

# Weekly Overview of Learning

Year group: Reception Week beginning: Monday 15th July

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.


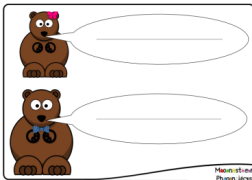
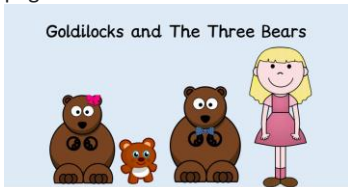

## Reminders

In Year 1 the children will have two PE days. Please bear this in mind when ordering new school uniform!

**This half-term our topic is: On Safari!**

**The focus story this week is: Handa's Hen Week 3 (Non-Fiction focus)**

Moonster  
Phonics

Summer Week 12	Monday	Tuesday	Wednesday	Thursday	Friday
CVC + HFWs	Bocketts Farm Trip	<p><u>LI: We are learning to practise the reading and spelling of CVC+ and HFWs.</u></p> <p><b>Review</b> Download the Letter Friezes. Point to the graphemes to quickly recap each sound.</p> <p><b>Teach</b> Sing the Goldilocks Hokey Cokey song together to the tune of the Hokey Cokey, adding actions. Write on the whiteboard: <b>track smells jumps blinks</b> Ask the children to think of a sentence from the story. Can it be added to the chant?</p> 	<p><u>LI: We are learning to practise the reading and spelling of CVC+ and HFWs.</u></p> <p><b>Review</b> Download the Phase 4 Sentence PowerPoint. Blend to read a sentence. Check that the sentence is right with the picture that follows.</p> <p><b>Teach</b> Model write <b>Someone has been sleeping in my bed.</b> Change the ending to <b>Someone has been sitting in my chair.</b> Download the Speech Bubbles activity. Children write the sentence in the speech bubbles.</p> 	<p><u>LI: We are learning to read and spell sentences containing CVC+ and HFWs.</u></p> <p><b>Review</b> Use the PowerPoint to review the Reception HFWs.</p> <p><b>Teach</b> Model Story Sequencing. Print out and make copies of the Goldilocks story. Show how some of the pages are not in the right order. Model reading the first page. Where would this go in the story? Repeat with the final page. Ask the children to work in groups to order the pages to create their own book.</p> 	<p><u>LI: We are learning to read and write the hf words people and could.</u></p> <p><b>Review</b> Use the PowerPoint to practise writing sentences. Look at a picture. Think of what the sentence can be. Together, sound-talk the sentence and children write on whiteboards.</p> <p><b>Teach</b> Create HFW flashcards of the following words. <b>people could</b> Use the HFW PowerPoint. Read through and highlight the sound that each grapheme makes in the HFW. Show how to write these and recall the monsters that make these sounds.</p> 

# Literacy

**Book:** Handa's Hen (Non-Fiction focus) Week 3

**Writing task:** We will recount our trip to Bocketts farm. There will be opportunities to share events and record them as posters, books and leaflets.

## Adult Led Sessions

This week we will be continuing our text – Handa's Hen.

On Monday, we are visiting Bocketts farm as part of our recent topic 'ready steady grow'.

This week, the children will have opportunities to reflect on their time at the farm, recount events and share their experience through verbal and written communication.

**Key vocabulary:** coach, journey, recount, first, then, next, after, finally

**Key Questions:** What did we do first? What was your favourite experience? How can we stay safe? Why do you think the animals were..?

**Monday LI – Bocketts Farm trip**

**Tuesday LI - We are learning to use the correct tense when re calling events and read and write a recount of our trip to the farm.**

Today, the children will have opportunity, during circle time, to share their experience of the farm. The adult will model language like 'I enjoyed when', 'my favourite experience was... because.'. Then, the children will sequence the pictures of the trip and use language like 'first, then, next, after and finally' to orally recount their day.

**Wednesday LI - We are learning to read simple phrases and sentences.**

Today, the children will be reading phrases and sentences about their time at the farm. Using their phonic knowledge and recognition of HFW's they will need to blend sounds to read words.

**Thursday LI - We are learning to write short sentences using a capital letter and a full stop.**

Today, the children will be using their phonic knowledge and recognition of HFW's to write sentences about their time at the farm. To prepare the children for Year 1 we are encouraging t

**Friday LI – Last day of term.** Lots of opportunities to create thank you cards and happy holiday cards at the message centre. Adult to model how to structure our messages inside our cards.

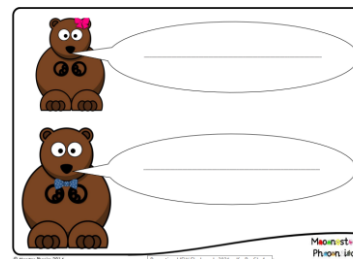
## Enhancements in the Learning Environment

Message Centre: There will be opportunities to share events and record them as posters, books, cards and leaflets.



### My Visit to a Farm

What did I see? 	What did I do? 	What did I hear? 
What did I smell? 		What did I touch? 



**Theme:** Addition and Subtraction and Comparing Quantities

**Adult Led Sessions**

We have now completed all the White Rose learning for the Reception Year. We are therefore focusing on the most important learning required for our children to be successful in Year 1. We also know the children will be excited about our farm visit on Monday! The maths work is therefore linked to Monday's visit.

This week we will help develop the children's understanding of number through comparing amounts and playing games to consolidate their understanding of subtraction and addition.

**Vocabulary:** add, more, subtract, less, takeaway, more, less, subitise, altogether

**Key Questions:**

- What was your favourite animal at the farm?
- Which animal did most children like?
- How many more children liked the pigs than the horses?
- How many more do you need to take the lead in the 'pig race'?

**Monday – Farm Trip**

**Tuesday - LI. We are learning to compare amounts**

Following on from the farm trip, the children will complete a class survey to show which was the most and least popular farm animal.

The children will be challenged to represent their findings using blocks or unifix cubes. They will discuss in pairs which was the most popular animal, how many more children liked the donkey than the sheep, etc.

**Wednesday- LI. We are learning count on from a given number when adding**

On the carpet or outdoors-  
Using a race course set up for a pig race, the children will roll two dice, add up the total and move their pig along the race course. If they roll a double, they can have two turns. When adding the two amounts, the children will be encouraged to count on (holding one number in their head).

**Enhancements in**

**the Learning Environment**



In the outdoor construction area, Adding and taking different amounts

Of children onto a tractor ride. The children wait at the tractor stop.





**Thursday - LI. We are learning that we can subitise when solving subtraction problems.**

10 animal skittles (tenpin) will be set up on the carpet. The children will take it in turns to roll them down. The children will be encouraged to subitise to see how many were knocked down and how many remain. The class teacher will model, I can see a group of 3 knocked down here and another 2 there, so that's 5 knocked down altogether. How many are still standing?  
So 10 takeaway 5 is 10..

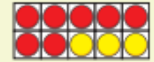


**Friday - LI. We are learning to create and follow a simple timetable.**

The teacher will talk to the children about the plan for the morning and draw symbols or list all the things in order with timings. The children will be encouraged to let the teacher know when something is complete on the list and the teacher will cross it off. How many more things do we have left to do before home time?



In the context of the song *Ten Little Ducks*, tell children a 'first, then, now' story where the first part is missing. For example, "We don't know how many ducks there were to start with, then 3 swam away and now there are 7 ducks left."



Encourage children to use a ten frame and different-coloured counters to represent how many there are now and how many were taken away.

PiXL Transition to Year 1

Tuesday Session



PiXL Transition to Year 1

Wednesday Session



PiXL Transition to Year 1

Thursday Session



PiXL Transition to Year 1

Friday Session



LI. We are learning to identify times when we can show patience.

**Activity:**

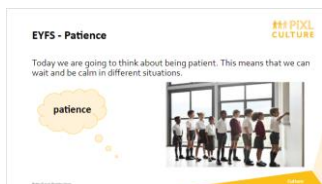
We will learn the meaning of the word 'patience'. We will then sit in a circle and play an emotions games. After that, we will learn about times when children can be patient and animals can be patient.

**Key Vocabulary:**

patience

**Key Questions:** Think about a time when you had to wait for something. What did it feel like?

What did you do while you were waiting?



LI. We are learning to identify times when we can show self-control.

**Activity:**

We will discuss the meaning of the self-control and then learn a dinosaur poem called Dinosaur Roar. We will ask pupils to move like the dinosaur. We will then ask the children to stomp their feet as if they are angry. We will ask the children to crunch their jaws or do actions with their hands. We will ask the children to screech with their voices, bang the floor and scratch their claws and finally ROAR like a dinosaur. We will ask:

Do the dinosaurs in the poem have self-control? Why? Why not?

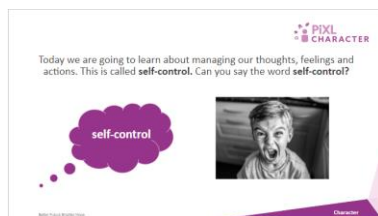
We will finish by asking children to be calm, quiet dinosaurs and relax.

We will ask the children to remember times when they have acted a little like the dinosaurs, and ask them to talk to a partner and find ways to show more self-control in the future.

**Key vocabulary:**

self-control

**Key Questions:** Did the dinosaurs in the poem show self-control? Why? Why not?



LI. We are learning to identify times when we can show we can take turns.

**Activity:** We will listen to a story about two children who find it difficult to take turns at the park. They end up being unhappy because they don't take turns! We will then remember a time when we took turns and tell a partner if we found it difficult or not.

**Key vocabulary:**

Taking turns

**Key Questions:** When have you been able to take turns in the past? Did you find it tricky?



LI. We are learning to identify times when we can practise teamwork.

**Activity:**

We will introduce the meaning of team work and working together.

We will then read a story about two children who end up working together as a team and produced some artwork they were proud of. Finally, we will remember times when we have worked together with others.

**Key vocabulary**

Team work, working together

**Key Questions:** Have you ever worked together with somebody as a team?

What happened?

How did it feel to work as a team?



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 a pestle and mortar (fine motor skills focus) Creating our own farm animal feed using breakfast cereals and the pestle and mortar!**



**L.I. We are learning to talk about our feelings about moving on to Year 1. (PSED focus)**

