

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 4th 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.
We are taking part in a museum workshop this week! Please log on to the school payment system to pay a small contribution. Thank you!

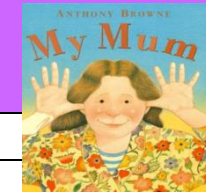
This half-term our topic is: Long Ago

The focus story this week is: [Coming to England](#) by Floella Benjamin and My Mum by Anthony Browne



Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to hear the er sound</u> Captions We will review previous learning by reading captions from the Monster Phonics website. Introduce the er grapheme We will then encourage the children to make the er sound with their mouth and ask the children to do the Tricky Witch action every time they hear the er sound in the Tricky Witch video. We will ask the children if they can remember all of the er words by the end of the video and we will then create word art using black and gold pencils/crayons to write these words: hammer letter rocker ladder supper dinner boxer summer banner</p>	<p><u>LI: We are learning to segment the sounds we have learned so far to spell words and write captions</u> Captions The children will work in pairs to read the caption cards and revise previous sounds learned. Writing captions, we will use my turn, our turn, your turn strategy to write the captions: Get me the soap. I will roam. You must boast. It is a coach!</p>	<p><u>LI: We are learning to read sentences containing er words.</u> Phoneme frame We will review previous learning by writing words containing learned sounds inside phoneme frames. Model Story Sequencing We will print out and make copies of the Cinderella story containing all the er words. 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><u>LI: We are learning to spell oa and er words.</u> Blending Skills We will practise sounds we have already learned by reading through the Blending PowerPoint on the Monster Phonics website. Phonics Art We will explain to the children that they are going to create phonics art for our display. We will recap the oa and the er graphemes. Show how write these and recall the monsters that make these sounds. We will then create our own oa and er phonics artwork.</p>	<p><u>LI: We are learning to read and write sentences containing oa and er</u> Buried Treasure We will revisit of sounds already learnt by playing the Buried Treasure PowerPoint. Model Sentence Writing The teacher will model writing sentences and we will then ask the children to write the following sentences: See my winter coat. It is quicker to come by boat. Toast is better with some jam. Then she took her letter.</p>

Literacy



Book: Coming to England by Floella Benjamin and My Mum by Anthony Browne

Writing task: To write a card for Mother's day.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>L1. We are learning to listen attentively, understand and answer questions.</p> <p>In today's lesson, introduce the new story 'My mum' ahead of Mother's Day. This week's focus will be directed towards making a Mother's Day card, using the story 'My Mum' as inspiration for ideas to go inside the card. Read the story focusing on the story language and vocabulary. Give the children time to discuss their Mum, during circle time, and share what makes her special.</p> <p>Key questions? What can your mum do? What makes your mum special? Why do you love your mum? What has your mum taught you?</p> <p>Key vocabulary: Strong, beautiful, talented, kind, caring, inspirational</p>	<p>L1 We are learning to practice reading a sentence about the story 'My mum'.</p> <p>In today's lesson, continue to explore the story 'My mum'. Support the children to read the sentences using their phonic knowledge. Use 'my turn, our turn and your turn' to model segmenting and then fluency.</p> <p>Key questions? What can the character in the story do? What can your mum do?</p> <p>Key vocabulary: Paint, garden, cook, read, play, work hard</p>	<p>L1 We are learning to think, write and read sentences using our phonic knowledge.</p> <p>In today's lesson, model how to write a Mother's Day card using the children ideas. During discussions, gather ideas and vocabulary that the children would like to use in their cards. As a class model how to use capital letters, finger spaces and full stops in their writing.</p> <p>Key Questions: When do we need a capital letter? When do we need a full stop?</p> <p>Key vocabulary: Capital letter, full stop and finger spaces</p>	<p>L1. We are learning to think, write and read sentences for a Mother's Day card.</p> <p>In today's lesson, the children will have a go at writing their own mother's day card using their phonic knowledge. Remind them of yesterdays shared write, capital letters, finger spaces and full stops. Encourage children to think, say and then write their own sentences.</p> <p>Key questions: How do we start a sentence? How do we end a sentence?</p> <p>Key Vocabulary Capital letter, full stops and finger spaces</p>	<p>L1. We are learning to explore new books and characters for world book day.</p> <p>Today, its world book day! It's time to celebrate the children's outfits and talk about the story their character is from. Share the home learning on tapestry and enjoy looking about the children in their reading dens.</p> <p>Key questions: What are you dressed as? Which story is your character from?</p> <p>Key Vocabulary Character, story, costume, outfit, celebrate</p>

Monday
LI. We are learning to subitise numbers to 9 and 10. (Conceptual subitising).

Activity:
 We will remember what subitising is and read the Counting Book. We will discuss the pages, especially the page showing images of 9 and 10. We will encourage the children to share things like "I can see a 9, I see a 3 and a 3 and a 3." "I can see a 9, I see a 5 and a 4." We will have a discussion with the children and use the cold calling strategy.

Vocabulary:
 Whole
 Parts
 Is equal to

Key Questions:
 What do you see?
 How do you see it?

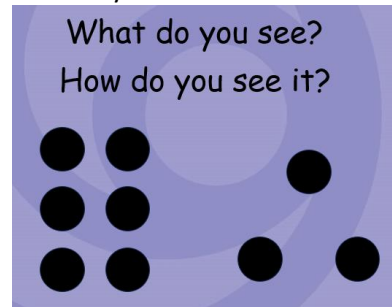


Tuesday
LI. We are learning to subitise numbers to 9 and 10. (Conceptual subitising).

Activity:
 We will remember our work from yesterday and continue to talk about what we notice. This time the images are dot pictures. We will use think, pair, share strategy.

Vocabulary:
 Whole
 Parts
 Is equal to

Key Questions:
 What do you see?
 How do you see it?

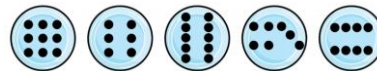


Wednesday
LI. We are learning to subitise all numbers to 10.

Activity:
 The children will sit in a circle and they will each have a dotty plate. We will ask the children to describe their dot pattern and we will then play different games, e.g. Swap places if you have got 8. Swap places if you have got an odd number. Swap places if you can see a 3 and a 3 and a 3.

Vocabulary:
 Whole
 Parts
 Is equal to

Key Questions:
 What do you see?
 How do you see it?



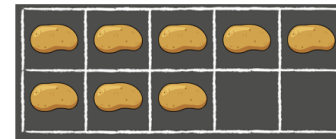
Thursday
LI. We are learning to identify one more than a number to 10.

Activity:
 Today we will learn the One Potato Two Potato song. We will show what is happening by adding one more potato on the tens frame each time we sing.

Vocabulary:
 One more
 Is equal to

Key Questions:
 What will one more be?
 How do you know? Can you prove it?

5 potato,
 6 potato,
 7 potato,
 more.



One more than 7 is 8

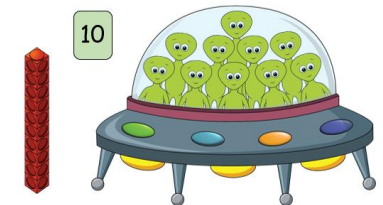
Friday
LI. We are learning to identify one less than a number to 10.

Activity:
 Today we will sing Ten Little Men in a Flying Saucer. We will use towers of 10 unifix cubes and take one away each time, noticing how many cubes are left as we sing.

Vocabulary:
 One less
 Is equal to

Key Questions:
 What will one less be?
 How do you know? Can you prove it?

How many aliens can you see?

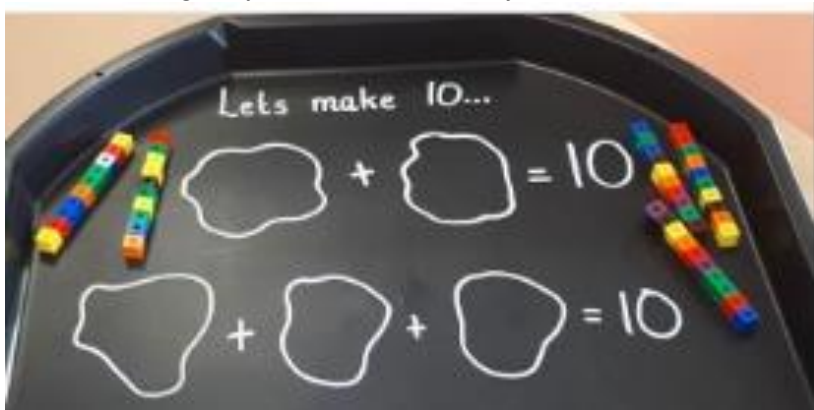


<p>Music</p> 	<p>Personal, Social and Emotional development</p> 	<p>Physical Development</p> 	<p>Art and DT</p> 	<p>Understanding the world (Cornerstones History and Geography Focus)</p> 	<p>Understanding the world (Science, RE or Computing Focus)</p>  <p>RE</p>
<p>LI We are learning to play percussion instruments along to a track varying the dynamics.</p> <p>Activity: Sitting in a circle, we will make sure that every child has an instrument.</p> <p>We will Play <i>It's oh so quiet</i> on a speaker, and let the children play their instruments along with the music, responding to the changing dynamics of the song. It might also help to have a visual signal indicating loud and quiet.</p> <p>We will ask what other words we can think of that we might use instead of 'loud' and 'quiet'? For example, Strong/soft. Bold/gentle.</p> <p>Key Questions: What other words can we think of that we might use instead of 'loud' and 'quiet'?</p> <p>Key Vocabulary: Dynamics, loud, soft</p>	<p>LI. We are learning to understand that we need to exercise to keep our body healthy</p> <p>Activity: We will sing the Jigsaw Song: 'Make a Good Decision'. Jigsaw Jenie will select a picture and hide it behind his back. We will play 'Guess which sport/activity I am' and give the children clues and see if they can guess which sport the adult is thinking of: e.g. there is a ball in my game, you play it with lots of friends, it needs lots of space, the ball is the size of an apple, you use a wooden bat. What game am I? Cricket.</p> <p>Questions: Why do we exercise? Why is it important? What happens to their bodies when they exercise? Does anything change? Quick experiment: jump up and down as quickly as they can for one minute. (Have timer available for children to grasp concept of the length of a minute.) How do they feel now/what changes have happened?</p> <p>Key vocabulary: Exercise, healthy, body, heart</p>	<p>LI. We are learning to develop strategies to change direction</p> <p>Activity: All the children will either a red, yellow, or green cone. Ask the children if they can name a fruit for each colour. All children line up at one end of the teaching area. The teacher stands in the middle of the space and says 'mmm I can smell...strawberries'. All children holding a red cone then try to run past the teacher to the opposite side of the teaching area. <i>Teacher note: option to have a child be the catcher in the middle.</i></p> <p>Key vocabulary: Bend push off opposite direction. Turn new direction.</p> <p>Key Questions: How can you stop safely when running? How did you change direction quickly? How did you decide when to change direction in what can you smell game?</p>	<p>LI. We are learning to make a 3D clay sculpture using the designs created last lesson.</p> <p>Activity: 1. We will recall the artists that we looked at last lesson. What can pupils remember about them? 2. Working in small groups, we will hand each child the design they created last lesson and give them a few minutes to recall and familiarise themselves with what they wish to create. 3. We will give each child a ball of clay and as a group, practise the following techniques together: rolling to make a sausage and a ball; pinching to make spikes; squashing or flattening with your whole hand and between fingers; smoothing with fingers; joining two pieces of clay together using a dab of water and smoothing with your thumb. 4. Now we will ask the children to start using their clay to make their animal, suggesting that they start with the body and build out to the finer details such as ears, trunk or tail, etc.</p> <p>Key vocabulary Clay flatten join pinch roll Sculpture smooth squash</p> <p>Key questions</p>	<p>LI. We are learning to talk about past and present events in their own lives and those who are important to them.</p> <p>Activity: We will explain to the children that every family has a history, and each family history is different and unique. Explain that some families travel to other countries to live while others stay and live in the same country for years and years. Some children might have grandparents or great-grandparents who travelled to different countries to live recently or many years ago. Share the story <i>Coming to England</i> by Floella Benjamin. Explore how Floella felt at points in the story, such as when her parents left her with her auntie, travelling to England without her parents and being treated poorly at school. Explain that Floella is now a baroness and has met the Queen. There is some information about Floella at the front of the book, and you could even show the children a YouTube clip of her presenting <i>Play School</i>.</p> <p>Key Vocabulary: Long ago, grandparents, parents., faraway</p> <p>Key questions:</p>	<p>LI. We are learning about the Christian celebration - Mothering Sunday</p> <p>Activity: Read the story- My Mum by Anthony Browne, discuss what special day will be celebrated on Sunday 10th March and what will happen in churches on this day. We will use think, pair share to talk about our mothers or grandmothers and why we are thankful for them.</p> <p>Key vocabulary: Mother Grandmother thankful</p> <p>Key Questions: Why are you feeling thankful?</p>

			<p>look carefully at your design. Have you included everything on your model? If not, why not? Do you think your design has worked well?</p> <p>:</p>	<p>How was life in England different from life in Trinidad? How do you think Floella felt when the children at school didn't want to play with her? What would you say to Floella if she was a new girl in our class?</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.



Activity 1: use buttons, washers and bolts, pom poms, counters, shells to subitise amounts to 10.

LI. We are learning to use our phonics skills to write messages to our families.



Activity 2: Use flower shapes, scissors, pens, pencils, paint, coloured card to write messages to mums and grandmothers.