

# Weekly Overview of Learning

Year group: Reception Week beginning: Monday 22nd April

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


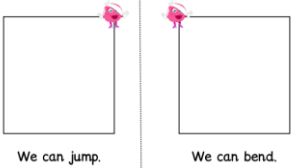
Monster Phonics day is on the 26<sup>th</sup> April!

We will be celebrating all things phonics. Please help the children to come to school dressed as their favourite monster from Monster Phonics Land! Do ask your child's teacher if you have any questions.

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

**The focus story this week is: Jack and the Beanstalk**



Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b><u>LI: We are learning to blend to read CVCC words.</u></b>  <b>Review</b> We will review previous sounds learned using the letter frieze.</p> <p><b>Teach</b>                      We will use the CVCC blending powerpoint to model how to blend four sounds to read CVCC words. Finally, we will watch Miss Oh No Dance Class video, following the actions and then spelling any CVCC words we find on our whiteboards.</p> 	<p><b><u>LI: We are learning to read short sentences containing CVCC words.</u></b>  <b>Review</b> We will join in with the Miss Oh No Dance Class video from yesterday, remembering all the CVCC words we learned.</p> <p><b>Teach</b>                      We will then demonstrate how to read the small sentences in the blank Miss Oh No books, adding an illustration for each sentence. The children will then practise reading the sentences themselves and drawing illustrations.</p> 	<p><b><u>LI: We are learning to write sentences containing CVCC words with an adult to support.</u></b>  <b>Review</b> We will review previous learning by playing the full circle game. We will ask the children to use the graphemes available to create the words <b>damp camp lamp limp, hand band bank.</b></p> <p><b>Teach</b>                      We will then use the Sentences PowerPoint to review blending to read. We will display and discuss a picture on the file slide and demonstrate writing a sentence for that picture. 'I kept bumping into things in the dark'. We will sound-talk the first word. Ask them to repeat. Then write the sentence word by word together.</p>	<p><b><u>LI: We are learning to spell CVCC words.</u></b>  <b>Review</b> We will use the blending CVCC powerpoint to review previous learning covered in the week.</p> <p><b>Teach</b>                      We will then use lots of phoneme frames to segment sounds to spell the words:  <b>amp – camp damp lamp ink – link pink sink wink elt – melt belt felt</b></p>	<p><b><u>LI: We are learning to write our own sentences containing CVCC words independently.</u></b>  <b>Review</b> We will begin by singing the Miss Oh No Dance Class video for the last time.</p> <p><b>Teach</b>                      We will then print lots of copies of the blank Miss Oh No books and model for the children how we can write our own sentences to create our own Miss Oh No books. The children will then write the sentences independently. The sentences will be:  <b>We can jump.                      We can bend.                      We can help.</b></p>

# Literacy

**Book:** Jack and the Beanstalk

**Writing task:** To create sentences independently using the sounds we have been learning.

## Adult Led Sessions

This week we will be continuing with Jack and the Beanstalk. We will be modelling how to create letters for Jack and the giant in adult led sessions. The children will then be encouraged to attempt their own independent writing using their phonics knowledge around the learning environment.

### **Key vocabulary:**

Harp, giant, goose, golden egg, castle, beanstalk.

### **Key Questions:**

Which characters are in the story?

Where is the story set?

What do you think will happen in the story?

How is the giant feeling? How is Jack feeling?

What does a good writer do? What has this writer done well? What should

### **Monday LI - We are learning the features in a letter.**

Today, we will read a letter from the old man to Jack. We will use think, pair, share to discuss why we know this text is not a story and is in fact a letter! (It begins with Dear... It ends with From... It contains words I and You)

### **Tuesday LI - We are learning how to create our own letter (adult modelling the thinking and writing process)**

Today, we will come into the classroom and find lots of giant footprints! The adult will ask the children questions, e.g. who has been in our class? How can we tell them to stop? The children will guess that the giant has come to visit the room and they will suggest we write letters and signs to tell him to stop. The adult will model how to write a letter to the giant, remembering the features we discussed yesterday.

### **Wednesday LI - We are learning how to create our own letter (children working together to create their own letters).**

Today we will have lots of golden beans scattered around the classroom. The adult will ask the children questions, e.g. who has been in our class? What do we want to say to them? The children will guess that the old man from the story has left his

## Enhancements in the Learning Environment



Message Centre: Letter writing with lots of paper of different colours and envelopes.

magic beans. The children will work with partners to write letters to the old man, asking him to give the cow back to Jack.

**Thursday 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 rhyme to learn how to form p correctly. We will then complete the sheet labelled Stage 2 week 1 (with words like pat and tap to write).

**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 n correctly. We will then complete the sheet labelled Stage 2 week 2 (with words like pin and tin to write).



**Theme: To 20 and Beyond (week 2)**

**Adult Led Sessions**

This week we will be counting to 20 and beyond. We will use a range of concrete manipulatives which vary in size, colour and position to support children when counting all the way to 20 and encourage children to notice numerals and quantities up to 20 and beyond in the classroom and outdoor environment.

**Vocabulary:**

Before, After, One more, One less, Pattern, Ten, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

**Key Questions:** How will you build the number 14/15/16/17/18/19/20? • Where can you find 14/15/16/17/18/19/20? • What number have you built? • What do you notice about that number? What number comes after? • What do you notice about that number? • What pattern can you see? • How will you build the number ? • Where can you find the number ? • What number have you built? What do you notice?

**Monday - LI. We are learning to continue patterns beyond 10 (14 - 20 focus).**

We will build towers using cubes from 1 – 20. We will remove one tower and discuss which tower is missing.

**Tuesday - LI. We are learning to continue patterns beyond 10 (14 - 20 focus).**

We will play a ping pong game. Children work in pairs. They pass a ball to their partner and take turns counting to 20.

**Wednesday - LI. We are learning to continue counting to 20.**

**Enhancements in the Learning Environment**










We will make tens frames using chalk in the middle of the carpet. There will be fish shapes in a fish bowl. We will estimate how many fish there are (e.g. 19). Then we will practise filling the tens frames with the little fish shapes. The children will close their eyes and open them, deciding how many fish there are altogether.

**Thursday - LI. We are learning verbal counting patterns to 20 and beyond.**

We will practise counting all the children in our class. We will send some helpers to count the children in the other two classes too!

**Friday - LI. We are learning verbal counting patterns to 20 and beyond.**

We will make numicon number lines to 20 and beyond using numicon in different ways, e.g. printing with paint.

<p>Music</p>  <p>Down under the sea – Lesson 2.</p>	<p>Personal, Social and Emotional development</p>  <p>Relationships- Piece 1 Family and me</p>	<p>Physical Development</p>  <p>Games – Unit 2 Lesson 2</p>	<p>Art and DT</p>  <p>Craft and Design – Threading skills Lesson 2</p>	<p>Understanding the world</p>  <p>Ready Steady Grow! Develop 2</p>	<p>Think Equal Project</p> 
<p><u>LI. We are learning to sing a song with ‘stepping’ and ‘jumping’ notes and a call and response structure.</u></p> <p><b>Activity:</b> As a class, make a sea-themed soundscape. Invite children to make a ‘shh’ sound like waves rising, falling, and breaking on the shore. Use the wave shapes to mark the rising and falling pitch of these splashing sounds by drawing curvy lines in the air.</p> <p>For the next activity, Invite children to choose an instrument or sound maker they think sounds like the ocean from a selection of untuned percussion and other objects (things that you tap, scrape, or shake). They may need support in choosing instruments to represent different elements of</p>	<p><u>LI. We are learning to identify some of the jobs I do in my family.</u></p> <p><b>Activity:</b> Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.</p> <p>Jigsaw Jenie asks the children what a family is, as s/he thinks he doesn’t have one (whole class) Hot-seating activity. Have photo on whiteboard, encourage children to ask questions about who is in the photo, what are they like and what is happening.</p> <p>Keyworker shows picture of their own family. Talk about names, what they are like, what jobs/activities they do. Children to take it in turns to show</p>	<p><u>LI. We are learning to follow instructions and move safely when play tagging games.</u></p> <p><b>Activity:</b> <b>Butterflies through the rainforest:</b> Tell the children they are going to be butterflies travelling through the rainforest. Show the 'Rainforest Creatures' resource, highlight the trees and different creatures in it. Play the 'Rainforest' track as the children get their butterflies ready to fly. They walk around the space flying high and low with their butterfly hands.</p> <p><b>Frog tag:</b> Children can only walk around apart from two children who are the frogs. The frogs jump. When tagged by a frog, that child also becomes a frog and must jump around to. Play until there is just</p>	<p><u>LI. We are learning to build small motor skills when threading a range of materials in different ways.</u></p>  <p><b>Activity:</b> In small groups, or as part of free flow time, invite the pupils to access the threading station to practise their fine motor skills. Support them by using</p>	<p><u>LI. We are learning to suggest healthy ingredients that can be used to make simple snacks.</u></p> <p><b>Activity:</b> Explain to the children that they will work together to create a rainbow of fresh fruit salad. Display various fruits in different colours, such as strawberries, oranges, mangoes, bananas, green apples, blueberries and grapes. Ask the children to share tools and ingredients to peel and chop the fruits. Provide adult support to ensure each fruit is prepared safely and added to a separate bowl. When finished, offer each child a bowl and spoon and invite them to choose the fruits they would like to add to their fruit salad. Encourage them to talk about how the fruits taste and</p>	<p><u>LI. We can name at least 5 different emotions</u> <u>We understand the levels of energy and pleasantness on the mood meter</u></p> <p><b>Activity</b> We will share the story – Curly the Chameleon and explain that Curly changes colours to match the mood meter. He is a clever chameleon because he recognizes and understands the emotions of children and adults in class. Recap how the mood meter works.</p> <p><b>What is energy?</b> We will discuss energy and feelings. We will explain that energy is how strong or how weak (how big or how small) the emotion we have feels.</p>

<p>sea life e.g. cabasas, rain sticks, paper, and maracas as waves, castanets as crabs, and triangle as the reflection of the sea on the water etc.</p> <p>Next, pick 2 or 3 more able children to play the 'call' notes (C-D-E) on tuned percussion and enable them to have a quick practise before singing the song again, this time accompanied by the chime bars for 'calls' and the untuned 'sea sound' percussion playing with the responses.</p> <p><b>Key Vocabulary:</b> Duration, Dynamics, Pitch, Tempo, Timbre.</p> <p><b>Key Questions:</b> Can they act out some seaside animals? How does sea life move?</p>	<p>their photo or simply talk about who is in their family.</p> <p><b>Key vocabulary:</b> family, job, role</p> <p><b>Key Questions:</b> Who they are/what they do/what are they like? What do we think your job in our family is/should be? What would happen if no one did their jobs?</p>	<p>two children left. Repeat the game, starting with the last two children to be caught as the first frogs.</p> <p><b>Snake bite:</b> Tell the children that lots of the medicine we use grows in the rainforest. Select four children to be snakes and give them each a cone. Select three children to carry a tennis ball (medicine). If caught by a snake, children stand with their hands on their head until a child carrying medicine gives them the ball, that child becomes the new medicine carrier. Children cannot be caught when carrying medicine.</p> <p><b>Under the branches:</b> In pairs, children skip together holding hands. Select four children to be the monkeys. Monkeys try to catch other children. When caught, children stand facing each other, joining hands and creating an arch of branches. To be freed, another pair must run under their hands. Stop the game after a few minutes and change the monkeys.</p> <p><b>Key vocabulary:</b> Duck, glide, lie down</p> <p><b>Key Questions:</b> What should you do if a catcher comes towards you? Who was helpful when you were stuck? How did you and your partner decide which way to run?</p>	<p>some of the Key vocabulary and Prompts for learning but remember that this is about process not product, so there is no need to focus on making anything in particular, although if pupils feel inspired to do so, then follow their lead. You may need to guide pupils to certain threading activities depending on their existing skills or areas they need to develop. Observe and support pupils as they thread, offering guidance when you feel it is necessary. You will be able to assess any next steps and address these immediately as pupils listen and respond to your suggestions, altering and improving their technique and fine motor skills as they do so.</p> <p><b>Key vocabulary</b> down over pattern pinch pull push thread through under up</p> <p><b>Key Questions:</b> Are the pupils able to thread a bead or piece of pasta? Are the pupils able to use a pipe cleaner or straw to thread through a hole? Do the children demonstrate good fine motor skills when threading? Are they accurate? Can they hold their hand steady?</p>	<p>explain why eating fruit and vegetables each day is essential.</p> <p><b>Key Vocabulary:</b> healthy, unhealthy, diet, vitamin, vegetable, fruit, hydrate, sugar, fat, exercise, heart</p> <p><b>Key questions</b> What are the names of the fruits? What fruits do you like to eat? How would you describe the fruits? Why is it important to eat fruit and vegetables every day?</p>	<p>Energy can be strong, like jumping up and down or energy can be strong and tight, like clenched fists. We will practice feeling angry-jumping up and down and feeling excited jumping up and down, notice both feelings are high energy.</p> <p>Next, in small groups the children will look at face cards and copy expressions/ feelings. Next, the children will place the face cards on the mood meter. Children will carry a little cut out of a chameleon in their pocket for day and think about the colours he changed in one day ( He can read their mood). Did</p> <p><b>Key vocabulary:</b> .Chameleon . Energy .Pleasant .Unpleasant .Excited. Calm</p> <p><b>Key Questions:</b> What is energy? Did Curly change colour a lot in one day?</p>
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Some of the other opportunities for learning inside or in the outside area (based on pupil needs and interests):

LI. We are learning to join materials together to create our own kites.



LI. We are learning to count amounts to 20 (and beyond) using dinosaurs. Add tens frames in pairs (so 20 spaces)

