book took shook stood wood hood good</p> <p>Quick Write Children write oo words on whiteboards/notebooks</p>	<p>Reading and Writing Writing oo words or sentences on strips of paper.</p> <p>Working in small groups, read the sentence together. Then one child cuts up the sentence and muddles up the word. Then their partner must sort it into the right order. Ask the children to stick the sentence in the right order or write the sentence.</p> <p>She took the basket. She has a red hood. She stood in the woods. The grub looks good</p>	<p>Model Sentence Writing</p> <p>Look this is gran.</p> <p>Children write a sentence in pairs on whiteboards.</p> <p>Ask if they can write similar sentences.</p>	<p>HFW Art</p> <p>Use a variety of media to create HFW flashcards for a wall display.</p>
Follow-Up Activity (optional)			<p>oo Game – Word Plates In groups of 5. Multiple copies of oo flashcards are hidden around the room. Each group has 3 plates with a letter on it – k d and t. They must find all the oo flashcards and stick each on a plate with the correct final letter, e.g. stood, good are stuck on the d plate. The winning group is the first to have a complete set.</p>		<p>HFW Game – Roll the Die</p> <p>Stick the above HFWs and previously learnt HFWs onto a large die. Children work in pairs to roll the die and make the word that the die lands on out of magnetic letters. If magnetic letters are not available, then children can write the word using felt tips. Repeat to create several words. Can the pair now use these words to write a sentence?</p>

Literacy

Book: Little Red Riding Hood

Writing task: Making and writing inside a card for Grandma

Monday

L.I: We are learning to write a message inside a card.



Key Vocabulary:

Card, front, inside
Get well soon
Grandma
To, Dear, Love from

Key Questions:

How do you think Grandma is feeling?
What can we say to Grandma to make her feel better?

Tuesday

L.I: We are learning to blend for reading.



Key Vocabulary:

Character
Name
Little Red Riding Hood
Big Bad Wolf
Nan

Key Questions:

What sound does the letter make?

Wednesday

L.I: We are learning to read sentences.



Key Vocabulary:

Little Red Riding Hood
Big Bad Wolf
Nan

Key Questions:

What sound does the letter make?
Can you think of any more words with the short 'oo' sound that we are learning about this week?

Thursday

L.I: We are learning to read for meaning.



Key Vocabulary:

Question
Question mark
Answer
Think
Yes, no

Key Questions:

Do you think that is true?
Why do you think the answer is yes / no?
Is the answer yes or no?

Friday

L.I: We are learning to predict what might happen next.



Key Vocabulary:

Wolf
Wool

Key Questions:

Tell me What is happening in this picture.
How do you think the wolf is feeling?
What do you think might happen next?

Theme: Measurement (Length and height)

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>L.I: We are learning to use language to describe length and height.</p> <p>Key Vocabulary: Length Height Tall Short</p> <p>Key Questions: Which one is tall / short / long?</p>	<p>L.I: We are learning to make direct comparisons using specific mathematical vocabulary relating to length.</p> <p>Opportunities for comparing length or height will arise naturally through the children's talk as they play. They may compare the height of their towers or length of their roads, or see who has the longest scarf, or who can thread the longest string of beads. </p> <p>Key Vocabulary: Length, long longer</p> <p>Key Questions: Which one is longer? I wonder if you can find another object that is even longer?</p>	<p>L.I: We are learning to make direct comparisons using specific mathematical vocabulary relating to height.</p> <p>Provide a selection of measuring items for the children to explore. E.g. rulers, tape measures, trundle wheels, height charts. The children may also like to create their own height charts and tape measures and use them to measure items inside and out. </p> <p>Provide pots and soil and seeds for the children to plant. Encourage them to find ways to measure, compare and record the height of their plants as they grow. </p> <p>Key Vocabulary: Height, tall, taller</p> <p>Key Questions: Which one is taller? I wonder if you can find another object that is even taller?</p>	<p>L.I: We are learning to make direct comparisons using specific mathematical vocabulary relating to width.</p> <div data-bbox="1223 531 1350 592"> <p>Enhancements to areas of learning</p> </div> <div data-bbox="1391 531 1559 600"> <p>Dough</p>  </div> <p>Encourage the children to use mathematical language relating to length as they play. Ask: Can you make a long snake? A short snake? A thick snake? A thin snake? Show me the longest snake you can make. How many blocks long is your snake?</p> <p>Key Vocabulary: Width, wide, wider</p> <p>Key Questions: Which one is wider? I wonder if you can find another object that is even wider?</p>	<p>L.I: We are learning to make indirect comparisons using objects.</p> <p>Encourage the children to make indirect comparisons using objects such as blocks or cubes to measure items. E.g. The sand tray is 4 blocks long. The table is 5 blocks long. The sand tray is shorter than the table.</p> <p>Key Vocabulary: Long, longer Tall, taller Shorter</p> <p>Key Questions: Which one do you think will be longer / shorter / taller?</p>

Music



Personal, Social and Emotional development



Physical Development



L.I. We are learning to explore our voices by copying different bird sounds.

L.I. We are learning to use kind words to encourage people.

L.I. We are learning to follow instructions and play safely as a group.

Lesson: Bird spotting: Cuckoo polka | Lesson 1

1. Display the lyrics on the whiteboard for the song Dabbling ducks and talk about/ try out the different actions. Ask children to find a space and listen to the song, copying the actions that they hear.
2. Ask the children to listen carefully to each bird call and to take turns imitating the sounds using their voices. Ask the children to describe how the birds look and sound different.
3. In this simple singing game, children will be introduced to the two-note 'cuckoo call', which they will later identify in Cuckoo polka. Introduce the song by singing the call to the class: 'Cuckoo, where are you?'. Ask the group to respond by echoing this back, exactly as you have sung it. Introduce some solo singing.

Key Vocabulary: Tawny owl, Black grouse, Whooper swans, Common quail.

Key Questions: 'Cuckoo, where are you?'

Lesson: Piece 4 - Obstacles and Support

1. Use the Calm Me script to help the children learn how to enjoy a Calm Me time.
2. Role-play with two grown-ups in the classroom. One grown-up is busy doing something and the other grown-up begins to say negative things about how they are doing, putting their abilities down.
3. Ask the children how they felt about watching and hearing the unkind things being said/done. Get the two grown-ups to sit in chairs and explain how they felt e.g. grown-up 1 in control, felt good because they were better at things than the other grown-up: grown-up 2 felt sad and felt like giving up. As a class, talk about how that situation could be made better and get the grown-ups/ teddies to role-play what the children come up with.
4. Can the children say something kind about someone else in the room? How do we all feel hearing nice things about ourselves? Will this help you achieve your goal having the support of your friends?

Key Vocabulary: control, negative, positive, abilities.

Key Questions: How do you feel when people say horrible things to you? How do you feel when someone says something nice to you?

Lesson: Lesson 4 - morning time

1. Children begin standing in their own space. They travel around the area by walking and then jogging with the music playing. When the music stops, they must stop and quickly lie down pretending to be asleep. When the music begins children can move again. Invite the children to suggest different methods of travelling every few rounds.
2. Ask the children for examples of what they have for breakfast e.g. toast, eggs, cereal. Name all of the children, except the catchers, as two different types of breakfast. They begin standing behind one line of cones. The teacher asks one of the catchers 'what should we have for breakfast?', the catcher replies with one of the two types of breakfast being used. Children whom that name applies runs and tries to reach the opposite line of cones without getting caught.
3. Divide the class into four teams. Sit each team behind a cone and place one hoop (frying pan) 2m in front of each group. Each team begins with two beanbags (pancakes). Children take it in turns with their team to throw the beanbag into their hoop.

Key Vocabulary: bean bag, hoop

Key Questions: what should we have for breakfast?

Religious Education



LI. We are learning about the Persian New Year.

Lesson: Celebrations - Lesson 4: Persian New Year (A Nowruz Story)

1. Bertie Owl has a blanket round him, or a hat on. In which season would Bertie Owl need a coat? Have an assortment of Winter pictures and Spring pictures. Can children sort them into seasons? Children to comment about things they can see. Explain that there are lots of people who celebrate the start of Spring and see it as their New Year. Explain Winter and Spring. Some people have a celebration called Nowruz to mark the start of Spring.
2. Show a map of the world. Identify where the UK is and where Iran is. Then tell the children the story from Iran 'The Flowers Came, Spring Arrived: A Nowruz Story'
3. What are the things we like best about Winter time and what things do we like best about Spring time? Why? How could we celebrate the start of Spring?

Key Vocabulary: Iran, Nowruz, Spring, Winter.

Key Questions: What are the things we like best about Winter time and what things do we like best about Spring time? Why? How could we celebrate the start of Spring?

Computing



LI. We are learning to use directional language.

Lesson: Space Activity 1- Space Chase

In this activity, children give instructions to direct a rocket around a grid to reach planets. These instructions can be written down using symbols, words or numbers, creating an algorithm, or a set of instructions. To decide which planet they will visit, they can choose from the cards provided. To add challenge, they can choose a selection of 2/3 planets and visit them in turn, creating a longer sequence of instructions.

Curriculum links: science

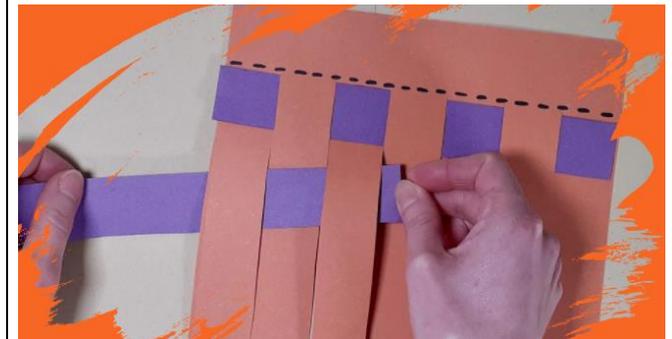
Key Questions: What direction can we move first? What direction can we move now?

Art and DT



LI. We are learning to follow steps in a process and learning to weave.

Lesson: Lesson 4: Warp and weft



Key Vocabulary: warp, weft, weave, under, over

Key Questions: What pattern can you see? What steps did you take? How did you make this? What did you use to make this?

Communication and Language

Understanding the world



LI. We are learning to role play the story Little Red Riding hood.

Lesson: Role play

Have available, during choosing face masks of the characters of Little Red Riding hood. Use the simple story map to prompt the children, what happens next? Get the children to alter their voice to match the characters.

Key Vocabulary: characters, Little Red Riding hood, Grandma, Nan, Granny, Woodcutter, Wolf, Cottage

Key Questions: What happens first? What comes next in the story?

LI. We are learning to birdwatch.

1. This week we learning all about the 2023 bird watch. First discuss with the children the code of conduct for bird watching and how the children can conduct it safely.
2. Then use the checklist sheet to discuss with the children the regular birds that they can expect to see outside. This is their checklist for outdoors learning.
3. Next, talk about bird feeders, bird baths and bird nests. Children will have opportunities to make these outside.

Key Vocabulary: sparrow, blackbird, blue tit, magpie, robin, starling.

Key Questions: What can you see outside? What do they look like? How can we protect the birds? How can you help the birds?