

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 26th 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 (this text is being used over two weeks)



Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: We are learning to hear the or sound Quick HFWs Roar <u>We</u> 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

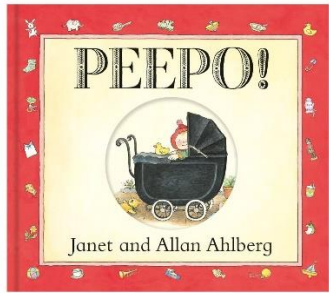
Book: Peepo

Writing task: To write a sentence about how they changed from a baby to now.

Monday

L1. We are learning to engage in a story and have conversations about story language.

Today, the children will listen to the story Peepo. Engage in conversations about the text, vocabulary and the pictures. Give children time to explore the illustrations- what can they see?



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?

Key vocabulary:

Nightie, stocking net, cot, yard, flannel, tassels, bonfire, pushchair.

Tuesday

L1 We are learning to make observations and have conversations about our photos when we were born.

Today, share your classes baby photos. Give the children time to discuss what they notice – how have they changed? Create conversations about what the children were able to do when they were born (sit, cry).

Using 'my turn, our turn and your turn' model a write (I can ____). Give children opportunities to give it a go on their whiteboards.

Key questions?

- What can you see in the picture?
- How have you changed?
- What could you do as a baby?

Key vocabulary:

Baby, born, grow, change, past

Wednesday

L1 We are learning to make observations and have conversations about our photos now.

Today, share your classes current photos. Give the children time to discuss what they notice – how have they grown up? Create conversations about what the children are able to do now (run, cut food, brush teeth).

Using 'my turn, our turn and your turn' model a write (I can ____). Give children opportunities to give it a go on their whiteboards.

Key questions?

- What can you see in the picture?
- How have you changed?
- What can you do now?
- What have you learnt since being a baby?

Key vocabulary:

Baby, born, grow, change, present, child

Thursday

L1. We are learning to form our letters correctly.

Download the Letter Formation Rhyming Card. **Letters i and n.**

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.

Watch the video. Pause to focus on the letter formation. Use my turn, our turn and your turn to practice on white boards.

i Handwriting

Visit the Planning Section to download the full Twenty Five with Learning Objectives and Assessment for each week.

1. Download the Letter Formation Rhyming Card. 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.
2. Read through the PowerPoint to recap letter formation.



Key questions:

- What sound does this letter make?
- Where do we start the letter?

Key Vocabulary

Curve, straight

Friday

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Theme: Building 9 and 10

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>														
<p>LI. We are learning to find 9 and 10.</p> <p>Activity: Today and tomorrow we will be exploring different representations of 9 and 10. We will practise saying “nine” and “ten” and practise matching the numerals to the quantities.</p> <p>Vocabulary: Nine Ten Odd Even Pairs Part whole</p> <p>Key Questions: How do you know this is 9 without counting the whole number? What do you notice about 9/10?</p>	<p>LI. We are learning to find 9 and 10.</p> <p>Activity: Today we will sort different representations into two piles, 9 and not 9. Then 10 and not 10. Each time we will talk to our partners about how we know the amount is 9 or not 9, 10 or not 10.</p> <p>Vocabulary: Nine Ten Odd Even Pairs Part whole</p> <p>Key Questions: How do you know this is 9 without counting the whole number? What do you notice about 9/10?</p>	<p>LI. We are learning to compare numbers to 10</p> <p>Activity: Today we are continuing to make comparisons with numbers and amounts to 10. We will encourage the children to compare amounts directly by lining amounts up with one-to-one correspondence. We will understand that when making comparisons, a set can have more items, fewer items or the same number of items as another set. We will then sort dominoes into three different piles: 9 spots, fewer than 9, more than 9.</p> <p>Key vocabulary: More Fewer Same</p> <p>Key Questions: Which has more/fewer? How do you know?</p>	<p>LI. We are learning to order and sequence time.</p> <p>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.”</p> <p>Key vocabulary: Days of the week, time, sequence, order, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, tomorrow, yesterday.</p> <p>Key Questions: Which is your favourite day and why? What did you do yesterday? What did you do tomorrow?</p>	<p>LI. We are learning to order and sequence time.</p> <p>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.</p> <p>Key vocabulary: Days of the week, time, sequence, order, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, tomorrow, yesterday.</p> <p>Key Questions: What did we do yesterday? What will you do tomorrow?</p> <table border="1" data-bbox="1742 1212 2130 1348"><thead><tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th><th>Saturday</th><th>Sunday</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table>	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday							
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Match the picture to the numeral.

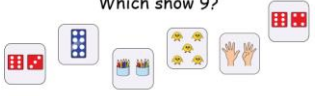
9 10



Think, pair, share:
How did you know?
What do you notice?

Think, pair, share:


Sort the cards.
Which show 9?




9 not 9







Sort the dominoes.

fewer than 9 spots more than



On Saturday Jo plays football.



<h2>Music</h2>  <p>Love learning, start singing</p>	<h2>Personal, Social and Emotional development</h2> 	<h2>Physical Development</h2> 	<h2>Art and DT</h2> 	<h2>Understanding the world (Cornerstones History and Geography Focus)</h2> 	<h2>Understanding the world (Science, RE or Computing Focus)</h2>  <h2 style="color: yellow;">Science</h2>
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<p>LI. Children will:</p> <ul style="list-style-type: none"> Learn about the singer and performer Björk. Explore dynamics with actions. Respond to music with movement <p>Activity:</p> <ul style="list-style-type: none"> Begin by learning about what 'dynamics' are. Learn the Italian words, which are used when talking about music, and get used to using them. <p style="background-color: yellow; padding: 2px;">○ Loud (or strong) = forte.</p>	<p>LI. We are learning to calm their bodies and brains and make positive choices</p> <p>Resources _Ted the Tiger</p> <p>Activity Sometimes emotions can feel like an animal. Ask them to close their eyes and imagine a tiger.</p> <p>Ask them to think about how a tiger might act if it's feeling angry Or 'red' on the mood meter. Invite the children to roar like a tiger. Read -Ted the Tiger. Link anger/upset feelings to Tiger. Refer to Lesson 1/week 5 in Think equal project.</p> <p>Key vocabulary:</p>	<p>LI. We are learning to develop running and stopping</p> <p>Activity: Give all children their own cone that they stand next to in a space. Children complete the following:</p> <p>A Jump over their cone from a balanced position. Bend your knees, take off and land with two feet. Make this harder by jumping over the cone in different directions.</p> <p>B Run to a cone and stop. Children say 'stop' as they stop. Stop and stand still by standing with your feet shoulder width apart, pause and then repeat. Make this harder by hopping over the cones.</p> <p>C Run from cone to cone stopping when they reach a cone and jumping it with two feet. When they land ask the children to show one of the feeling</p>	<p>LI: To generate inspiration and conversation about sculpture art and artists.</p> <p>To create a design for a 3D animal sculpture.</p> <p>Activity: Ask the pupils how the artist would have shaped the animals and created their features using shapes.</p> <p>2. Tell the children that they are going to make their own animal sculptures. Ask them to think carefully about which animal they might like to create. Look together at the animals on the final slide and name them. As a group, talk about which parts of these animals may be more difficult to create and how they could overcome this.</p> <p>3. Put the pupils into pairs and ask them to discuss with their partner which animal they would like to create (one from the slide or their</p>	<p>LI. We are learning that everyday objects like clothes and toys tell us about the past. They also change over time.:</p> <p>Activity Share the story-Peepo Take time to look and discuss the pictures Invite children to talk about whether they the story is set in the past or present.</p> <p>Using two hoops, sort pictures/real objects into present and past sets.</p> <p>Key Vocabulary:</p> <p>Past and Present</p> <p>Key Questions:</p>	<p>LI. We are learning to collaborate with others to solve a problem – in this case, planning a way to help the rabbit get to the carrots it needs.</p> <p>Activity:</p> <p>In this activity, children give instructions to direct a rabbit around a grid and collect carrots. These instructions can be written down using symbols, words or numbers, which creates an algorithm, or a set of instructions. Children work in small groups to plan their routes and then test their algorithms using the rabbit print-out (provided). The rabbit and carrots can be placed in different positions on the grid to simplify or add challenge as necessary. The flower printouts provided can also be used to add challenge to the route.</p>
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<p>○ Quiet (or soft) = <i>piano</i>.</p> <p>○ Getting louder = <i>crescendo</i>.</p> <p>○ Getting quieter = <i>diminuendo</i>.</p> <p>To learn these terms, try playing an 'Action and answer' game.</p> <p>Assign an action to each of the terms above, and task children with finding the answer as fast as they can.</p> <p>Practise the actions one at a time, then play the game. For example:</p> <p>Action = muscles out in a 'strong' pose.</p> <p>Answer = children respond with '<i>forte!</i>'</p> <p>Action = stroking whiskers (mouse).</p> <p>Answer = <i>piano!</i></p> <p>Action = hands moving apart/expanding.</p> <p>Answer = <i>crescendo!</i></p> <p>Action = hands moving together/shrinking down.</p>	<p>Emotions tiger, tame</p> <p>Key Questions:</p> <p>Do you feel the tiger inside you sometimes?</p> <p>How can you calm your body?</p> <p>What plan will you make?</p> <p>How can you be your best?</p>	<p>actions from their warm up. Run, stop, jump, feeling action. Progress to asking the children to jump backwards over the cones.</p> <p>Make this harder by asking the children to share ideas for different feelings such as shy, scared etc. <i>Teacher note: ensure children stop and pause before they jump.</i></p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> • Bend your knees to help you to stop. • Take big steps to run and small steps to stop <p>Key questions:</p> <p>How can you stay safe when running? What helps you to stop quickly? What did you find challenging today? How did that make you feel?</p>	<p>own choice). Can they think of which parts of their chosen animal may be difficult to make using clay and why?</p> <p>4. In small groups, ask the pupils to individually draw the design for their sculpture on their piece of paper, thinking carefully about what they would like the finished sculpture to look like. Encourage the pupils to refer to the small world animals and pictures you have provided to help them with their design.</p> <p>5. Keep the designs somewhere safe, as pupils will be working from them next lesson.</p> <p>Key vocabulary: 3D clay design sculpture</p> <p>Key Questions:</p> <p>Which part of the animal might be difficult to make with clay? Why do you think that?</p>	<p>Do you think the story is set now or long ago?</p> <p>Why do you think the story is set in the past?</p> <p>Look at these pictures. What do you think a coal scuttle is? Why do they need coal?</p> <p>Houses in the past didn't have radiators or central heating. How do you think they kept the house warm?</p> <p>Look at the baby in the pram at the start of the story. How are modern prams different?</p>	<p>Key vocabulary: Plan, persevere, collaborate</p> <p>Key Questions:</p> <p>Which way should it go first?</p> <ul style="list-style-type: none"> ■ What comes next? ■ Which one is before / after this one? ■ Does that look correct? ■ How can I get the rabbit to the carrot without touching the pink flower? ■ Which way shall I go?
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Answer

= *diminuendo!*

Learn about the singer and performer Björk.

Explore dynamics with actions.

Respond to music with movement

Key vocabulary: Loud (or strong) = *forte*.

Quiet (or soft) = *piano*.

Getting louder = *crescendo*.

Getting quieter = *diminuendo*.

Key Questions:

Can they join in with each 'shhh, shhh' in the verses?

How did their movements change as the music changed?

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

