

# Weekly Overview of Learning

Year group: Reception Week beginning: Monday 20<sup>th</sup> May

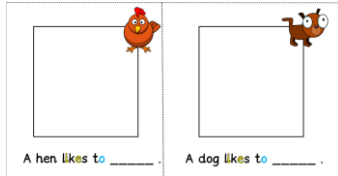
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. Home learning will be set on Tapestry every **Thursday** and this should be completed and uploaded to Tapestry by **Monday** morning. If there are any questions, please email your child's class teacher.



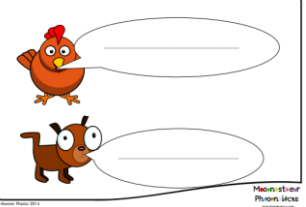
## Reminders

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 (Week 2)**



Summer Week 5	Monday	Tuesday	Wednesday	Thursday	Friday
CCVCC words	<p><b>LI: We are learning to blend to read CCVCC words with previously taught digraphs.</b></p> <p><b>Review</b> We will review previous sounds learned using the letter frieze.</p> <p><b>Teach</b> We will read the Monster Phonics story of the Little Red Hen, encouraging the children to read the yellow sections.</p> <p>Finally, the children will practise spelling the following words and then complete the Little Red Hen worksheet: <b>stamp trill scratch bark blink sniff woof stomp twitch grump slump munch yum gulp lick</b></p>	<p><b>LI: We are learning to blend to read CCVCC words with previously taught digraphs.</b></p> <p><b>Review</b> We will review previous words learned using the blending CVCC word powerpoint.</p> <p><b>Teach</b> We will then read the Monster Phonics story of the Little Red Hen again, encouraging the children to read the yellow sections and pausing to model how to spell some of the CCVCC words.</p> <p>Finally, we will take part in a word hunt! Using the word cards the children made yesterday, we will go and search for them inside and in the outside area. When we find one, we will read the word to the rest of the class!</p>	<p><b>LI: We are learning to segment sounds to spell CCVCC words with previously taught digraphs.</b></p> <p><b>Review</b> We will download the hfw powerpoint and encourage the children to read the high frequency words.</p> <p><b>Teach</b> We will then remember the CCVCC words we have been reading this week and use my turn, our turn, your turn strategy to write a page of our own Little Red Hen books.</p> 	<p><b>LI: We are learning to write short sentences containing CCVCC words with previously taught digraphs.</b></p> <p><b>Review</b> We will review previous words learned using the blending CCVC word powerpoint.</p> <p><b>Teach</b> We will then read one page of The Little Red Hen story again, and then use my turn, our turn, your turn strategy to write a short sentence from the story. Sentences we will be using are: <b>Will you trill?</b> <b>Will you blink?</b> <b>Will you sniff?</b> <b>Will you help?</b></p> <p>The children will then use the speech bubble worksheets to write these sentences.</p>	<p><b>LI: We are learning to read high frequency words</b></p> <p><b>Review</b> We will begin by playing Buried Treasure using the CCVCC words we have been learning earlier this week.</p> <p><b>Teach</b> We will then use the HFW PowerPoint, reading through and highlighting the sound that each grapheme makes in the HFW. We will show how to write these four words, recalling the monsters that make these sounds:</p> <p><b>time out house out</b></p> <p>We will explain how the word time is similar to the word like. It has a split digraph i-e that makes the Yellow I sound. Take time to explain and revise this grapheme, which they will learn more about in Year 1. We will explain how Brown Owl makes the ow</p>

	<p>Little Red Hen</p> <table border="1"> <tr> <td>stamp</td> <td>trill</td> <td>sniff</td> </tr> <tr> <td>scratch</td> <td>blink</td> <td>munch</td> </tr> </table> 	stamp	trill	sniff	scratch	blink	munch	<p>Will you help me to plant this?</p>  <p>Little Red Hen asked the other animals if they would help her plant the wheat.</p>			<p>sound, which is spelt as either ow or ou. How is it spelt in 'out', 'house' and 'about'? Brown Owl flies all about in and out of her house.</p> <p>We will explain to the children that they are going to create HFW art, either for display or in their books</p>
stamp	trill	sniff									
scratch	blink	munch									

# Literacy

**Book:** What the Ladybird Heard

**Writing task:** A set of instructions explaining how to get to the Prize Cow from the story 'What the Ladybird Heard'.

**Adult Led Sessions**

This week we will continue reading our text – What the Ladybird Heard.

**Key vocabulary:**  
**Thieves, turn left, turn right, around, straight on.**

**Key Questions:** How did the thieves plan to get to the prize cow?

**Monday LI - We are learning to read direction words from the text.**  
 Today, we will read the story again, noticing the direction words the thieves use when planning their route to the prize cow! We will collect these words using a defining frame. We will then have a map of the farm and some bee bots, encouraging the children to programme the bee bots so they are turning left, turning right, going straight on.


**Tuesday LI - We are learning to segment to spell the direction words from the text.**  
 Today, we will use the My turn, Our turn, Your turn strategy to practise spelling the words the thieves need to write in the story: turn, left, right, around, straight. (For straight, we will explain that the g and h are silent ghost letters.)

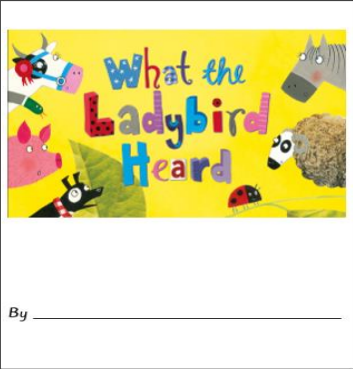
**Wednesday LI - We are learning to write instructions for the thieves in the story.**  
 Today we will use the My turn, Our turn, Your turn strategy to practise writing the sentences for the thieves.

**Thursday LI - We are learning to form letters u and r correctly.**

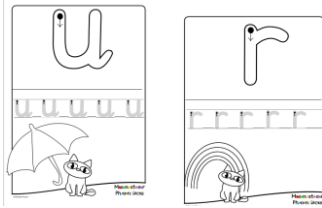
**Enhancements in the Learning Environment**

Message Centre: Opportunities to include making our own maps, story writing, farm labels and practising our letter formation. There are also tasks linked to the phonics work.





Today we will complete Stage 2 week 4 sheet 8 of the Monster Phonics handwriting



scheme.

**Friday LI - We are learning to form letters u and r 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 5 sheet 8, practising formation of the u and r graphemes we learned yesterday.



**Theme:** Sharing and Grouping (doubles focus).

### Adult Led Sessions

This week we will be continuing to share and group objects and investigate making doubles. We will make sure we can recall our doubles facts.

#### **Vocabulary:**

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

**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 double numbers to 5.**

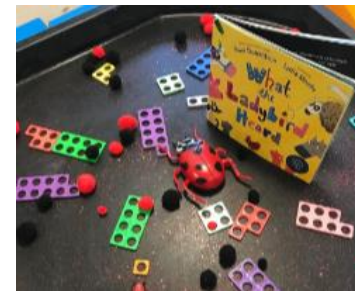
We will watch the number blocks episode and learn the song. We will use mirrors, holding up one finger and noticing how many fingers we see altogether (two). Rpt with different number of fingers.

**Tuesday - LI. We are learning to double numbers to 5.**

The children will have a doubling problem to solve. If a ladybird has 4 spots on one side and 4 spots on the other side, how many spots does she have altogether? We will then learn the doubles rap.

**Wednesday - LI. We are learning to double numbers to 10.**

### Enhancements in the Learning Environment



We will watch the number blocks song again, then we will play the doubles machine game. We will double a number and see what amount comes out of the machine.








**Thursday - LI. We are learning to double numbers to 10.**

We will play a counting game using ladybirds, adding spots to make a given total.

**Friday - LI. We are learning to solve problems using our knowledge of doubles.**

We are going to sing the number blocks doubles song and then create our own doubles machines.

Sometimes the machine will go wrong and we will have to work out if the machine has made an error and how we know.

<p>Music</p>  <p>Slap slap clap – Lesson 2</p>	<p>Personal, Social and Emotional development</p>  <p>Walk to school week</p>	<p>Physical Development</p>  <p>Games – Unit 2 Lesson 6</p>	<p>Art and DT</p>  <p>Craft and Design- paper flowers 6</p>	<p>Understanding the world</p>  <p>Vegetable salad</p>	<p>Think Equal</p>  <p>Faisal's not himself</p>
<p><u>LI. We are learning to perform the song as a clapping game with a partner and make up a three-beat body percussion pattern.</u></p> <p><b>Activity:</b> 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. Play the performance track of <i>Hey, hey</i>. If the song is already a familiar favourite, ask individual children to sing and demonstrate their idea for an action to the steady beat, then the whole class copies them e.g. 'Hey, hey, Look at me, I am <b>stomping</b>, can you see?'</p>	<p><u>LI. We are learning about the magic of walking to school.</u></p> <p><b>Activity:</b></p>  <p>Walk to School Week, 20-24 May 2024. This year's challenge encourages children to travel actively to school every day of the week. Meeting various magical beings along the way, they will learn about the important</p>	<p><u>LI. We are learning to work cooperatively as a team.</u></p> <p><b>Activity:</b> <b>Fishes:</b> Children find a space in the middle of the benched area and begin by walking around in the space. Once the children are used to the space, tell them to imagine they are fishes swimming in a pond. Can they swim slowly and then quickly avoiding other fishes? When the teacher says 'fishes swim home', children quickly find a bench to sit on. <b>Sleeping dragons:</b> Children sit next to each other on their bench (sleeping dragon). The child at one end of the bench begins by skipping around their dragon and back to their place,</p>	<p><u>LI. We are learning to create a tissue paper flower and refine small motor skills through the use of drawing, cutting and manipulating paper.</u></p> <p><b>Activity:</b></p>  <p>We will encourage the children to use a template and a paper plate corresponding to the shape of their flower design from last week, then apply a small amount of PVA glue to their flower (the paper plate). The children will then tear and stick small tissue paper pieces</p>	<p><u>LI. We are learning to prepare a healthy salad using fresh vegetables.</u></p> <p><b>Activity:</b></p>  <p>Penny the pig helped the farm animals to make a super salad they all could share. Your challenge is to make a super salad to share with your group. It</p>	<p><u>LI. We are learning that both boys and girls can do the same things.</u></p> <p><b>Activity:</b> Gather the children into a circle. Show the cover of 'Faisal's not himself' and encourage the children to think this might mean. Discuss the idea of 'self' and what it means to not feel yourself. Show where Faisal's feelings fall on the mood meter. Whether or not the stereotype has arisen, tell the children 'sometimes people think that there are things meant for boys and some things are meant for girls. Now tell the children</p>

<p>Once the song and accompanying actions have been mastered, try performing the actions in a different way: Arrange the children in pairs facing one another. The 'slap' is still played on each singer's own knees/thighs, but the two claps are performed by clapping a partner's hands. This calls for a greater degree of skill and teamwork!</p> <p><i>Listen to 'Once upon a dream' from Disney's Sleeping Beauty.</i> Model some of your three-beat patterns from the previous activity while listening/watching the waltz.</p> <p><b>Key Vocabulary:</b> Slap, clap, waltz, patterns</p> <p><b>Key Questions:</b> What other ways can sound be made using our bodies?</p>	<p>reasons to walk or wheel and its benefits for individuals, communities and the planet!</p> <p><b><u>THE MAGIC OF NATURE</u></b> Children will learn about the importance of sustainability and the impact walking to school can have on the planet.</p> <p><b><u>THE MAGIC OF MOVEMENT</u></b> Pupils will discover how great walking to school is for our bodies and the incredible impact it can have on our health.</p> <p><b><u>THE MAGIC OF HAPPINESS</u></b> Children learn how walking or wheeling is a great way to clear our heads and boost morale, arriving to school happy and ready to learn.</p> <p><b><u>THE MAGIC OF FRIENDSHIP</u></b> Children will reflect on how walking to school provides an opportunity to spend quality time with our family, connect with our friends, or make new ones along the way!</p> <p><b><u>THE MAGIC OF COMMUNITY</u></b> Pupils will learn how by walking to school we have a special opportunity to get to know our surroundings, the members of our community and the important role we all play in it.</p> <p><b>Key vocabulary:</b> friendship, community, movement, nature, happiness</p> <p><b>Key Questions:</b> How did you travel to school? What are the benefits of walking? How does walking boost morale? How does walking impact the environment?</p>	<p>tagging the child who is sitting next to them. This child then skips around their bench, back to their place, then tags the next child and so on until all children have had a turn. Children to place hands on their head once complete.</p> <p><b>Along the dragon:</b> Give each team a beanbag. Children to stand up one behind the other sideways onto their sleeping dragon. The child who is standing at the front of their team starts with the beanbag. On the command 'go,' the child with the beanbag passes it over their head to the person behind them. The next person passes it over their head and so on until it gets to the back person in their team. This person balances walking along the bench to the front and the process begins again. Allow the children time to practise this, then complete it as a race.</p> <p><b>Key vocabulary:</b> Jumping, hopping, travelling, avoid, legendary</p> <p><b>Key Questions:</b> What did you do well as a team? Who was a good teammate? Why? Why is it important to clap all teams even if you don't win?</p>	<p>on to the plate, following their planned design.</p> <p>When the flowers are finished, the children will reconnect with their partner, swap designs and flowers and ask the children to judge whether their partner has been able to stick to the design or not. If the design and the finished flower are different, ask the pupils to explain the reasons to their partner.</p> <p><b>Key vocabulary</b> Create, design, plan, template, scrunch, cut, trace, rip, stick, tear, cut, design, plan, pattern</p> <p><b>Key Questions:</b> Look carefully at your design. Can you tell me the colour you need next? I wonder what happens if we put too much/too little glue on at once. You've chosen to put glue over the whole flower at once. I wonder what difference that will make. How can we use the tissue paper balls to create that pattern?</p> <p>Look carefully at your design. Does it look the same as your finished flower? If not, why not? Do you think your design has worked well?</p>	<p>has to be colourful, healthy and tasty.</p> <p>Choose fruit and vegetables to put in your salad. Suggest healthy ingredients that can be used to make simple snacks.</p> <p>Explain why it is important to eat fruit and vegetables every day. Talk about what constitutes a healthy lifestyle.</p> <p>Follow the instructions to wash your hands and explain why it is important. Wash and dry hands regularly and say why this is important.</p> <p>Prepare your salad and take a photograph when complete. Follow instructions, including simple recipes, that include measures and ingredients.</p> <p>Share the salad and describe its taste. Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>Key Vocabulary:</b> Sheep dog, directions, left, right, up, down, sideways, forwards, backwards</p> <p><b>Key questions</b> Why do we need to wash and prepare food? What is the importance of washing our hands? Why are vegetables healthy for us? How could we improve the salad? Can you describe the taste?</p>	<p>that they will play a game called True-Not True and decide for themselves what is true and what is not.</p> <p>Explain the cards in the green box are true and the cards in the red box are false. Focus on the cards that show girls and boys doing stereotypical things. Agree with the children that children can do whatever activity they like – whether they are a boy or a girl. They can do the same things, like the same colours, express the same feelings, do the same jobs and play the same sports.</p> <p>Discuss how when Faisal wasn't himself, he wasn't acting the way he normally does – he was uncomfortable. Invite the children to imagine themselves doing something they enjoy and makes them feel comfortable. Children to share what they picture and to show where this feeling falls on the mood meter.</p> <p><b>Key vocabulary:</b> Feelings, embarrassed, frustration, interests, bullied, tripped, unique, characteristics, stereotype, comfortable, diversity</p> <p><b>Key Questions:</b> What do you enjoy doing? How does this make you feel? Why was Faisal not feeling himself? Who makes you feel comfortable?</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 insects, e.g. slugs and snails.

We will add information books and writing opportunities.



L. I. We are learning to use modelled language in role play. (Bus focus.)

