

# Weekly Overview of Learning

Year group: Reception    Week beginning: Monday 25<sup>th</sup> March 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. Thank you!


**Spring Term will end on Thursday 28<sup>th</sup> March at 1:00pm – gates will open at 12:55pm for collection**

**Summer Term will commence on Monday 15<sup>th</sup> April**

**This half-term our topic is: Long Ago**

**The focus story this week is: Rapunzel**

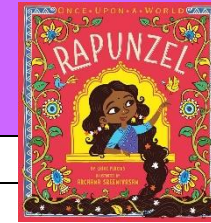


Week 11	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b><u>LI: We are learning to hear the oi sound</u></b>  <b>Sentence Substitution</b> We will review previous learning by reading different sentences and swapping words to create new sentences.  <b>Introduce the oi grapheme</b>                      We will then use the oi PowerPoint to introduce oi. We will encourage the children to make the oi sound with their mouth and introduce words containing oi using the PowerPoint on the Monster Phonics website. We will then ask the children to do the Tricky Witch action every time they hear the oi sound in the video.                      We will ask the children if they can remember all of the <b>oi words</b> by the end of the video and we will then</p>	<p><b><u>LI: We are learning to read words containing oi.</u></b>  <b>Full circle</b> We will revise our learning from yesterday by creating words using the different graphemes using the full circle PowerPoint on the Monster Phonics website.  <b>Teach</b> We will then read The Frog and the Coin story, as well as the oi words on the final page. We will then go on a word hunt around the room, trying to find the oi word cards we made yesterday.</p> 	<p><b><u>LI: We are learning to spell oi words and write sentences containing oi words with support.</u></b>  <b>Phoneme frame</b> We will review previous learning by writing words containing learned sounds inside phoneme frames.  <b>Model write</b> The teacher will then model how to segment sounds and spell oi words. We will then use my turn, our turn, your turn to write the following sentences:  <b>She went across the soil.</b>  <b>She lost the coin.</b>  <b>He will join them.</b></p>	<p><b><u>LI: We are learning to write sentences containing oi words independently.</u></b>  <b>Blending Skills</b>, we will practise sounds we have already learned by reading through the Blending PowerPoint on the Monster Phonics website.  <b>Teach</b> We will then read the sentences containing oi in The Frog and the Coin story again, this time with the children reading the oi words more fluently.                      Finally, we will all practise writing the sentence:  <b>I lost my coin.</b>                      We will ask the children if there are any other items we could write about losing and write those sentences too.</p>	<p><b><u>Good Friday – NO SCHOOL</u></b></p>

create word art using black and gold pencils/crayons.



# Literacy



**Book:** Rapunzel

**Writing task:** To use adjectives and connectives to describe Rapunzel.

## Monday

**LI - We are learning to listen attentively, understand and answer questions.**

## Tuesday

**LI - We are learning to use time connectives to order the events in a story.**

Today, recap the story Rapunzel- what can the children remember? Retell the story using the key vocabulary. Share the pictures, what can they see, what is happening in the image? Now, reorganise the pictures to make sure that they are in the correct order. Use My turn, Our turn and your turn to model language like 'First she.. then she... next'.



## Wednesday

**LI - We are learning to blend to read and recognise high frequency words.**

Today, the children will be practicing reading and recognising high frequency words. Look at the caption and help the children use their phonic knowledge to blend and segment words to read.



**Key vocabulary:**  
She, was, a, hair, tower

**Key Questions:**

## Thursday

**LI. We are learning to use connectives to extend sentences.**

Today, we are going to introduce connective like 'and, but, so and because'. Encourage children to read the sentence and then think about what word is missing? Try using different connectives to see which word fits the sentence and makes sense. Can they think of their own sentence with a connective?

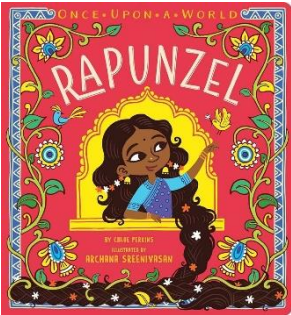


**Key vocabulary:**  
And, but, so, because

## Friday

Good Friday No School

Today, introduce the new story called Rapunzel. Discuss the characters, where the story is set and what they predict will happen in the story. Then, read the story and take time to pause, look at pictures and focus on key vocabulary. Finally, explore the key vocabulary used to describe Rapunzel and use the thinking frame to collect new adjectives to



describe her.

**Key vocabulary:**

Long, dark, pretty, lonely

**Key Questions:**

Which characters are in the story?

Where is the story set?

What do you think will happen in the story?

How is Rapunzel feeling?

Why is Rapunzel locked in the tower?

**Key vocabulary:**

First, then, next, after

**Key Questions:**

What happens first?

What happens next?

What happens after?

What sounds does the Monster make?

What colour is the sound?

**Key Questions:**

What is happening in the picture?

Does the sentence make sense?

What connective works in the sentence?

**Theme:** Explore 3D shapes

Monday  
**LI. We are learning to recognise and name 3D shapes.**

**Activity:**  
 We will begin by looking closely at some real 3D shapes, learning their names and recognising if they have a flat face or a curved surface. We will then look and see if we can find any 2D shapes within the 3D shapes.

We will then practise sorting shapes using a categorising frame.

**Vocabulary:**  
 Curved surface  
 flat face  
 3D shape  
 2D shape

**Key Questions:**  
 What 2D shapes can you see within this 3D shape? How might we sort the 3D shapes?

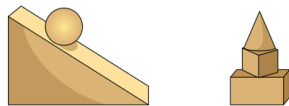
Tuesday  
**LI. We are learning the properties of different 3D shapes.**

**Activity:**  
 We will notice how 3D shapes with curved surfaces roll and 3D shapes with flat faces do not. We will then use ramps and build towers for Rapunzel, discussing which 3D shapes work best when building a tower.

**Vocabulary:**  
 Curved surface  
 flat face  
 3D shape  
 2D shape

**Key Questions:**  
 Which 3D shapes work best when we build a tower? Why?

Provide children with different 3-D shapes and a ramp. Explore which 3-D shapes roll down the ramp and which do not.



What do they notice about the shapes that do roll? What makes a shape good for stacking?

Wednesday  
**LI. We are learning to identify 3D shapes in our environment.**

**Activity:**  
 Today we will go on a shape hunt to find 3D shapes in our environment. We will continue practising naming and describing the 3D shapes we find.

**Vocabulary:**  
 Curved surface  
 flat face  
 3D shape  
 2D shape

**Key Questions:**  
 How do you know it is a cube?  
 Why is it a cuboid and not a cube?

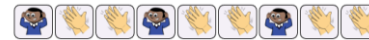


Thursday  
**LI. We are learning to identify more complex patterns.**

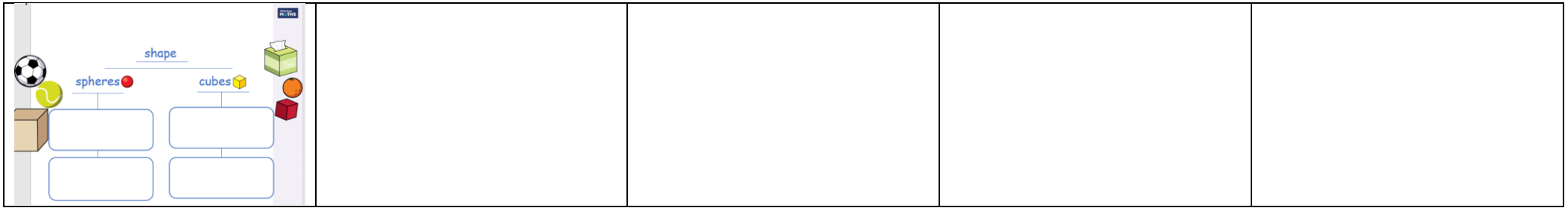
**Activity:**  
 In our patterns work this week we will build on the simple AB patterns we learned about last term. Today we will make ABC, ABCD, AABB, AAB, ABB patterns using sounds and our bodies, e.g. head tap, clap, clap, head tap, clap, clap.







**Vocabulary:**  
 Pattern  
 continue

**Key Questions:** What do you hear/see? What pattern can you see? What will come next? What is double 5? 4? Is this a double or not double? How do you know?



Friday  
**Good Friday No School**



<p>Music</p> 	<p>Personal, Social and Emotional development</p> 	<p>Physical Development</p> 	<p>Art and DT</p> 	<p>Understanding the world</p> 	<p>Understanding the world (Science, RE or Computing Focus)</p>  <p>RE</p>
<p><b>LI.</b> We are learning to:</p> <ul style="list-style-type: none"> <li>Listen to music and explore how it can represent minibeasts.</li> <li>Recognise a change in tempo.</li> <li>Play an accompaniment using tuned and untuned percussion.</li> </ul> <p><b>Activity:</b> Explore a selection of untuned percussion instruments and choose the best accompanying sounds for buzzing.</p> <p>Discuss the timbre of these instruments and why they do or don't fit the bill e.g. a drum doesn't buzz but maracas do!</p>	<p><b>LI.</b> We are learning to wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p><b>Activity:</b> Jigsaw Jenie shows the children an array of fruit and vegetable snacks - they need to be FILTHY. Jenie offers them to the children. Adult watches for their responses. Adult pretends to be about to eat them. Acts confused when children stop adult.</p> <p>Adult selects one and washes it in front of the children. Explain that when they DON'T wash their hands before they eat, it's like eating a carrot/apple covered in dirt. The dirt and germs on their hands are often invisible. Chat with each other about all the ways we use soap and water e.g. washing cars, dishes, clothes, etc. Do we use soap to wash our</p>	<p><b>LI.</b> We are learning to aim and keep score</p> <p><b>Activity:</b>  <b>Kick snowballs into the ice cave:</b> Equipment: 3 x playground balls, 9 x cones.</p> <p>Kick a snowball (ball) through a goal (ice cave) made from two cones. Score one point each time the ball goes through the cones. Point your foot at the target when you kick the ball to help you to aim. Make this harder by placing the cones closer together making the target smaller.</p> <p><b>Whales swim under the ice:</b> Equipment: 3 x tennis balls, 3 x cones, 3 x wire skittles. Throw a ball (whale) so that it travels under a wire skittle (iceberg). Score one point each time the ball goes under the wire skittles. Step forward with your opposite foot to the hand you throw with.</p>	<p><b>LI.</b> To independently use fine motor skills to create threaded Easter egg decorations.</p> <p><b>Activity:</b></p> <p>Using the area set up with pre-cut egg shapes, hole punches and coloured wool.</p> <p>Teacher demonstrates how to use the hole punch to make holes in the eggs, Children now make holes in their eggs.</p> <p>Each pupil will choose the wool colour they would like to work with. Cut a length and secure one end to their egg by tying it in a knot around one of the holes.</p> <p>Pupils will thread the wool in and out of the holes in the egg. They</p>	<p><b>LI.</b> We are learning to talk about how heat changes materials.</p> <p><b>Activity:</b> In a group melt chocolate in a bowl to make Easter nests with cornflakes.</p> <p><b>Key Vocabulary:</b> Melt, heat, solid, liquid</p> <p><b>Key questions</b>          Can you pour the solid/liquid chocolate?          What else melts?          Can cold water melt the chocolate?</p>	<p><b>LI.</b> We are learning about all the festivals that will be celebrated in the holidays</p> <p><b>Activity</b>          Share PowerPoint showing images of Easter, Eid, Vaisakhi and Holi.</p> <p><b>Key vocabulary:</b>          Easter, Jesus, church, eggs, Holi, colour, India, Vaisakhi, procession, Gurdwara, Amrit, Eid, Eidee, prayers, mosque</p> <p><b>Key Questions:</b>          How do they celebrate these festival?          What can you see?          What does your family do on Easter, Vaisakhi, Holi, Eid?</p>

<p>Next play the song.</p> <p>Half the class to sing along and the other half to play their buzzing sound percussion instruments when they hear the lyrics 'buzz' or 'buzzing'.</p> <p>Then swap over to give everyone the chance of doing both sections</p> <p><b>Key Vocabulary:</b></p> <p>Percussion instruments</p> <p>Represent minibeasts</p> <p>tempo</p> <p><b>Key Questions:</b></p> <p><i>Recognise a change in tempo – Five fine bumble bees.</i></p> <ul style="list-style-type: none"> <li>(Play the performance audio for the class). Can you describe what happens to the speed between the two sections?</li> </ul>	<p>teeth? What do we use to keep our mouths clean? Everyone to wash their hands properly.</p> <p><b>Key vocabulary:</b></p> <p>Germs, clean</p> <p><b>Key Questions:</b></p> <p>What happens if we don't wash our hands? What do germs do?</p>	<p>Use a straight arm and point your hand at the target. Make this harder by lowering the cane.</p> <p><b>Seals on the iceberg:</b> Equipment: 3 x beanbags, 3 x cones, 6 x hoops. Children try to get the seal (beanbag) to land on the icebergs (hoops). Throw a beanbag into hoops at varying distances. Score a point each time the beanbag lands in a hoop.</p> <p><b>Key vocabulary:</b></p> <p>Side step, hop, jump, run, roll, skip</p> <p><b>Key Questions:</b></p> <p>What travelling actions did you do on your feet? What other body parts did you travel on?</p>	<p>may also wish to use another wool colour at a certain point.</p> <p><b>Key vocabulary</b></p> <p>Thread, weave, hole punch, Easter, secure</p> <p><b>Key Questions:</b></p> <p>How can you secure that piece of wool? Which hole will you thread it through next? Which colours of wool will you use?</p>		
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Some of the other opportunities for learning inside or in the outside area (based on pupil needs and interests):

LI. We are learning to represent 10 in different ways (three groups)



Activity 1: use 10 frogs/ducks, children arrange in different ways on logs, pond, grass.

LI. We are learning to talk about our own family's celebrations and compare with other families



Activity 2: books about Diwali, pictures showing Diwali, small world activity.