

# Weekly Overview of Learning

Year group: Reception Week beginning: Monday 17th June

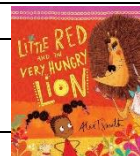
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. Home learning will be set on Tapestry every **Thursday** and this should be completed and uploaded to Tapestry 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.  
Do respond to the parent mail about Reception going on a trip to Bocketts Farm in July. We will need you to give your permission for your child to attend. Thank you.

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

**The focus story this week is: Little Red and the Very Hungry Lion**



Moonstew  
Phonics

Summer Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
CVC + polysyllabic words	<p><b>LI: We are learning to read compound words.</b> <b>Review</b> We will review previous sounds learned using the letter frieze and flashcards.</p> <p><b>Teach</b> We will listen to and learn the compound words song 'What have you got in your lunchbox?'</p> <p><b>Activity</b> Finally, we will remind the children about our work last week, reading polysyllabic words. We will explain that compound words are polysyllabic. They are 2 words stuck together. We will ask the children to think of other compound words to add to the song and add actions. In pairs, we will ask them to read through the compound flashcards and select one to add to the song.</p>	<p><b>LI: We are learning to read a simple sentence containing compound words.</b> <b>Review</b> We will review previous words learned using the blending word PowerPoint.</p> <p><b>Teach</b> We will read sentence PowerPoint, blending to read the sentences.</p> <p><b>Activity</b> Finally, the teacher will model writing the sentences <b>I made a sandwich. I like pondweed.</b> Children write sentences in pairs on small whiteboards.</p>	<p><b>LI: We are learning to read sentences containing compound words.</b></p> <p><b>Review</b> We will read our high frequency word flashcards.</p> <p><b>Teach</b> We will then use my turn, our turn, your turn strategy to learn how to read sentences to sequence the pages in the story The Three Goats.</p> 	<p><b>LI: We are learning to segment sounds to spell CCVC words.</b></p> <p><b>Review</b> Today we will be practising writing sentences. We will begin by looking at a picture, thinking of what the sentence can be and then together, sound-talk the sentence and children write the sentence on whiteboards.</p> <p><b>Teach</b> We will use the HFW PowerPoint to read through and highlight the sound that each grapheme makes in the HFW. We will then show how to write these and recall the monsters that make these sounds. The word 'very' ends in Green Froggy's sound. The word 'I'm' makes the long I sound. The 'o' in the word 'old' makes Miss Oh No's long O sound.</p>	<p><b>LI: We are learning to write a range of simple sentences containing CCVC words.</b> <b>Review</b> We will begin by playing the Buried Treasure game to practise previously learning GPCs.</p> <p><b>Teach</b> We will use my turn, our turn, your turn strategy to write the sentences: <b>I'm very big.</b> <b>I'm the fastest.</b> <b>They came to the softest grass.</b> <b>I can make you jump.</b> on the whiteboards.</p>

handbag sandpit lipstick  
 drumstick anthill bathtub  
 suntan sunset goldfish  
 pondweed raindrop



Explain to the children that they are going to create HFW art, either for display or in their books.

Finally, we will read Yes/No questions and answer yes or no (questions using the words we have been using).

## Literacy

**Book:** Little Red and the Very Hungry Lion

**Writing task:** We are challenging the children by working beyond the writing ELG now. This week we will be writing a sentence to compare/contrast the character from Little Red Riding Hood and Little Red and the Very Hungry Lion (using the conjunction 'and').

### Adult Led Sessions

This week we will be introduced to a new text – Little Red and the Very Hungry Lion. The story is set in Kenya but has the same structure as Little Red Riding Hood. The majority of our children can now write simple sentences. We will challenge them further by showing the children how we can use 'and' in our speaking and writing to link two similar statements together.

**Key vocabulary:** gobbled, packed, dashed, crept, rushed, braided. Adjectives: sharp (teeth), naughty, sneaky, shiny (nose), hairy, furry.

**Key Questions:** In which country do you think the story is set? Why? In the story *Little Red Riding Hood*, who does she visit and meet along the way? How are the stories similar, and how are they different? Which story do you prefer, *Little Red Riding Hood* or *Little Red and the Very Hungry Lion*? Why? *How are the characters similar? How are the characters different?*

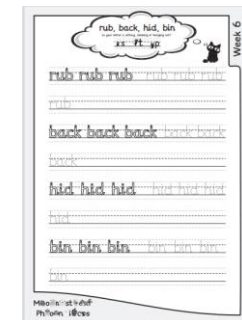
**Monday LI- We are learning to talk about stories and make connections with events in other familiar stories.** Today we will be introduced to the new text. We will discuss the front cover (title, author, etc.) and read the story, noticing the setting of the story.

**Tuesday LI - We are learning to compare and contrast two characters.**

Today we will learn about the compare and contrast thinking frame. We will learn that comparing and contrasting is one of the eight types of thinking and when we see that frame, this is the type of thinking we are to do. The teacher will model how to compare

### Enhancements in the Learning Environment

Message Centre: Opportunities to include letter writing to Little Red, signs warning Little Red about the lion, medals and certificates to our dads and grandads.



and contrast Little Red Riding Hood and Little Red and the children will then work together to compare the wolf and the lion in the two texts.

**Wednesday LI - We are learning to write our own sentence using the conjunction 'and'.**

Today we will use my turn, our turn, your turn to write our own sentences about the wolf and the lion: *The wolf has sharp teeth and the lion has sharp teeth too. The wolf is hairy and the lion is hairy too. The wolf is bad and the lion is bad too.*

**Thursday LI - We are learning to form letters that are consistent in size.**

Today we will remember the letter formation rhymes for h and b from last week on the MP website. We will then explain that letters of the alphabet can be categorised in three ways, sitting cat, climbing cat and hanging cats. We will complete the next handwriting sheet labelled Stage 2 week 6 sheet 12, practising formation of the h and b graphemes we learned last week and remembering they are climbing cats.

**Friday LI - We are learning to form f and l correctly (climbing cat letters).**

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 f and l together using the letter formation rhymes.



**Theme:** How many now?

**Adult Led Sessions**

This week we will continue to develop our understanding of number bonds.

**Vocabulary:** first, then, now, add, plus, subtract, takeaway

**Key Questions:**

- If there were seven tigers and four ran away, how many would be left?
  - If there were three monkeys in a tree and two came to join them, how many monkeys would there be?
  - If there were seven tigers and four ran away, how many would be left?
  - If there were three monkeys in a tree and two came to join them, how many monkeys would there be?
- What number do we need to start on? Do we need to count on or back? (When using a number line)  
How many did I add? How many did I take away?

**Monday - LI. We are learning that numbers to 10 can be made in different ways, but the total is the same each time.**

The children will make up maths stories using small world animals. For example, 'There were four tigers, then three lions came along. There are seven animals altogether.' Or 'Five elephants were playing in the mud. Three went for a walk, and there were two left. Number lines and drywipe boards and pens will be provided for them to record some of their calculations.

**Enhancements in the Learning Environment**



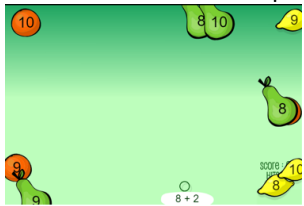
In the context of the song *Ten Little Ducks*, tell children a 'first, then, now' story where the first part is missing. For example, "We don't know how many ducks there were to start with, then 3 swam away and now there are 7 ducks left."



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

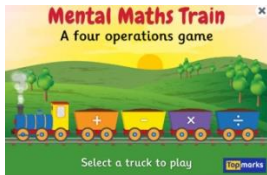
**Tuesday - LI. We are learning to add and subtract with numbers to 10.**

The teacher will model how to play the online fruit splat game, children will be chosen to come and select the answer. Number lines, numicon and counting objects will be provided to help solve the sums. The children will the work in pairs and play the game.



**Wednesday- LI. We are learning to add and subtract with numbers to 10.**

The teacher will model how to play the online mental maths train game, children will be chosen to come and select the answer. Number lines, numicon and counting objects will be provided to help solve the sums. The children will the work in pairs and play the game.



**Thursday - LI. We are learning to add and subtract with numbers to 10.**

The teacher will model how to solve addition and subtraction problems, children will be chosen to come and select the answer. The children will the work in pairs and play the game. Extension, children will be encouraged to count on and back from a number.



**Friday - LI. We are learning to add and subtract with numbers to 10.**

. The teacher will model how to play the online Robot more or less game, children will be chosen to come and select the answer. Number lines, numicon and counting objects will be provided to help solve the sums. The children will the work in pairs and play the game.



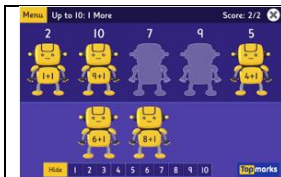
Use 'first, then, now' to tell simple number stories to practise adding more in real-life contexts. Set up a bus and bus stops and prompt children to say the story out loud to match the context. For example, "First there were 2 people on the bus. Then 2 more people got on the bus. Now there are 4 people on the bus."











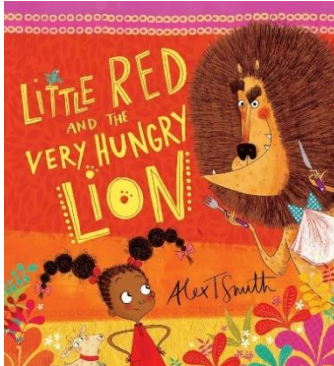




In the context of the song *Ten Green Bottles*, tell children a 'first, then, now' story where the first part is missing. For example, "We don't know how many bottles were on the wall, but then 3 more were added and now there are 10 altogether."



Encourage children to use a ten frame and counters to work out how many bottles there were at the start.



<p style="text-align: center;">Music</p>  <p style="text-align: center;">Bow bow bow – Lesson 2</p>	<p style="text-align: center;">Personal, Social and Emotional development</p>  <p style="text-align: center;">Changing me – Lesson 3</p>	<p style="text-align: center;">Physical Development</p>  <p style="text-align: center;">Dance – Unit 2 Lesson 3</p>	<p style="text-align: center;">Art and DT</p>  <p style="text-align: center;">Animal sculptures</p>	<p style="text-align: center;">Communication and Language</p>  <p style="text-align: center;">Little Red and very hungry lion</p>	<p style="text-align: center;">Natural World</p>  <p style="text-align: center;">Fur and Feathers</p>
<p><u>LI. We are learning to perform the new actions at the same time as singing.</u></p>  <p><b>Activity:</b> Encourage children to move freely around the space, matching your travelling commands ('walk', 'skip', 'gallop', 'hop', 'jump', 'twirl' etc.). When you call out 'on the spot', they should continue the</p>	<p><u>LI. We are learning that we all grow from babies to adults.</u></p>  <p><b>Activity:</b> Use the Calm Me script to help the children learn how to enjoy a Calm Me time.  Sing the Jigsaw Song: 'A New Day'. Read the suggested story or one of a similar theme about growing up.  Briefly talk about how the children have already changed from being a baby to now. Talk</p>	<p><u>LI. We are learning to explore movement using a prop with control and co-ordination.</u></p>  <p><b>Activity:</b> <b>Bang, crackle, fizz:</b> Play the music, children begin by walking around the space. Ask the children for different ways that they could travel to the music. Take suggestions and decide together. Introduce the commands 'bang, crackle and fizz' which have different</p>	<p><u>LI. We are learning to begin making a 3D clay sculpture using their own animal designs.</u></p>  <p><b>Activity:</b> 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;</p>	<p><u>LI. We are learning to talk about stories and make connections with events in their own lives or other familiar stories</u></p>  <p><b>Activity:</b> Share the story <i>Little Red and the Very Hungry Lion</i> by Alex T Smith. Invite the children to</p>	<p><u>LI. We are learning to identify common features for different groups of animals, including wild and domestic animals.</u></p>  <p style="text-align: center;">ostrich</p>  <p style="text-align: center;">hummingbird</p> <p><b>Activity:</b></p>

<p>movement without travelling until you say 'move around'. Invite a child to lead.</p> <p>Talk through the list of movements one at a time, and give pupils a few minutes to demonstrate each, trying to perform them as a class e.g. twirl, jump, leap, bend, stretch, gallop, skip, wriggle, sway, jog etc. Decide on the three favourites (you could have a vote) and which order to do them in.</p> <p>Put the backing track on and perform the new version of the song together. You could invite another class to come and watch.</p> <p><b>Key Vocabulary:</b></p> <p>twirl, jump, leap, bend, stretch, gallop, skip, wriggle, sway, jog</p> <p><b>Key Questions:</b></p> <p>Do children notice a similarity between this and <i>Bow, bow, bow Belinda</i>?</p>	<p>about visible features as well as abilities. Now show the children the picture cards of different stages in life.</p> <p>Pass Jigsaw Jenie around the circle and ask the children what they are excited about being able to do when they grow up that they can't do now.</p> <p><b>Key vocabulary:</b> change, grow up, stages</p> <p><b>Key Questions:</b></p> <p>How do we need to look after ourselves as we grow up?</p> <p>How will we change as we grow up?</p> <p>What will we be able to do that we can't do now?</p> <p>Can they put them in the correct order?</p>	<p>corresponding actions. When a word is called, children stop, complete the action and then continue to travel. Make this harder by introducing the words 'whoosh' and 'snap' and asking the children to create actions to match these words.</p> <p><b>Exploding fireworks:</b></p> <p>Children place a base station each in a big circle and then form a small group in the middle of the circle. Explain that they are going to move together to be like a firework. Children to 'fizzle' in the middle by wiggling their fingers. On the teacher's command 'bang,' (clap hands) the children quickly run to their marker and freeze holding a big wide shape.</p> <p><b>Firework:</b></p> <p>At their base station and with their scarf, children to try the following movements to show how they might move like a firework. Spin in a circle, like a Catherine Wheel, holding their scarf. Make this harder by asking them to spin on different body parts e.g. bottom, knees, feet. Start in a crouched position and explode, jumping up and throwing their scarf, then try to catch it.</p> <p><b>Key vocabulary:</b> Firework, sparkler, fire, explosion</p> <p><b>Key Questions:</b> What do fireworks do? <i>Explode, spin, move quickly, zig zag, fizzle, shake.</i></p>	<p>joining two pieces of clay together using a dab of water and smoothing with your thumb.</p> <p>Now 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>Support the children with techniques to create the various elements of their sculpture but remember to allow them the freedom to be creative. If their sculpture doesn't end up looking like their design, perhaps because it was too complex, this is a good learning opportunity and a chance to reflect and evaluate.</p> <p><b>Key vocabulary</b></p> <p>Clay, flatten, join, pinch, roll, sculpture, smooth, squash</p> <p><b>Key Questions:</b></p> <p>Look carefully at your design. Have you included everything on your model? If not, why not?</p> <p>Do you think your design has worked well?</p> <p>Are the pupils able to manipulate the clay to give a desired effect?</p> <p>Can they follow their plans?</p> <p>Do the pupils reflect upon their own designs or make comments</p>	<p>describe the story setting. Display a copy of the traditional tale <i>Little Red Riding Hood</i>, and compare the stories' characters, events, and setting. When the children are familiar with the story, explain that you will make a map of Little Red's journey to her auntie's house. Provide a large piece of paper and felt tip pens and work as a group to draw the route Little Red took and the animals she passed along the way. Use the map to retell the story using some of the descriptive language from the story.</p> <p><b>Key Vocabulary:</b></p> <p>Map, hen, country, tale, journey</p> <p><b>Key questions</b></p> <p>In which country do you think the story is set? Why?</p> <p>In the story <i>Little Red Riding Hood</i>, who does she visit and meet along the way?</p> <p>How are the stories similar, and how are they different?</p> <p>Which story do you prefer, <i>Little Red Riding Hood</i> or <i>Little Red and the Very Hungry Lion</i>? Why?</p> <p>Can you describe Little Red's journey to her auntie's house? Who does she pass along the way?</p>	<p>Display the <a href="#">Amazing animals picture cards</a> and invite the children to sort them into groups based on their features. Provide time for them to discuss their ideas and explain their reasoning. Introduce the children to the vocabulary 'reptile', 'mammal' and 'bird'. You could use the 'What am I?' page in <i>A First Book of Animals</i> by Nicola Davies to explore the vocabulary further. Revisit how the children have sorted the animals. Provide three labelled hoops and work together to sort the picture cards into reptiles, mammals and birds.</p> <p><b>Key vocabulary:</b></p> <p>Fur, feathers, reptiles, mammals, birds</p> <p><b>Key Questions:</b></p> <p>Take a look at the <a href="#">Amazing animals picture cards</a>. Can you sort them into groups?</p> <p>How have you decided to sort them?</p> <p>Can you find all the birds?</p> <p>How are the birds similar, and how are they different?</p> <p>Do you know which animals are reptiles?</p> <p>Do all the mammals have fur?</p>
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		<p>What colours and shapes do fireworks make? What was your favourite action to do? What shape did you make when you were an exploding firework? How did you travel to show your firework? Whose performance did you like and why?</p>	<p>about what they think is or isn't working?</p>		<p>What features do the animals share?</p>
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L1. We are learning to use knives and cutlery safely. (fine motor skills focus)

Children will be encouraged to work in our outdoor kitchen café, carefully using knives and chopping boards to prepare food in the café.



L1. We are learning to use scissors correctly. (fine motor skills focus) Children will be encouraged to create our own lion art.

