

Weekly Overview of Learning



Year group: Reception Week beginning: Monday 29th 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


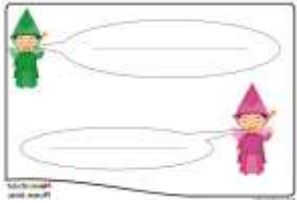

Please make sure your child has completed the home learning tasks and uploaded them on tapestry each week.
If you haven't already, please make sure you have logged on to the school payment system and paid for the fairytale drama workshop last week.

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

The focus story this week is: Goldilocks and Sleeping Beauty



Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
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<p><u>L1: We are learning to hear the ur sound</u> We will review previous learning by reading the Reception high frequency word flashcards (found on the Monster Phonics website).</p> <p>We will then introduce the ur grapheme.</p> <p>Next, we will watch the Black Cat ur video. We will ask the class to make the black cat action (fingers walking across palm of hand) every time they hear an ur word. We will then ask the children to remember all of the ur words in the video and we will complete a defining frame with all the ur words we have heard.</p> <p>Finally, the adult will provide blank labels and black pens. The children will complete a Word Art activity. They will draw the ur words on large sheets of paper.</p> 	<p><u>L1: We are learning to segment sounds to spell ur words.</u> We will review previous learning by playing full circle using the ur words from yesterday: turn burn burp curl curds</p> <p>The adult will then use the My turn, Our turn, Your turn strategy to help the children learn how to write sentences from Sleeping Beauty using ur words (and ee words from last week):</p> <p>It was my turn. We will sleep. She will not be hurt.</p> <p>Finally we will write words inside speech bubbles. The characters speaking are from the story Sleeping Beauty.</p> 	<p><u>L1: We are learning to blend sounds together to read ur words.</u> We will review previous sounds by completing phoneme frame activity, writing sh, ch, th, ow, ee, ur words on our phoneme frames.</p> <p>We will then give the children copies of our Sleeping Beauty story with all the pages muddled up!</p> <p>The children will work with a partner, reading the sentences and putting the pages in order so we can make our own books.</p> 	<p><u>L1: We are learning to write ee and ur 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 create flash cards of the ee and ur words we have been learning. We can use a range of materials, e.g. chalk, pens, crayons, paint.</p>	<p><u>L1: We are learning to read high frequency words.</u> We will review our work on ur words by playing buried treasure.</p> <p>We will then use My turn, Our turn, Your turn to write the following sentences:</p> <p>We go this week. I can see a tree. We turn into this street. My cheek was hurt.</p>
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Literacy

Book: Goldilocks

Writing task: To write captions in speech bubbles for Goldilocks and the Three Bears

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u> L1 We are learning to write simple captions.	<u>Thursday</u> L1. We are learning to ask questions using new vocabulary	<u>Friday</u>
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L1. We are learning to engage in conversations about stories, learning new vocabulary

Share the book with the children, reading with expression and using props - big hard chair, soft chair and small(just right)?



Key

vocabulary:

soft, hard, just right

Key Questions

What does this material feel like?

What material would make a comfortable chair?

L1 We are learning to engage in conversations about stories, learning new vocabulary through role play

Adults to role play the story using life size props.

Leave props available for children to act out the story

independently.



Key Vocabulary

narrator

growled

squeaked

wepted

Someone has been eating my porridge

Key questions:

What did Daddy bear say?

What does his voice sound like?

Can you use a 'growly voice.'?

How did mummy bear feel?

Share write as a class what Goldilocks says when she tastes the three bowls of 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 does Goldilocks say when she tastes the porridge from the biggest bowl?

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.

It is too...

Using a describing frame , list questions to ask baby bear.

What words can we use to start a question?

What question would you like to ask baby bear?

Adults to model examples of questions.



Key questions:

How did you feel when you saw your broken chair?

Were you scared when you heard snoring coming from upstairs??

How did you feel when you saw Goldilocks?

Have you seen Goldilocks after that day?

Key Vocabulary

What

Where

How

When

Why

Have

L1 .We are learning to act in role and ask and answer questions using new vocabulary

Using questions from yesterday hot seat baby bear.

Adults to model this. Use a



bear headband to help children get into role.

How did you feel when you saw your broken chair?

Were you scared when you heard snoring coming from upstairs??

How did you feel when you saw Goldilocks?

Have you seen Goldilocks after that day?

Key questions:

Key Vocabulary

What

Where

How

WhenHave

Why

Monday
LI. We are learning to make pairs-odd and even.

Activity:
 Children build on their earlier work matching numerals to quantities by now finding and making pairs. They begin to understand that a pair is two. Provide collections of items that come in pairs. Encourage children to arrange quantities into pairs and to notice that some quantities will have an odd one left over with no partner. Use everyday routines and practical activities, such as talking partners and P.E. games, to point out where we have odd or even amounts. Encourage children to notice pairs and odd and even numbers through games involving matching pairs, such as snap or memory games.

Chalk or tape a large ten frame on the floor. Encourage different groups of children to get into pairs.



How many children are there altogether? Are all children in pairs or is there an odd one out?

Tuesday
LI. We are learning to double to 8.

Activity:
 Children are introduced to the concept of doubling and they learn that this means 'twice as many'. They should be given opportunities to see a range of visual representations of doubles and to find them in patterns, in pictures and in arrangements of manipulatives. Encourage children to use familiar equipment to find doubles and make double collections. Books involving doubles are a good way to introduce this concept. It is important for children.

Show children images that represent doubles and not doubles.



Prompt children to tell you if the representation shows a double or not, How do they know?

Vocabulary:
 Double
 Twice

Wednesday
LI. We are learning to double to 8.

Activity:
 Children build on their knowledge of finding a double by now physically making them using manipulatives and their own mark-making. They should be given opportunities to build doubles in many different contexts. Encourage children to use their fingers and make the same amount on each hand then tap their hands together to show doubles during carpet times. Building numbers using the pair-wise pattern on ten frames will help children to see the doubles. Mirrors and barrier games are a fun way for children to see doubles as they build and explore early symmetry. Encourage children to say the doubles as they build them, for example, "Double 2 is 4."

Thursday
LI. We are learning to combine 2 group.

Activity:
 Children begin to combine two groups to find how many there are altogether. They should be given opportunities to do this in many contexts using different manipulatives and real-life objects. Present interesting images for children to look at and point out where they may see the groups. Then encourage children to talk about the groups they see with a partner. Encourage children to subitise where possible, although they may still need to count in ones at this stage to find out how many there are altogether.

Show children pictures that provide opportunities for combining two groups.



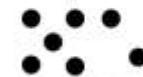
How many can children see in each group? How many are there altogether?

Key vocabulary:
 Combine

Friday
LI. We are learning about conceptual subitizing.


Activity:
 Children are taught to use their skills of perceptual subitising to recognise the groups within numbers greater than 5, allowing them to conceptually subitise. This is the ability to identify a whole quantity by subitising the smaller quantities that make up the whole number. This skill will support children to develop mental images for addition and subtraction, which helps them to move away from counting on and counting back.

Show children different arrangements of dots up to 8. Ask children what they see and how they see it.



In pairs, encourage children to make their own dot arrangements using 8 counters.

Key vocabulary:
 Subitizing
 Recognize
 Groups

<p>Vocabulary: Pair Odd Even</p> <p>Key Questions: How many do you have? How many do we need to make a pair? Is this a pair? How do you know? Is this an odd number or an even number?</p>	<p>Key Questions: What does double mean? Where can you see a double? Is this a double or not a double? How do you know? What is double ?</p>	 <p>Key vocabulary: Double Twice</p> <p>Key Questions: What does double mean? What double have you made? Is this a double or not a double? How do you know? What is double ?</p>	<p>Add Altogether</p> <p>Key Questions: How many can you see? How many are there in each group? How many are there altogether?</p>	<p>Identify Whole</p> <p>Key Questions: What do you see? How do you see it? What parts can you see? How many are there altogether?</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 notice the steady beat and move to it as an individual, then through a shared action.</p> <p>Activity: We will begin by learning the Feel the Beat chant, marching to the steady beat as we chant. We will then learn the</p>	<p>LI: We are learning to understand that if we persevere we can tackle challenges. After a calm me meditation session, we will complete a hard challenge as a class, e.g. building a tower out of playing cards. We will discuss how we found the challenge and how it made us feel. We will read a story where</p>	<p>LI. We are learning to create movements and perform simple dance patterns. Activity: The Wheels on the Bus warm up: Children will begin standing in a circle and sing 'The Wheels on the Bus', using actions led by the teacher.</p>	<p>LI: We are learning to explore clay and its properties Activity: We will show the children a lump of clay and ask if anyone knows what it is. We will explain that most clay comes from the ground – it's a bit like very thick mud! Clay has been used to create sculptures and models for</p>	<p>LI. We are learning to discuss similarities between our lives and lives in the past. Activity: We will display the Fairy tale buildings picture cards and ask the children which fairy tale characters they think could have lived in the different buildings. We will invite the</p>	<p>Internet Safety Week LI. We are learning to describe ways people can be unkind online. We are learning to describe how it makes people feel when people are unkind. Activity: We will explain that we are going to be learning about ways people</p>

chant "Jelly on a Plate". We will make wobble wobble actions, then march to the steady beat. We will then recite the rhyme again and with a gentle pat with your right hand on where your heart is to the left side of your chest, 'feel' the beat (just like the 'feet' chant, the beat continues even when there are no words).

Key vocabulary: timbre, pitch (higher/lower), tempo (faster/slower), beat

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?



the character does not give up when faced with a hard challenge. We will talk about how sometimes we may come across things that are hard. We will discuss how we could overcome them and what challenges we face in our day.

Key vocabulary: challenge, persevere, keep trying, resilient.

Key Questions: How did you find that challenge? How did it make you feel? What sorts of things do we every day that are tricky? Do you ever have any problems with your friends? How do you sort these out?

We will then learn the transport dance: Car actions: Children jog around the space holding arms up as steering wheel for 16 counts. When the music pauses, children stop and pretend to beep their horn. For the next 16 counts, children jump from two feet to two feet as if going over speed bumps. As the music pauses, children stop and pretend to beep their horn. Train actions: Children march for 16 counts around the room, circling their arms with their elbows bent. When the music pauses children stop and pretend to pull down on the train whistle. For the next 16 counts, children march backwards, circling arms with elbows bent. As the music pauses, children stop and pretend to pull down on their train whistle. Bus actions: We will show children the 'Transport L2' visual and give them time to explore actions for the bus. We will share ideas and try them out as a class. They might want to use ideas that they used in the warm up such as the wipers swishing or the doors opening and closing. Explore different levels and body parts to move on to make your dance look interesting. Children also need to choose a finishing position. Use lots of space to make your dance look interesting.

Key vocabulary: Levels, direction, space

Key Questions: What did you like about the dances you watched? Who used lots of different actions when they danced? Who used all of the space in the hall? Why do you think using lots of different actions and space makes the dance better? (different actions and different spaces)

thousands of years. We will invite the children to experiment and explore the clay with their hands. We will focus on the process not the finished product, so we will not focus on what we need to make. We will invite the pupils to experiment with the different ways they can manipulate the clay and how they affect its shape.

Key vocabulary: Pinch, roll, slimy, slippery, smooth, squash, sticky, stretch,

Key Questions: How does it feel? I wonder what will happen if we roll the clay with our hands? Can you teach me how to make that shape with my clay?

children to describe the pictures and talk about the buildings that they like best and why. We will scribe for them and create large describing frames. We will encourage the children to think about the materials used to build different parts of the buildings and compare similarities and differences between the different buildings.

Key vocabulary: A long time ago
In the past
Today
Names of different materials, e.g. wood, metal, stone.

Key Questions:

- Who do you think might live in these buildings?
- Which building do you like the best?
- Have you ever seen a building like this before?
- What materials have been used for the roof and walls?
- Where would you like to live?
- What do the front doors look like?
- How are the buildings different from your house?

might be unkind to us online when we are using the internet. We will remind the children that they already know that if someone is unkind to them in person, they can get help from a trusted adult. They know that it is not acceptable to treat each other badly and make anyone sad on purpose. We will tell the children that sometimes people can experience unkindness or hurtful words through messages or online. These messages can be just as hurtful and upsetting as if it were to happen in person, in the playground or face-to-face. We will ask children what they could do if someone made them feel sad at school by saying unkind things or calling them names. The children should all be confident that they could tell a trusted adult who would help them sort out the problem. Before starting the video, we will explain that Emma in the video has a problem with one of her teddies. Someone has been unkind online, and she needs to know what to do. Show the class the video. We will have bunting outlines available for the children to draw their trusted adults onto. Take everyone's pieces and put them on a rope to put around the class as a display to remind them of all the people they can turn to if they think someone is being unkind to them online.

Key vocabulary: Kind, unkind, Feelings vocabulary
Trusted adult

Key Questions: What did Emma need help with? How can we use these tips at Wellington?

L1. We are learning to identify number bonds and ways to make 6, 7, 8

Activity 1: Stampers and blank tens frames



L1: We are learning to create our own stories in role

Activity 2: Airport with writing opportunities

