

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 13th May

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


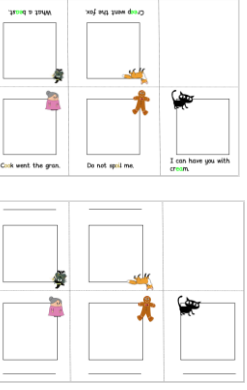



Remember to check when the next multilingual book club is for your class. The dates should be displayed on the classroom door.
Please look out for a parentmail about Reception going on a trip to Bocketts Farm in July!

This half-term our topic is: Ready Steady Grow!

The focus story this week is: What the Ladybird Heard



| Summer Week 4 | Monday | Tuesday | Wednesday | Thursday | Friday |
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| | <p><u>LI: We are learning to blend to read CCVC words with previously taught digraphs.</u></p> <p>Review We will review previous sounds learned using the letter frieze.</p> <p>Teach We will sing the song The Gingerbread Man and then download the powerpoint to practise blending to read, this week reading whole sentences.</p> <p>Finally, the children will read the jumbled up sentences from The Gingerbread Man with a partner and try to put them in the correct order (sequence).</p> | <p><u>LI: We are learning to blend to read CCVC words with previously taught digraphs.</u></p> <p>Review We will review previous sounds learned using the blending CCVC word powerpoint.</p> <p>Teach We will sing the song The Gingerbread Man and then demonstrate how to create a gingerbread man book of our own.</p> <p>There are two types of books available. The children will be encouraged to read the sentences and draw their own illustrations for their own books. Challenge – the children to write their own sentences in their books.</p> | <p><u>LI: We are learning to blend to read sentences containing CCVC words with previously taught digraphs.</u></p> <p>Review We will download and encourage the children to read the questions on the Yes/No questions powerpoint.</p> <p>Teach We will then ask the children to read the pages of The Little Man story with a partner, putting the pages in the correct order.</p> | <p><u>LI: We are learning to spell CCVC words.</u></p> <p>Review We will play Quickwrite, asking the children to spell the CCVC words we have been learning this week.</p> <p>Teach We will then create phonics art for a display. The children will be given a variety of colouring pens, pencils, crayons, chalk. They will create their own CCVC word cards using the different materials. We can use the downloaded flashcards to help the children if they are not sure.</p> | <p><u>LI: We are learning to write our own sentences containing CCVC words.</u></p> <p>Review We will begin by playing sentence substitution so the children can practise reading words containing previously learned phonemes and graphemes.</p> <p>Teach The adult will then model sentence writing. They will then model read and then write the sentence: Here is a man.</p> <p>We will then ask the children what picture could they draw to show this.</p> <p>We will show the other sentences and ask the children to read and draw the picture. There is a space for them to then draw their own sentence. Finally, we will download the activity, read the sentences together and ask the children to write the sentence and draw the picture.</p> |

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| | <p>I can have you with cream.</p> <p>Criep went the fox.</p> <p>What a beast.</p> <p>Do not spill me.</p> <p>Cook went the gran.</p>  | <p>What a beast.</p> <p>Criep went the fox.</p> <p>Cook went the gran.</p> <p>Do not spill me.</p> <p>I can have you with cream.</p>  | <p>On the shelf to roast.</p>  <p>With a pinch and a pinch Gran had made a little man. She put him into the oven.</p> <p>I will not be t...st!</p>  <p>The little man did not want to get burnt so he jumped out of the oven as quickly as he could.</p> | <p>clown</p> <p>star</p> <p>creep</p> <p>brown</p> | <p>Here is a man</p> <p>Your man is fast.</p> <p>There was a fox.</p> <p>What a beast.</p> <p>Sentence Writing </p> <p>Here is a man</p> <p>Your man is fast.</p> <p>There was a fox.</p> <p>Monster Phonics</p> |
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Literacy

Book: What the Ladybird Heard

Writing task: Independent writing – writing opportunities around the environment linked to the story of What the Ladybird Heard.

Adult Led Sessions

This week we will begin reading a new text – What the Ladybird Heard.

Key vocabulary:
Thieves, farmer, ladybird, cow, goose, hen, dog, hog.

Key Questions: What characters did we meet in this story? Which characters were kind and helpful (good)? Which characters were unkind (bad)?

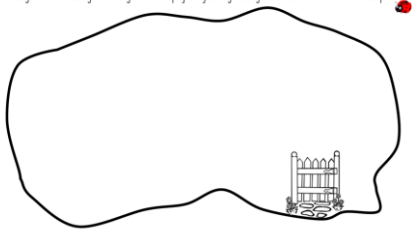
Monday LI-We are learning to listen to stories with increasing attention and recall.
 Today we will check children understand key vocabulary and we will then read the text for the first time. We will talk about the characters in the story and complete a categorising thinking frame, sorting the good, helpful characters and the bad, unkind characters.

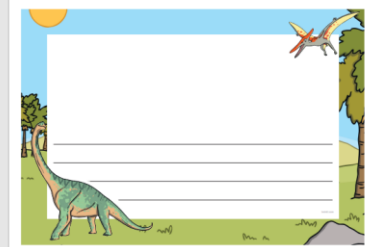
Tuesday LI - We are learning to sequence the events in a story.
 Today, we will look at different images from the story 'What the Ladybird Heard' and work with our partner to work out what image should be first, second, third, etc. We will create a sequencing frame to show the order of the events in the story.

Enhancements in the Learning Environment

Message Centre: Opportunities to include writing our own maps, dinosaur writing, wanted posters and practise our letter formation. There are also tasks linked to the phonics work.

Using the outline can you create your own map of the farm by sticking the animals homes in the correct places?





Wednesday LI - We are learning to identify the features of non-fiction books.

Today we are meeting a T-Rex! We will come back to class and read information books about dinosaurs, noticing that these books are different from story books. We will have lots of opportunities to complete dinosaur writing inside the classroom and in the outdoor area.

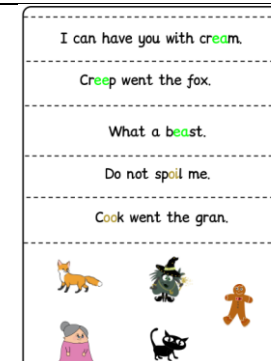
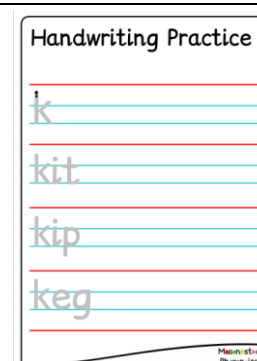
Thursday LI - We are learning to think critically and come up with our own ideas.

We are learning to use our phonic knowledge to write our own words and sentences.

Today we will start the session noticing that the ladybird from the story has written us a letter, asking us to help her save the prize cow from the two thieves. The children will come up with their own ideas to save the prize cow and we will write Wanted posters to help catch the thieves.

Friday LI - We are learning to form letters correctly.

Today we will go to the handwriting section from the Monster Phonics website. We will use the letter formation rhymes to learn how to form k correctly. We will then complete the next handwriting sheet labelled Stage 2 week 4 sheet 7.



Theme: Sharing and Grouping (week 2)

Adult Led Sessions

This week we will be continuing to investigate sharing objects and grouping objects into groups (early division and multiplication).

Vocabulary:

Fair, unfair, equal, unequal, share, group, equal groups.

Key Questions: How many are there altogether? Do you have an odd or even number? How do you know? What is a double? What is double x? How can you show me double?

Monday - LI. We are learning to identify if numbers are odd and even by sharing objects into two groups.

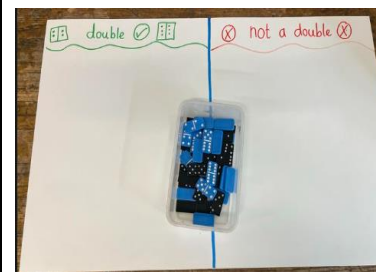
We will be selecting a number card, count out that many counters and then share the counters between two children to see if there are any counters left over. "We have an even number or an odd number. We know this because there are none left over/there is one left over."

Tuesday - LI. We are learning to identify if numbers are odd and even by sharing objects into two groups.

The children will have a timer outside and collect as many daisies as they can. We will ask the children if they have collected an odd or even number and ask them how they know.

Wednesday - LI. We are learning to double numbers.

Enhancements in the Learning Environment



We will play a game of doubles bingo. The children will have a grid with four numbers. The adult will select a number (e.g. 10) and the children must work out which number has been doubled to make the adult's number (e.g. 5) and cross off that number on their bingo card.

Thursday - LI. We are learning to use what we know about doubles to recognise which number has been doubled.

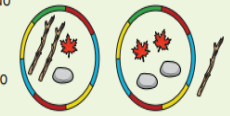
We will continue playing doubles bingo. Challenge – we will be encouraging the children to see that when the number is doubled it always creates an even number.







Friday - LI. We are learning to recall our number bonds to 5 and then 10.

The children will spin a 1-5 spinner, then double the number they get by building two towers of that amount.



Provide pairs of children with a 30-second timer. Outside, ask them to collect as many loose objects as they can. Have they collected an even number or an odd number? How do they know? Prompt children to share their objects into two groups to find out.



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| <p style="text-align: center;">Music</p>  <p style="text-align: center;">Slap slap clap – Lesson 1</p> | <p style="text-align: center;">Personal, Social and Emotional development</p>  <p style="text-align: center;">Relationships- Piece 4 Falling out and bullying</p> | <p style="text-align: center;">Physical Development</p>  <p style="text-align: center;">Games – Unit 2 Lesson 5</p> | <p style="text-align: center;">Art and DT</p>  <p style="text-align: center;">Craft and Design- paper flowers 5</p> | <p style="text-align: center;">Understanding the world</p>  <p style="text-align: center;">Herding sheep (computing)</p> | <p style="text-align: center;">Natural world</p>  <p style="text-align: center;">Dinosaur week</p> |
| <p><u>LI. We are learning to listen and talk about different pieces of music and sing in waltz time.</u></p> <p>Activity: We will play the performance track of <i>Slap clap clap</i> and warm up bodies by performing the actions in the song: slap thighs or knees once, then clap twice.</p> <p>We will listen to 'Once upon a dream' from Disney's <i>Sleeping Beauty</i> and explain that the music and the dance are both called a waltz. Pupils may be familiar with this film, and the waltz at the end demonstrates</p> | <p><u>LI. We are learning to understand the impact of unkind words.</u></p> <p>Activity: We will sing the Jigsaw Song: 'RELATIONSHIP'. Have the bin and sparkly box out in the middle of the room. Ask the children what they would use each container for and why. Go through a bag, reading the phrases. Which ones should go where (sparkly bag or bin) and why?</p> <p>Another adult will come in the room and get the children to say/read some of the negative</p> | <p><u>LI. We are learning to explore striking a ball and keeping score.</u></p> <p>Activity:</p> <p>Yogi mix: Give each child a cone that they place in a space. Tell the children that yoga was created in a country called India. India is very hot and has animals like tigers and elephants. Invite the children to share any experiences they have of India. Show the children the yoga pose 'down dog' ask them to practise it over their cone. Play the track 'India' children to move around the space touching the cones with their hands as they</p> | <p><u>LI. We are learning to create a design for a paper flower.</u></p> <p>Activity:</p> <p>In this lesson, the children are going to create a design for their flower.</p> <p>As a group, look at the Presentation: Flower designs to share some design examples. Talk about the different colours used and the way the patterns have been created.</p> <p>We will use the flower templates and ask the children to use coloured pencils to create their</p> | <p><u>LI. We are learning to input simple instructions to make technological toys operate, including floor robots and onscreen sprites.</u></p> <p>Activity:</p> <p>We will show the children the <u>Sheepdog in action video</u> and discuss how Sheep supports farmer Jack. Create a 15x15cm grid on card. Use a brown marker pen to draw lines around three edges of some of the squares in the grid and explain that they are sheep pens. Provide a programmable</p> | <p><u>LI. We are learning all about dinosaurs, their habitat, characteristics and their diet.</u></p> <p>Activity</p> <p>This week is dinosaur week!</p> <p>The children have a jam-packed week, including the science dome and hatching a dinosaur egg.</p> <p>Prior to the science dome, pre-teach key vocabulary and fun facts about the dinosaur's habitat, characteristics and diet.</p> |

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| <p>the connection between the music and the dance. Next, listen to Paul McCartney and Wings performing <i>Mull of Kintyre</i>. This particular recording includes bagpipes, which pupils may not have seen/heard before.</p> <p>Finally, we will play the performance track and demonstrate the actions. Children will either be able to join in with the hand-action patterns straight away or we will play the track again, this time inviting children to join in with the 'slap, clap, clap' actions at the beginning of every line.</p> <p>Key Vocabulary:</p> <p>Slap, clap, waltz, bagpipes</p> <p>Key Questions:</p> <p>Can pupils guess where this was filmed?</p> <p>What instruments can they hear being played?</p> <p>Have pupils seen anyone doing a waltz dance before?</p> <p>Can they describe anything about the music?</p> | <p>statements - how do they feel when they hear these things? Now read the positive statements - how do they feel now? We will explain that bad words/unkind words are upsetting because once they are out they can never go back in. So think before you speak...</p> <p>Key vocabulary:</p> <p>friendship, arguments, resolve, angry, upset, strategy, bullying</p> <p>Key Questions:</p> <p>Have you ever heard these statements?</p> <p>What happened? Why?</p> <p>How did you feel?</p> | <p>pass them. When the music stops, they need to quickly find a cone and hold down dog over it.</p> <p>Elephant trunks: Give each child a cone and a racket. Tell the children to imagine that their racket is a long elephant trunk. Children work at their cone and practise the following:</p> <p>Roll the ball from side to side on the floor using their elephant trunk. Push the ball around their cone using their elephants' trunk. Push the ball around the area using their trunk, travelling around each cone that they get to.</p> <p>Elephant friends: In pairs, children stand at their cone opposite each other approx. four big steps away. One child pushes the ball with their trunk to their partner, who traps it on the floor with their racket. They send the ball back to their partner by pushing it with the racket. Children place their two cones in the middle of them to create a goal. Can they push their ball through the goal to each other?</p> <p>Key vocabulary:</p> <p>India, elephant, tiger, racket, ball, cones, pass, bounce</p> <p>Key Questions:</p> <p>What helped you to hit the ball? How did you score points in the 'Elephant vs Tiger' game? What helped you to score more points? What did you have to do to keep the ball close to you when you were moving with it?</p> | <p>design, thinking carefully about what they would like the finished flower to look like. We will remind pupils that whichever colours they choose for their design will be the ones they will have to use when creating their flower next lesson.</p> <p>We will keep the finished designs somewhere safe, as pupils will be working from them next lesson.</p> <p>Key vocabulary</p> <p>Create, design, plan, template</p> <p>Key Questions:</p> <p>I wonder how we could use these colours to make a pattern on our designs?</p> <p>Whatever you design you'll have to make.</p> <p>Tell me about your design. Which part is your favourite?</p> | <p>robot toy – you could even add a cotton wool jacket to make it look like a sheep. Work with the children to program the robot to travel into one of the pens. You could use the <u>Direction cut outs</u> to plan the program. Provide time for each of the children to plan a route for the sheep. Encourage them to use positional language, such as up, down, turn and into as they program the toy.</p> <p>Key Vocabulary:</p> <p>Sheep dog, directions, left, right, up, down, sideways, forwards, backwards</p> <p>Key questions</p> <p>Which direction is the pen?</p> <p>What instruction is next?</p> <p>Which direction does the sheep dog need to move?</p> | <p>What do the children already know about dinosaurs?</p> <p>Key vocabulary:</p> <p>Dinosaur, extinct, habitat, omnivore, carnivore, herbivore.</p> <p>Key Questions:</p> <p>What do they eat?</p> <p>Where do they live?</p> <p>What happened to the dinosaurs?</p> <p>Which was the largest dinosaur?</p> |
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Some of the other opportunities for learning inside or in the outside area (based on pupil needs and interests):

L1. We are learning to find out facts about dinosaurs.



L.i. We are learning to find out facts about animals.

