

# Weekly Overview of Learning

Year group: Reception    Week beginning: Monday 8<sup>th</sup> January 2024

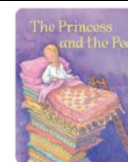
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. Home learning will be set on Tapestry every **Thursday** and this should be completed and uploaded to Tapestry by **Monday** morning. If there are any questions, please email your child's class teacher.

## Reminders

Happy New Year! We put a weekly homework task on Tapestry for you to complete at home with your child.  
Please speak to the class teacher if you are unable to access Tapestry for any reason.

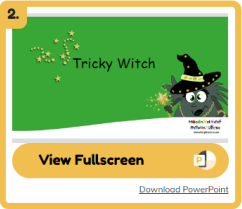
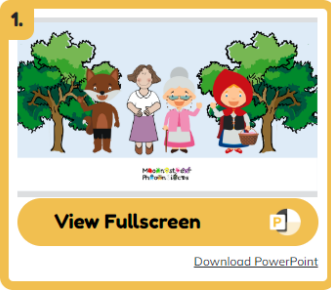
**This half-term our topic is:** Once Upon a Time

**The focus story this week is:** A range of fairy tales (to introduce our new topic)



Moonster  
Phonics

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
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<p><b><u>LI: We are learning to hear the oo sound (tricky witch oo)</u></b> We will review previous learning by participating in a yes/no questions game.</p> <p>We will then use the oo powerpoint to introduce the tricky witch oo sound. We will listen to a little red riding hood story and do the tricky witch action (wave magic wand) whenever we hear a word with oo.</p> <p>We will then create our own flashcards with the correct monster phonics colours for the following words: <b>look foot cook good book took wood wool hook hood</b></p> 	<p><b><u>LI: We are learning to segment sounds to spell oo words.</u></b> We will review previous learning by completing a quick write activity. The adult will say a phoneme and the children will write the corresponding grapheme on their whiteboards.</p> <p>We will then read the Red in the Wood story to remember the oo sound we introduced yesterday.</p> <p>Finally, we will write oo words on our whiteboards.</p> <p>My turn: The teacher will model how to write one of the oo words from the story. <b>took</b> Our turn: Together we will write the word <b>hood</b> Finally the children will write a word independently: <b>wood</b></p>	<p><b><u>LI: We are learning to read sentences containing oo words.</u></b> We will review previous sounds by reading captions.</p> <p>We will then work in pairs, reading the sentence together. We will identify the tricky oo grapheme and mark it with a gold colour. One child cuts up the sentence and muddles up the word. Then their partner must sort it into the right order. We will ask the children to stick the sentence in the right order or write the sentence.</p> <p><b>She took the basket. She has a red hood. She stood in the woods. The grub looks good.</b></p>	<p><b><u>LI: We are learning to write sentences containing oo words.</u></b> We will practise blending sounds to read words we have already met.</p> <p>We will then read the Little Red Riding Hood eBook.</p> <p>Finally we will use My turn, Our turn, Your turn to write sentences about Little Red Riding Hood.</p> 	<p><b><u>LI: We are learning to read now, look, down.</u></b> We will review our work on oo words by playing buried treasure.</p> <p>We will then use the HFW PowerPoint. We will read each HFW, highlighting how each grapheme and the sound that it makes.</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> <p>Finally, we will complete some high frequency word art, using a variety of media to create HFW flashcards for a wall display.</p>
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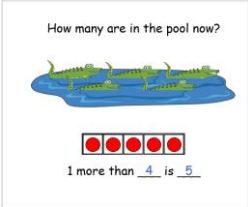
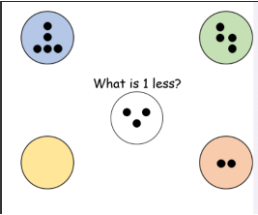

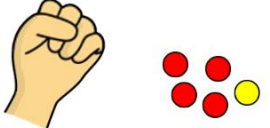

## Literacy

**Book:** A range of fairy tales (introducing the topic).

**Writing task:** To write our own captions containing oo words.

<p><u>Monday</u> Today the teacher will read the Monster Phonics story about Little Red Riding Hood.</p>	<p><u>Tuesday</u> Today the teacher and children will read the Monster Phonics story about Little Red Riding Hood.</p>	<p><u>Wednesday</u> Today the teacher and children will use my turn, your turn, our turn to write captions about the story of Little Red Riding Hood.</p>	<p><u>Thursday</u> Today the teacher will read the children a selection of different fairy tales. We will discuss and compare the characters and the settings.</p>	<p><u>Friday</u> Today the children will discuss which fairy tale is their favourite and explain why.</p>
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**Theme: Alive in 5!**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>LI. We are learning to quickly identify one more than a number to 5.</b>  <b>Activity:</b> We will sing Crocodile Splash song and use counters to identify one more than each number in the song.  <b>Vocabulary:</b>            Numbers from zero to five            More            Less/fewer  <b>Key Questions:</b></p> 	<p><b>LI. We are learning to quickly identify one less than a number to 5.</b>  <b>Activity:</b> We will use dot plates to play different games. For example, the adult will hold up a plate with three dots and ask the children to find the plates with one less (two dots).  <b>Vocabulary:</b>            Numbers from zero to five            More            Less/fewer  <b>Key Questions:</b></p> 	<p><b>LI. We are learning to explore the composition of numbers from 0-5.</b>  <b>Activity:</b> We will look at photographs of different quantities and talk about what we see and how we see it. For example, a child might say "I see 5 blueberries, I can see a 2 and a 1 and a 2."  <b>Key vocabulary:</b>            Whole, parts.  <b>Key Questions:</b>            What do you see? How do you see it?</p>  <p>I can see ...</p>	<p><b>LI. We are learning to see sets of numbers within other sets without counting.</b>  <b>Activity:</b> We will discuss how double sided counters can help us see the parts of a whole. The teacher will model how to shake 5 counters and drop them to reveal two parts.  <b>Key vocabulary:</b>            Whole, parts.  <b>Key Questions:</b>            What do you see? How do you see it?</p>  <p><u>4</u> is a part and <u>1</u> is a part.  <u>5</u> is the whole.</p>	<p><b>LI. We are learning to find all the possible ways of making 5 without counting.</b>            The children will have 5 double sided counters each. They will shake them and drop them onto their whiteboard and tell the adult what parts they can see. The adult will record all the different ways the children find on the interactive whiteboard.  <b>Key vocabulary:</b>            Whole, parts.  <b>Key Questions:</b>            What do you see? What are the parts? What is the whole?            Give each child five double-sided counters each. Shake them and drop them on the floor.              Prompt children to describe the parts they can see.</p>

<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><b>LI. We are learning to take turns in singing and echoing phrases</b>  <b>Activity:</b>The adult will play video clips of four different bird songs one by one. They</p>	<p><b>Celebrating Difference</b>  <b>LI. We are learning to identify how we can be a kind friend.</b>            We will ask the children to talk to each other about how we make</p>	<p><b>LI. We are learning to explore different body parts and how they move.</b>  <b>Activity:</b> Body parts: We will give each child a cone and ask them to stand in a space next to it. We will</p>	<p><b>Lesson 5: Landscape Collage</b>  <b>LI. We are learning to create landscape collages inspired by the work of Mary Coyle</b>  <b>Activity:</b> The adult will tell the pupils that today they will learn</p>	<p><b>LI. We are learning to listen attentively and respond to what we hear with relevant questions, comments and actions.</b>  <b>Activity:</b> We will read and share a range of fairy tales, including The</p>	<p><b>LI. We are learning to compare and group materials.</b>  <b>Activity:</b>            We will read the story <i>The Princess and the Pea</i> by Vera Southgate. We will then explain</p>

will ask the children to listen carefully to each bird call and to take turns imitating the sounds using their voices. The adult will ask the children to describe how the birds look and sound different.

We will finish by playing a simple singing game called 'Cuckoo where are you?' where the children are introduced to the two-note cuckoo call. We will introduce the song by singing the call to the class "Cuckoo, where are you?" and the children will echo this back, copying it exactly as the adult sang it.

**Key vocabulary:**

Duration: beat.

Timbre: vocal play, cuckoo whistle, orchestra.

Pitch: cuckoo interval, so-mi.

Structure: echo singing.

**Key Questions:** How do the birds look different? How do the birds sound different?



friends. What can we say or do? Teacher to put all the ideas into a defining/brainstorming frame.

We will then read a story about making friends and ask if the story had any of our ideas about how to make friends. We will discuss if there was anything in the story that the children hadn't talked about.

We will then talk about friendships in the class: what can we do if we see someone on their own? How can we be kind friends? What can we say that would make us a kind friend? We will use Jigsaw Jenie as the one whose friend is away from school, so s/he feels lonely. Can the children suggest solutions?

**Key vocabulary:** friend, friendship, kind, lonely.

**Key Questions:** How do you make friends? How can we be kind friends? What can we do if we see someone by themselves? How can we be kind friends? What can we say that would make us a kind friend?

ask the children to skip around the teaching space avoiding the cones. When the teacher calls a body part, the children find a cone and touch it with that body part. After a few goes we will change the travelling action and body part. Children will then move around the space avoiding the cones. We will play the track 'Happy', when the music stops, the teacher calls out a body part. Children will stop and think of a way of moving that particular body part e.g. wiggling fingers, nodding head. When the music starts, children continue moving around.

Bop it: We will teach the children each of the following actions to play the game: Bend it: bend your knees on the spot. Twist it: twist your body to face the other direction. Keep your feet in the same position. Spin it: spin around once on the spot. Shake it: shake your body from head to toe. Bop it: jump on the spot.

**Key vocabulary:** body part, twist, bend, shake

**Key Questions:** Which body part was the most fun to move? Which body parts were you able to twist? Which body parts could you bend? Can you think of a body part that can shake? What number were you using to count to? Using counts meant that they all moved at the same time.

about an artist called Megan Coyle, who creates landscape collages from photographs she has taken. We will look through some of Megan Coyle's landscapes on her website using the link: [Megan Coyle website](#). We will ask the children to discuss in pairs what they notice about the picture on slide 4. We will ask: What can you see? Do you like it? What do you notice about the way it was created? The pupils will then each make a collage, inspired by the work of Megan Coyle. We will ask the children first to draw a simple outline of the landscape (for example, an outline of the hills or trees). The children will select, cut or tear and stick pieces of magazine pages down onto their piece of paper, filling in each outlined section with an appropriate, thoughtfully chosen colour. When they are finished, we will ask the pupils to cover their artwork with a thin layer of PVA glue. This will dry clear and will prevent edges from lifting.

**Key vocabulary:** collage, landscape, Megan Coyle Rip, tear, cut, stick

**Key Questions:** What can you see in the picture? Do you like it? What do you notice about the way it was created? I wonder which colour/piece of magazine we could choose to represent the grass? Let's look carefully at our photograph. Which colours can you really see?

Princess and the Pea and Cinderella. We will discuss what characters we find in fairy tales and what homes the characters live in.

**Key vocabulary:** characters, settings, fairy tale.

**Key Questions:** What was your favourite part of the story? Which characters can you remember? Which characters were good? Which characters were bad? Do you know the names of characters from other fairy tales? Which is your favourite fairy tale? Which character would you like to be?

that the children have been given the job to find the best material to make a comfortable bed for the princess. We will allow the children to handle a range of materials including cotton wool, felt, hessian, bubble wrap, wadding and foam and encourage the children to describe how each of the materials feel. We will then give each child a small dried pea to put underneath the materials, showing them how to press down to test. Ask 'What can you feel?' Ask the children to sort the materials into 'Can feel the pea' and 'Cannot feel the pea'. Ask the children to choose which materials they would use to make the mattress and explain why.

**Key vocabulary:** Types of materials, e.g. Cotton wool, Felt, Bubble wrap, Hessian, Wadding, Foam

**Key Questions:** How do the materials feel? Which materials can you feel the pea through? What would happen if you put materials on top of each other? Do you think it would be comfortable to sleep on top of this material? Which materials would you choose to make a mattress from?

## 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: Little Red Riding Hood puppets and scene



L.I. We are learning to notice change and talk about what we observe

Activity 2: explore and use ice in different ways

