

Weekly Overview of Learning



Year group: Reception Week beginning: Monday 5th 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.
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: Cinderella

Moonster
Phonics

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
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LI: We are learning to hear the ai sound

We will review previous learning by blending to read the Yes No questions on the monster phonics website.

We will then introduce Angry Red A and the ai grapheme.

Next, we will watch the Angry Red A ai video. (This tells the story of Hansel and Gretel.) We will ask the children to do the Angry Red A (hands clenched, elbows bent, ay, ay, ay!) action every time they hear an ai word. Can the class remember all of the ai words by the end of the video?

Finally, the adult will provide blank labels and red and black pens. The children will complete a Word Art activity. They will draw the ai words on large sheets of paper - wait Gail hail pain aim sail main tail rain bait

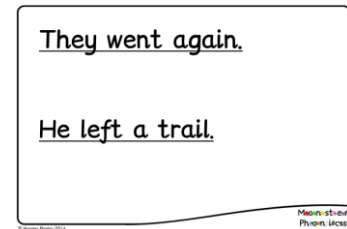


LI: We are learning to blend sounds to read ai words.

We will review previous learning by playing full circle using the ai words we learned yesterday.

We will then read the Hansel and Gretel eBook. We will ask the children to find the ai words in the story. We will then encourage the children to read the ai words and HFWs on the final page.

Finally, we hide the words we made yesterday and play a game of hide and seek, finding the ai words in the classroom.



LI: We are learning to segment sounds to spell ai words.

We will review previous sounds by blending and reading captions.

We will then read through the ai flashcards together as a class.

Finally, we will use My turn, Our turn, Your turn to segment and spell the ai words.



LI: We are learning to write sentences containing ai words.

We will practise the sounds we have already learned by downloading and reading the words on the blending PowerPoint.

We will then read the Hansel and Gretel story, encouraging the children to read the words we have been practising.

Finally, we will use My turn, Our turn, Your turn to segment and spell words to create sentences from the story, e.g. I left a trail.



LI: We are learning to read high frequency words.

We will review our work on ai by playing buried treasure.

We will then learn the high frequency words **it's do so**.

Finally, we will use My turn, Our turn, Your turn to create word art.



Literacy

Book: Goldilocks

Writing task: To write our own instructions for making porridge

Monday

L1. 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.

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

Tuesday

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



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.

Wednesday

L1 We are learning to write simple captions.

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.

Thursday

L1. We are learning to ask questions using new vocabulary

What question would you like to ask Goldilocks?

Adults to model examples of questions?



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

Friday

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

Using questions

from yesterday

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: Length, height and time

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>LI. We are learning to explore length.</p> <p>Activity: In this small step, children are encouraged to explore objects and begin to use the language of length to describe them. Begin this process by exploring and describing two objects so that children can see ‘long’ and ‘not long’, and ‘short’ and ‘not short’.</p> <p>Vocabulary: Shortest Longest</p> <p>Key Questions: Which object is long/short? Have you found the longest? Have you found the shortest?</p>	<p>LI. We are learning about length.</p> <p>Activity: Ensure that resources in provision are varied and allow children to start to make simple comparisons to develop a sense of ‘long and short’. Encourage children to physically move objects so they can see the difference. By using materials such as dough, children can see that materials can be changed by stretching them to make them longer. Children should be shown how to make the ends of objects line up so that they can see the difference and should be taught that ‘length’ is the distance between two points. Encourage children to make collections of similar objects, such as sticks outside, to support them in gaining an understanding of length.</p> <p>Vocabulary: Shortest Longest</p> <p>Key Questions:</p>	<p>LI. We are learning to explore length.</p> <p>Activity: In this small step, children build on their explorations of length to now make comparisons. Encourage children to use more specific vocabulary to describe an object, such as ‘longer than’ or ‘shorter than’ something else. Encourage children to make indirect comparisons using nonstandard objects, such as blocks or cubes, to measure items, for example, “The sand tray is four blocks long.”</p> <p>Key vocabulary: Longer Shorter Length</p> <p>Key Questions: Which object is longer? How do you know? Which object is shorter? How do you know? Which objects are the same length as? How do you know that this one is the longest/shortest?</p>	<p>LI. We are learning to compare length.</p> <p>Activity: A good way for children to explore the concept of length is by representing their thinking using their own mathematical graphics in mark-making. Encourage them to explain their ideas as they draw these representations. Reading stories that involve using simple measuring equipment and enacting these scenarios, will encourage children to use the language and actions of measure in their play and own investigations.</p> <p>Key vocabulary: Longer Shorter Length</p> <p>Key Questions: Which object is longer? How do you know? Which object is shorter? How do you know? Which objects are the same length as...?</p>	<p>LI. We are learning to explore height.</p> <p>Activity: In this small step, children build on the skills they have developed when exploring and comparing length by now exploring height. Support children to understand that height is a type of length. Children should be introduced to the language of both ‘short’ objects and ‘tall’ objects through experiences. Going on walks and seeing buildings and trees that are tall in comparison to themselves and to other objects is a way to support this. Children will have little concept of their own size to begin with, so drawing around each other and then holding the paper up is a good way for children to recognise how tall they are.</p> <p>Key vocabulary: Tall short</p> <p>Key Questions:</p>

	Which object is long/short? Have you found the longest? Have you found the shortest?		How do you know that this one is the longest/shortest?	Which object is tall/short? Who/what is the tallest? Who/what is the shortest?
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<p style="text-align: center;">Music</p> 	<p style="text-align: center;">Personal, Social and Emotional development</p> 	<p style="text-align: center;">Physical Development</p> 	<p style="text-align: center;">Art and DT</p> 	<p style="text-align: center;">Understanding the world (Cornerstones History and Geography Focus)</p> 	<p style="text-align: center;">Understanding the world (Science, RE or Computing Focus)</p>  
<p>L1. We are learning to notice the steady beat and move to it as an individual, then through a shared action. Activity: <i>Warm up 1: Jelly on a plate.</i> We will stand in a large circle and perform the chant. We will then chant together as a class with actions to the 'wobble, wobble' words and we will chant together and march to the steady beat. <i>Warm up 2: Copycat singing.</i> We will then warm up voices using the 'cuckoo call'. We will recap the cuckoo call several times, changing your starting note – sometimes starting higher and sometimes lower, but always sounding like a cuckoo. We will make up short alliterative phrases using a few children's names for the class to echo e.g.: 'Sunny Sam', 'Happy Harpreet', 'Friendly Freya', 'Tiptoeing Tania'. Main activity: <i>Shake my sillies out.</i> We will sing the song and encourage accuracy with the actions ('shake', 'clap', 'jump', 'yawn'), performing them exactly on the words. We will ask the children how many times they need to shake, jump, yawn, etc.</p>	<p>L1. We are learning to talk about a time when we didn't give up until we achieved our goal. After some Calm Me meditation, we will sing the Jigsaw Song: 'For Me'. We will read the story of The Hare and the Tortoise (with the theme of never giving up until you have reached your goal). In pairs we will ask children to think of something they have done that they found tricky to start with but with practice and never giving up they managed to do it, e.g. learning to walk, riding a bike. Finally, we will pass Jigsaw Jenie around and ask the children to talk about their experience of never giving up. Key vocabulary: resilient, persevere, giving up, keeping trying, goal. Key Questions: What have you found tricky to do? How did you manage to do it?</p>	<p>L1. We are learning to copy and repeat actions showing confidence and imagination. Activity: Musical statues: Children will start in their own space. The coach will play the warm up music 'Carnival'. The children walk around the teaching area to the music. When the music stops, the children will freeze on the spot. We will ask the children to change the travelling action to skip, gallop and then ask children for suggestions to use. We will then show the resource visual 'Morning Routine' and ask - What things do you do in the morning to get ready for school? We will show the children the video 'Morning Routine' and see if they can identify the different parts of this morning routine. Wake up: We will practise movements to show waking up e.g.: start lying down, sit up, yawn, stretch. We will teach children 2 x 8 counts to wake up and then 8 x counts to skip to a new space.</p>	<p>L1: We are learning to explore playdough and its properties Activity: We will recall working with clay last week and tell the pupils that this week we're going to be working with playdough. We will ask the children to identify the similarities and differences between clay and playdough. We will start the lesson with a 'dough dance party' and hand out a small amount of dough (a golf ball size) to each child. We will turn on the party music and invite the children to squeeze the playdough, alternating it in each hand. We will then give instructions to the pupils on what to do with their dough as they move it in time to the music, e.g.:</p> <ul style="list-style-type: none"> • squeeze it in each hand • roll it between two hands to make a sausage • roll it between two hands to make a ball • pinch it between thumb and each finger in turn – both hands • push each finger into the dough in turn – both hands • squash it flat • twist it 	<p>L1. We are learning to discuss pictures, stories and information books on the theme of Royalty. Activity: We will display the Kings and queens picture cards and ask the question 'How do we know that these people are kings or queens?' We will invite the children to describe the pictures and talk about the clothes that the people are wearing. We will then provide each child with a photograph of their face stuck to a blank piece of paper. Explain that they are going to draw themselves as a king or queen. We will encourage them to think about their outfit and what accessories they will need to show that they are royal. We will ask the children to add labels and captions. Key vocabulary: A long time ago In the past Today Key Questions:</p> <ul style="list-style-type: none"> • What shows you that these people are kings or queens? • Why do you think they had portraits made of them? 	<p>L1. We are learning that people have different beliefs and celebrate special times in different ways. Activity: We will recap the story of the Chinese New Year. (We will have the 12 animal masks on a washing line (facing away) and reveal them as the children identify them correctly.) We will explain that Chinese New Year is a time when Chinese families in China, the UK and around the world, get together to celebrate. They put up lights outside their homes. It is also a special time to remember members of the family who have died. In the days coming up to New Year, every family buys presents, decorations, food, new clothes and people have their hair cut. Houses are cleaned from top to bottom. The aim is to sweep out any bad luck from the old year and clear the way for good luck. However, it is bad luck to clean on New Year's Day itself. For a few minutes we will send the children off to tidy their classroom as best they can, pretending they are preparing for New Year's celebrations. Key vocabulary: New Year</p>

<p>(3 times each). We will remember the difference between the short action words and the long, slow, 'yawn' verse. Once they can securely perform actions and words simultaneously, the children can move on to playing instruments instead of the actions. We will show the children different instruments and give them a chance to hear the sounds different instruments make.</p> <p>Key vocabulary: timbre, pitch (higher/lower), tempo (faster/slower), beat</p> <p>Key Questions: Which instruments have you got in your classroom? Which instruments haven't you got?</p>		<p>Have breakfast: We will discuss and practise movements to show having breakfast e.g.: make / eat breakfast, drink. We will use 2 x 8 counts to have breakfast and 8 x counts to skip to a new space. We will practise linking waking up and having breakfast.</p> <p>We will continue with other parts of our morning routine, e.g. getting dressed.</p> <p>Key vocabulary: Levels, direction, space, actions</p> <p>Key Questions: Who showed clear actions? What was your favourite action to do? Who was using lots of different spaces as they danced? Why is this important?</p>	<ul style="list-style-type: none"> • smack it! <p>Key vocabulary: Bend, chop, cut, pinch, roll, slice, smooth, soft, stretch, squash</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How does it feel? • I wonder whether we can roll a better sausage with our hands or the rolling pin? 	<ul style="list-style-type: none"> • How are the pictures similar and how are they different? • Are the kings and queens holding anything special? • What colours are their clothes? • What would you wear if you were a king or queen? 	<p>China Celebrations</p> <p>Key Questions: How would it feel to make these preparations? Why is New Year special/important? When there is a special occasion at your house e.g. Diwali/birthday, does your family do anything differently? E.g. decorations, cooking, cleaning, clothes, etc. What do you like best about celebrations you take part in? How does it feel to celebrate a special time/event? Can you think of some celebrations you know about?</p>
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L1. We are learning to read and write words and captions about snakes.

Activity 1: Snake books, snake writing opportunities, snake facts and snake vocabulary.

L1. We are learning that people have different beliefs and celebrate special times in different ways.

Activity 2: Books about Chinese New Year, chop sticks, red envelopes, vocab cards.

