

# Weekly Overview of Learning



Year group: Reception    Week beginning: Monday 13<sup>th</sup> January 2025

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**

If you have not already contributed to the Fairytale Workshop, please log on to parent mail to do so. Thank you!

**This half-term our topic is:** Once Upon a Time  
**The focus story this week is:** Little Red Riding Hood (Week 2)





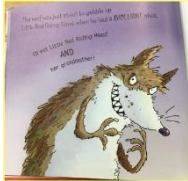

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
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<p><b><u>LI: We are learning to hear the ow sound</u></b> We will review previous learning by downloading and speed reading the Reception grapheme flashcards one by one.</p> <p>We will then introduce the ow grapheme.</p> <p>Next, we will watch the Brown Owl video. This introduces Brown Owl and shows how she helps her friends. Can the children make the Brown Owl (ouch) action each time they hear an ow word? We will tell our talk partners all the ow words we can recall.</p> <p>Finally, the adult will provide blank labels, black pens and brown pens. The children will complete a Word Art activity. They will draw the ow words in colour code on large sheets of paper: <b>how now brown cow pow! bow down town towel</b></p>	<p><b><u>LI: We are learning to segment sounds to spell o words.</u></b> We will review previous learning by playing quick write words. We will give out laminated phoneme frames for each pair of children. The adult will say a word. Hold up 3 fingers, sound-talk it, pointing to a finger at a time for each phoneme. Ask the children to do the same in pairs and then write on their laminated phoneme frames.</p> <p>The adult will model writing the following sentence:</p> <p><b>I will go now.</b></p> <p>The children will then write the following sentence on individual whiteboards: <b>I am brown.</b></p>	<p><b><u>LI: We are learning to read sentences containing ow and oo words.</u></b> We will review previous sounds by downloading the PowerPoint to practise reading captions. We will all sound talk and read the first word. Sound-talk and read the second word. Say both words together. Continue until the end of the caption.</p> <p>We will then complete a Model Story Sequencing activity. The adult will print out and make copies of the 'Red in the Woods' story and explain how some of the pages are not in the right order.</p> <p>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.</p>	<p><b><u>LI: We are learning to write words containing ow and oo.</u></b> We will practise the sounds we have been learning by downloading and reading the blending powerpoint.</p> <p>The adult will then explain to the children that they are going to create phonics art, either for display or in their books. We will recap the oo and the ow graphemes. The adult will show how to write these and recall the monsters that make these sounds.</p> <p>We will use the my turn, our turn, your turn strategy to support the children, gradually encouraging them to become more independent writing words containing oo and ow.</p> <p>We will then use a variety of media to create HFW flashcards for a wall display. – paint, pastels, felt tip pens – playdough letters – iPad drawings Take photos of models and screenshot of digital work.</p>	<p><b><u>LI: We are learning to write sentences containing ow and oo words.</u></b> We will review our work on ow words by playing buried treasure.</p> <p>Model Sentence Writing</p> <p>Model writing the sentence:</p> <p><b>They look at the book.</b></p> <p>We will then use my turn, our turn, your turn strategy, writing more sentences to go with the pictures:</p> <p><b>The cow is brown. They look at the book. This book is good.</b></p>
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## Literacy

**Book:** Little Red Riding Hood

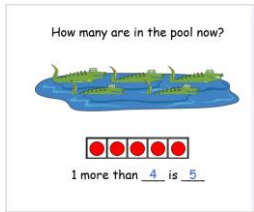
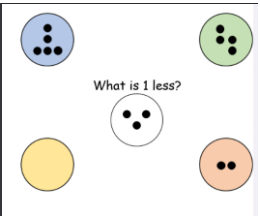

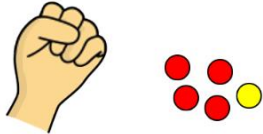

**Writing task:** To write our own wanted poster to catch the wolf.







Monday	Tuesday	Wednesday	Thursday	Friday
<p>LI. We are learning to engage in conversations about stories, learning new vocabulary</p> <p>Share the first part of the story with the class, pausing and discussing new vocabulary. What are brussel sprouts?(show children real sprouts)</p> <p><b>Key Vocabulary/phrases</b> Brussel sprouts Rules Keep to the path On the other side of the woods</p> <p><b>Key Questions</b> What rules do we have in school/ at home? What is a path? Why should she stay on the path?</p> 	<p>LI. We are learning to develop storylines in our pretend play.</p> <p>Set up a role play tuff spot. Adults to model story telling using the props. Adults to model varying expressions and tones for the different characters. Activity: Take a photo of the children using the tuff spot, making notes on their use of language and varying expression.</p> <p><b>Key vocabulary</b> Voice Expression " And where does dear little granny live?" " Oh Granny! What big eyes you have...."</p> <p><b>Key Questions</b> What does the wolf say? How does he sound? What happens next?</p> 	<p>PE SESSION WITH COACH</p>	<p>LI. We are learning to read simple phrases Share the part of the story where the wolf has an idea to eat granny and discuss.</p> <p><b>Key vocabulary</b> Tricky word Green froggy- He Tricky witch-was</p> <p>Cool blue-to</p> <p><b>Key Questions</b> What brilliant idea does the wolf have?</p> <p>The wolf was just about to gobble up Little Red Riding Hood, when he had a BRILLIANT idea.</p> <p>Have you ever had a brilliant idea?</p> 	<p>LI. We are learning to write simple sentences</p>  <p>Adult to share this part of the story. Next, the adults will role play using real props ( make a make shift bed).</p> <p>Activity: Share write: Mmm not bad. He got into her bed. Adult to model- Think say write using 'My turn, our turn, your turn' and counting words on fingers. Read back to see what word comes next.</p> <p><b>Key vocabulary</b> Sentence, words, order, sound talk , check,</p> <p><b>Key Questions</b> What word comes first? What sounds can you hear? Which monster will help us spell her/he/ into.</p>



**Theme: Alive in 5!**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>LI. We are learning to quickly identify one more than a number to 5.</p> <p><b>Activity:</b> We will sing Crocodile Splash song and use counters to identify one more than each number in the song.</p>	<p>LI. We are learning to quickly identify one less than a number to 5.</p> <p><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</p>	<p>LI. We are learning to explore the composition of numbers from 0-5.</p> <p><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</p>	<p>LI. We are learning to see sets of numbers within other sets without counting.</p> <p><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</p>	<p>LI. We are learning to find all the possible ways of making 5 without counting.</p> <p>The children will have 5 double sided counters each. They will shake them and</p>

<p><b>Vocabulary:</b> Numbers from zero to five More Less/fewer</p> <p><b>Key Questions:</b></p> 	<p>children to find the plates with one less (two dots).</p> <p><b>Vocabulary:</b> Numbers from zero to five More Less/fewer</p> <p><b>Key Questions:</b></p> 	<p>might say "I see 5 blueberries, I can see a 2 and a 1 and a 2."</p> <p><b>Key vocabulary:</b> Whole, parts.</p> <p><b>Key Questions:</b> What do you see? How do you see it?</p>  <p>I can see ...</p>	<p>5 counters and drop them to reveal two parts.</p> <p><b>Key vocabulary:</b> Whole, parts.</p> <p><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>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.</p> <p><b>Key vocabulary:</b> Whole, parts.</p> <p><b>Key Questions:</b> What do you see? What are the parts? What is the whole?</p> <p>Give each child five double-sided counters each. Shake them and drop them on the floor.</p>  <p>Prompt children to describe the parts they can see.</p>
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<p><b>Music</b></p> 	<p><b>Personal, Social and Emotional development</b></p> 	<p><b>Physical Development</b></p> 	<p><b>Art and DT</b></p> 	<p><b>Understanding the world (Cornerstones History and Geography Focus)</b></p> 	<p><b>Understanding the world (Science, RE or Computing Focus)</b></p> 
<p><b>LI. We are learning to keep in time with the beat of the music.</b> <b>Activity:</b> We will repeat the game we learned last week, a simple singing game called 'Cuckoo where are you?' The adult will sing the call to the class "Cuckoo, where are you?" and the children echo this back, copying it exactly as the adult sang it. This week the children will take turns to lead the singing in the game. The adult will then introduce the Cuckoo Polka track by Johan Strauss. Before playing the track, the adult will demonstrate tapping the pulse gently on various parts of the body (head, shoulders, chest, knees etc.) and have pupils copy and try to keep</p>	<p><b>LI. We are learning the words to use to stand up for ourselves when someone says or does something unkind.</b></p> <p>We will get the children into a circle. Using the teddies, we will set it up so it looks like they are playing; then get one of them to start saying unkind things to the other, e.g. I don't like your jumper, it's horrible; you're not doing it right; it's not yours, it's mine. We will ask the children - Does Jigsaw Jenie like what s/he sees? Do the children like what they see? Talk with friends about what they didn't like in that scenario and then feed back to the circle. How does it make the children feel seeing that unkind behaviour? How do you think the puppet/teddy/grown-up feels? Take</p>	<p><b>LI. We are learning to explore different body parts and how they move and remember and repeat actions.</b> <b>Activity:</b> We will play the bop it game from last week to warm up. We will then remind the children of the song 'Head, Shoulders, Knees and Toes'. Sing the song without any music and tap each body part as you sing it. Start very slowly and gradually increase the tempo each time. We will listen carefully to the speed of the song and try to keep in time with an even beat, even as the song speeds up. We will make this harder by asking the children to put the word 'head' into their thinking voice and hum the tune for this word. For the next activity, children will stand on their base station. Beginning with the head, ask the children to</p>	<p><b>LI. We are learning to create landscape collages inspired by the work of Mary Coyle</b> <b>Activity:</b> Today we will make Little Red Riding Hood collages, 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). This week the children will select, cut or tear and stick pieces of newspaper down onto their piece of paper, filling in each outlined section with an appropriate. 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. <b>Key vocabulary:</b> collage, landscape, Megan Coyle</p>	<p><b>LI. We are learning to explore and discuss similarities between our life and lives in the past, using books, stories and pictures.</b> <b>Activity:</b> This week we will learn that fairy tales show the clothes that people used to wear a long time ago. Look at the <a href="#">Clothes from the past picture cards</a> and discuss what the people in the pictures are wearing. Explain that the clothing is from a long time ago when the stories <i>Goldilocks and the Three Bears</i> and <i>Little Red Riding Hood</i> were written. Invite the children to describe the clothing and compare how they are different from the clothes they wear today. <b>Key vocabulary:</b> characters, clothes, fairy tale.</p>	<p><b>LI. We are learning to</b> <b>Activity:</b> The teacher will introduce the concept of "precious" by showing a selection of items (e.g., a lovely stone, a picture of their family, a favourite toy). The teacher will explain that these items are "precious" because they hold special meaning or value. Key vocabulary will be introduced at this point.</p> <p>The children will gather in a circle and discuss what makes things valuable or special to them. Using prompts, the teacher will encourage students to share their thoughts and personal experiences.</p>

in time. We will try to listen and hear the sound of the cuckoo. We will then learn actions to accompany the music.

**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?



some of the unkind things said and encourage discussions about why they are not OK to be said. What could be done instead? Let children know this was a pretend scenario.

If we don't like what someone does or says to us, what can we do to fix it? We will teach the children to say, 'Please don't do that, I don't like it' when someone does or says something to them that they don't like. We will explain to the children if they hear those words they have to stop. As class/talking friends, think of things we could say to each other that are nice. Practise with Jigsaw Jenie.

**Key vocabulary:** friend, friendship, kind, unkind.  
**Key Questions:** Do you like what you see? How does it make you feel? Is it OK to say unkind things and why?

explore ways to move their head e.g. nod, shake, turn, tilt. Repeat with shoulders, then knees, then toes. head e.g. nod, shake, turn shoulders e.g. shrug, roll, shake knees e.g. bend, twist, wobble toes e.g. tap, twist, wiggle

We will then show the video 'Head, Shoulders, Knees and Toes' where the child has chosen his favourite way to move each body part. The children will choose their favourite action for each body part and perform it to the music (8 counts for each). We will ask the children to listen to the coach count and the change in music to let them know when to change action. We will ask the children to think of an interesting travelling action to change base station, then repeat their dance.

**Key vocabulary:** body part, twist, bend, shake  
**Key Questions:** Which actions did you like in the performance you watched? Who was in time with the music? How did you move your head? What did you do to move your shoulders? What number did we count to? Why do you think we use counting?

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?

**Key Questions:** Do you like the clothes in the pictures? Which outfit do you like the best? Would you like to wear clothes like that?

Do you think the clothes would be comfortable? Do you think you would be able to do all of the activities you do, such as climbing and running, in those clothes?

Students will then have the opportunity to create their own treasure box. They will then each choose one item from home that they consider "precious" (or draw an item if they didn't bring one) and talk about it as they decorate their box.

Finally, the children will have the opportunity to share their decorated treasure boxes and explain what is inside and why it is precious to them.

**Key vocabulary:** Precious Value Special Treasure Love

**Key Questions:** what is valuable or special to you?

**Some of the other opportunities for learning inside or in the outside area (based on pupil needs and interests):**

**L1. We are learning to use the words and phrases we hear in books and stories in our own play.**

Activity 1: We will set up a scene from inside grandma's cottage in the home corner or at the tuff spot



**L1. We are learning to give instructions to a programmable toy.**

Activity 2: We will dress up the beebots to look like LRR and tell the beebot how to get to the square at the end of the story.



## Think Equal Project

**L1. We are learning to show a responsibility for the environment. We are learning to understand the connectedness of all living things.**

Activity: We will look closely at real trees and gather everything we already know about trees in a defining frame. We will then read the story 'Thabo and the Trees' and share what we have learned about trees and their importance for people, animals and the environment. We will look at objects containing wood and think about how they are made. We will then ask the question 'Is it ok to cut down trees?' and discuss our thoughts. We will remind the children that insects, smaller creatures and birds depend on trees - some live in trees, some eat fruits and leaves, some make nests in trees. Finally, we will complete a drama activity where the children act out a scenario with trees, wildlife and woodcutters. One child is Thabo and stops the woodcutters, explaining how important trees are so please be kind and spare the trees.

