

# Weekly Overview of Learning

Year group: Reception Week beginning: Monday 24th 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**



Summer Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
CCC onset words and CCVCC words with previously taught digraphs	<b>SPORTS DAY</b>	<p><b>LI: We are learning to blend to read CCC onset words</b>  <b>Review</b> We will review previous GPCs learned so far. Particular focus on those children who have not achieved the literacy ELGs.</p> <p><b>Teach</b>                      We will use the CCC Onset Word PowerPoint to teach the children to blend 3 adjacent consonants at the onset of words. Highlight how each of the words start with 3 adjacent consonants.                      We will model how to sound talk each grapheme and blend the sounds to read 3 adjacent consonants. Then sound talk the rest of the word and blend to read.                      Together, we will practise blending to read the words – <b>strand split splint strong string spring sprung scrap strap scrunch.</b>  <b>Activity</b> We will then ask the children to use words from the story to write CCC onset words.</p>	<p><b>LI: We are learning to segment sounds to spell CCC onset words</b>  <b>Review</b> We will use the PowerPoint to blend sounds to read CVC+ words with Phase 3 graphemes.</p> <p><b>Teach</b>                      We will read 'The Big Turnip' PowerPoint or eBook. On the last page, we will read the words. We will highlight and model the blending of words with CCC in the onset position.  <b>spring strong string scrunch</b></p> <p>On the last page, read the CCC onset words together, showing how it is necessary to sound talk the first 3 consonant to read the word. This is different to previously taught words.</p>	<p><b>LI: We are learning to segment sounds to write sentences containing CCVCC words.</b>  <b>Review</b> Today we will begin by practising reading the high frequency word flashcards we have previously learned.</p> <p><b>Teach</b>                      We will use the my turn, our turn, your turn strategy to write the sentences: on the whiteboards. The teacher will begin by modelling writing:  <b>It will crunch.</b>                      We will focus on segmenting each grapheme modelling sound-talk. We will have already downloaded the templates. Children will write a sentence on the template to show what the characters in the story said.                      For example:  <b>Have it for a snack.</b>  <b>The slugs will get it.</b></p>	<p><b>LI: We are learning to segment sounds to write sentences containing CCVCC words.</b>  <b>Review</b> We will begin by using the sentences powerpoint, reading the sentences and checking our reading was correct using the images to help us.</p> <p><b>Teach</b>                      We will use the my turn, our turn, your turn strategy to write the sentences:  <b>We can grill the turnip. We can crunch the turnip.</b>                      on the speech bubble shapes.</p>

		<p>(NNEB to use flashcards to support those children who did not achieve the Reading ELG, flashcards say  <b>strand split splint strong, string spring sprung scrap strap scrunch</b>)</p> <p><b>2.</b></p>  <p>Words can begin with 3 consonants.</p>	<p><b>3. Activity</b> CCC Onset Reading and Writing</p> <p>We will download, print and cut words in the activity prior to the session. Children work in pairs, each child has several words</p> <p>Child 1 reads the CCC onset word (eg strap) without child 2 seeing what it is. Then folds the card to display only the orange section which is the CCC onset (eg str). Child 1 shows child 2 the CCC onset for the to guess the word. Child 1 reveals the complete word. Did child guess correctly?</p> <p>The children switch roles.</p> <p>Have the CCC onset flashcards displayed around the room for support – <b>strand split splint strong, string spring sprung scrap strap scrunch</b></p>	<p><b>Have it for a picnic.</b>  <b>We can grill it</b>  <b>It will crunch.</b>  <b>Lots of turnip for grabs.</b></p>	
--	--	---	---	---	--

# Literacy

**Book:** Little Red and the Very Hungry Lion (Week 2)

**Writing task:** Independent writing tasks around the environment. We are challenging the children by working beyond the writing ELG now. This week we will be make sure there are a range of writing opportunities in the indoor and outdoor learning environment, including jeep explorer notes (after we have built our jeeps) and writing our own Little Red stories. We will challenge children to write sentences beyond the writing ELG now, using capital letters, full stops and conjunctions (and, but, because).

<u>Adult Led Sessions</u>	<u>Enhancements in the Learning Environment</u>
---------------------------	---

This week we will be continuing to work with our 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 conjunctions to add explanations or join two statements together.

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

**Key Questions:** Why do you think the lion did what he did? Why do you think Little Red did what she did? 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- Sports Day

**Tuesday LI - We are learning to sequence the events in our story.**

Today we will learn about the sequencing thinking frame. We will learn that sequencing 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 sequence the Little Red Riding Hood story and the children will then work together to sequence the story of Little Red.

**Wednesday LI - We are learning to think about the characters in stories and suggest why they do what they do.**

Today we will be introduced to the hot seating drama activity. The class will brainstorm different questions they would like to ask Little Red and the Lion. The teacher will model how to answer the children's questions. Children will then be invited to come and answer some of the questions too.

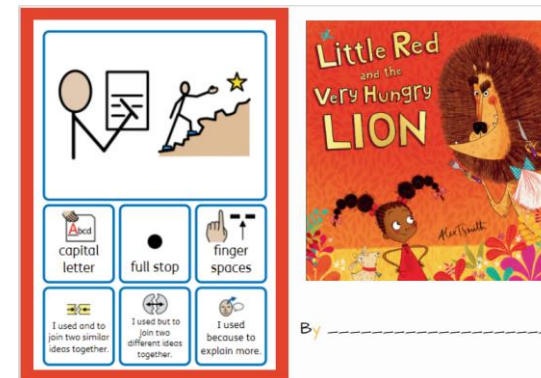
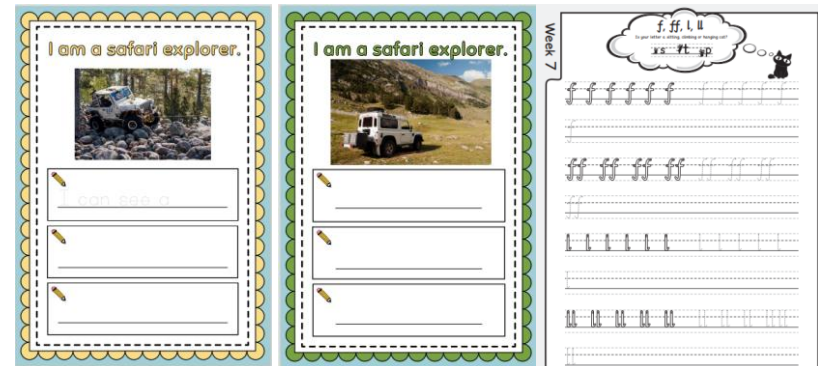
**Thursday LI - We are learning to write our own sentence using the conjunction 'and' or 'because'.**

Today we will remember the answers to the questions asked during hot seating yesterday. We will record the answers on our special interview writing sheets. E.g. The wolf wanted to eat Little Red because he was very hungry.

**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 remember the letter formation rhymes to complete the sheet from the Monster Phonics handwriting scheme (saved in the folder for this week). Children who did not achieve the

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.



fine motor skills and writing ELGs (due to handwriting) to complete the additional f and l handwriting activities from Monster Phonics.



**Theme:** Explaining addition and subtraction

### Adult Led Sessions

This week we will learn to tell mathematical stories and explain our thinking when solving addition and subtraction problems.

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

#### **Key Questions:**

- How many are there?
- How many were there first?
- How many are left?
- How many are there now?

#### **Monday - LI. We are learning to explain addition using mathematical stories with the 'first, then and now' structure**

After listening to the story, Mouse Count by Ellen Stoll Walsh which demonstrate adding more than one. The children will be encouraged to enact 'first, then, now' stories using props linked to the story. For example, "First there were 3 mice in the jar. Then the snake added 2 more mice. How many mice are in the jar now?"

#### **Tuesday - LI. We are learning explain how many have been added on using mathematical stories**

The teacher will place a number of marbles in a jar and represent this number on a ten frame with red counters. Using a class puppet more marbles will be added to the jar without children seeing. We will then count how many marbles are in the jar now. The children will be supported to find how many were added by placing yellow counters on the ten frame until they reach the total number. How many yellow counters did you add? How many marbles must the puppet have added?

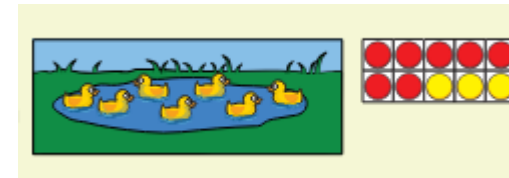
#### **Wednesday- LI. We are learning to explain subtracting using 'first, then and now' structure.**

Working in pairs, the children will play a game of 'pirate treasure'. They will pick a numeral card and count out the corresponding number of gold coins or loose parts. One child will cover their eyes while their partner 'steals' some of the coins and hides them. The first child will work out how many coins have been stolen and explain how they worked it out. The children could count on or use doublesided counters to support them.

#### **Thursday - LI. We are learning to explain how many have been taken away (challenge, provide children with 'first, then, now' number stories where the 'then' part is missing)**

After reading The Shopping Basket by John Burningham with children, the children will enact scenes from the story but adapt them so that more than one item is secretly taken away. This will be modelled using towers of cubes to work

### Enhancements in the Learning Environment

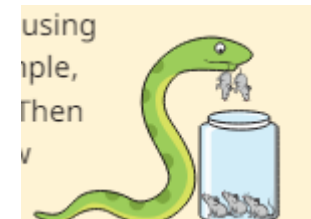


out how many were taken away. The children will start by building a tower to represent the starting number. Take away cubes until they represent the number of items they have left. How many cubes were taken away?

**Friday - LI. We are learning to tell mathematical stories and explain our thinking**

Using aeroplanes, trains, wild animals set up on the tuff spot, the class teacher will model creating her own, first, then and now story. The children will work in pairs to tell their own, first, then and now story.

Numeral cards will be made available for children to select as starting numbers for their number stories. Then one child takes away some of the objects while their partner closes their eyes. Their partner then works out how many were taken.



Music



Bow bow bow – Lesson 3

Personal, Social and Emotional development



Changing me – Lesson 4

Physical Development



Sports Day

Art and DT



Landscape Art

Communication and Language



Little Red and very hungry lion

RE



Lesson 3 – Our World

LI. We are learning to explore high and low notes with their voice and play a tuned accompaniment to a song.



**Activity:**

We will listen to *Shenandoah*, performed by Tom Roush. While different, this is also an example of a North American folk song (like *Bow, bow, bow Belinda* is). Discuss what pupils think the song is about.

Make large labels for the floor numbers 0, 1, 2, 3, and 4, and attach these to the wall, putting 0 at floor level and the others at equal intervals above it, with 4 well above the children's heads. Start at 1, vocalising on 'ooh' at a comfortable pitch, then take voices up to the fourth floor, gradually raising the pitch as you move your hand to each ascending floor level.

*Play on the beat.*

Play a section of the song and ask everyone to keep the beat by tapping their knees.

LI. We are learning that I can express how I feel about moving to Year 1.

**Activity:**

We will use the Calm Me script to help the children learn how to enjoy a Calm Me time.

Sing the Jigsaw Song: 'A New Day'. Get the children to stand up. Ask them to move around the room in a happy way, then a sad way. Get them to move around in different ways according to different emotions. Children take turns to hold Jigsaw Jenie during this activity.

Explain to children that they will soon be moving to a new class and that they may be feeling some of the emotions they have just acted out. Read the suggested story or one similar about having worries and that the best thing to do is to share them. Tell the children that it is only natural to be feeling lots of different emotions.

Set children a challenge to think about going next year. What are they excited about? Are they nervous about anything? Are they scared about anything? Get the children or adults to write their ideas down on paper and place them in a worry box or looking forward to box that is freely accessible in the classroom. Let them know that Jigsaw Jack (orange Jigsaw

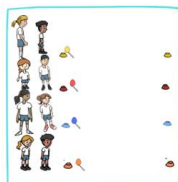
LI. We are learning to work as a team to participate in sports day events.

**Activity:** We will complete a range of activities:

**Station 1: Sprints (50m)**

One adult at start, one at finish. At end of race adult to escort children back to their house position at beginning.

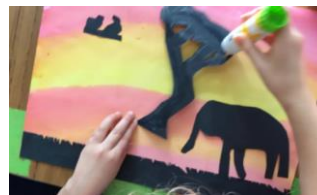
Children are sitting in house behind house colour cone. 1 child from each house races against each other (please ensure children are in ability order, fastest first). Remind children to cross the line.



**Station 2: Egg and Spoon Race**

From the start cone, pupils hold their spoon with one hand, egg on top. They walk up and around their end cone before passing the egg and spoon to the next person in their team and then sit down at back of the line. Leader to make sure pupils are not holding the egg when competing the race. First team to have everyone complete the race and sat down wins.

LI. We are learning to create natural 3D landscape pictures using found objects.



**Activity:** We will take the pupils into the outdoor area and show them the 3D picture that you have already created. Talk through your choices of natural materials e.g. using leaves to create the floor and sticks to represent the trees.

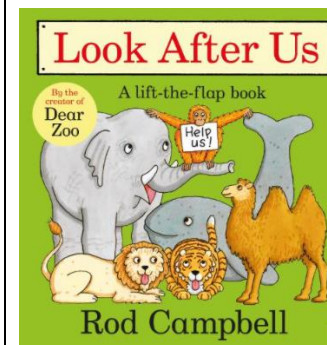
Talk through the materials that you have collected and share suggestions as to how they could each be used. If you have time, you may like to involve the pupils in collecting the materials.

Give each child a piece of paper and allow them to use the natural materials to create their safari landscape, laying them out on the paper to create a scene. Support them in choosing natural objects for their picture: "How do you think we could make a bush? What might work best?"

When the pupils are happy with their creation, they can use the PVA glue to stick each element down.

LI. We are learning to describe ways to look after the immediate environment.

**Activity:**



We will share the story *Look After Us* by Rod Campbell. Explain that lots of animals are at risk of extinction, which means they will die out if we don't look after them and the places they live. You could explore some of the creatures at risk of extinction in the back of *Hello, Hello* by Brendan Wenzel. Explain that it is essential to take care of the environment to protect and care for the animals. Provide litter pickers, rubbish sacks and rubber gloves and take the children on a litter hunt around the school grounds. Explain that litter can be harmful to animals, so putting all wrappers and rubbish in the bin is essential.

**Key Vocabulary:**

Rubbish sacks, Litter pickers, Rubber gloves, endangered, extinct and conservation

**Key questions**

LI. We are learning to discuss our special places from around the world.

**Activity:**

Bertie Owl will tell the children about his special place. Show the children pictures of places from around the world, place them in different parts of the room and ask the children to go to the picture of the place they like the most. Have a key worker placed at each photograph around the room and Bertie Owl positioned on one of the photos.



Each adult to encourage discussions and record children's comments. Choose a spokesperson to report back to the class about why that group likes that place best.

Begin to think about special places for the children. What makes a place special? Is it the place, the people there, what you do there? Can children draw/paint their favourite place and say why it is special to them?

**Key vocabulary:**

Fur, feathers, reptiles, mammals, birds

**Key Questions:**

<p><i>Play a two-note accompaniment, on tuned or untuned percussion.</i></p> <p>The two-note accompaniment is very simple and can be taught by rote:</p> <p>G–G–D–D–G–G–D–G</p> <p><i>Put it all together!</i></p> <p>Create a short performance by combining all the elements that have been worked on in the past three lessons. This could include:</p> <ul style="list-style-type: none"> <li>• Singing the song.</li> <li>• Playing the game.</li> <li>• The new actions and verses.</li> <li>• Pupils using percussion to keep the pulse.</li> <li>• Pupils playing the two-note accompaniment.</li> <li>• Challenging some pupils to play the notes of 'Won't you be my darling?' on notes: D-C-B-A-G-G.</li> </ul> <p><b>Key Vocabulary:</b></p> <p>Action, verses, percussion, pulse, folk, North America, beat, note</p> <p><b>Key Questions:</b></p>	<p>Friend) will be waiting for them in next year. (Jack may be able to visit them).</p> <p><b>Key vocabulary:</b> change, grow up, stages, excited, nervous, scared</p> <p><b>Key Questions:</b></p> <p>What are you excited about?</p> <p>Are you nervous about anything?</p> <p>Are you scared about anything?</p>	 <p><b>Station 3: Cone Collect</b></p> <p>Pupils take it in turns with their team to collect 1 cone from the hoop and bring it back and sit down at the back of the line. The first team to collect all the cones and sat down win. There will be 8 cones in each hoop some children will need to run twice.</p>  <p><b>Station 4: Bean Bag Throw</b></p> <p>One adult at throw, one at landing.</p> <p>Children are sitting in house behind house colour cone. One member from each house take 2 throws each, aiming for one of three hoops. The farther the hoop, the more points. Children to throw underarm.</p> <p><b>Key vocabulary:</b> Sprint, egg and spoon, relay, cone, throw, participation, teamwork</p> <p><b>Key Questions:</b></p> <p>What event did you enjoy most?</p>	<p><b>Key vocabulary</b></p> <p>3D</p> <p>bark</p> <p>collage</p> <p>landscape</p> <p>leaves</p> <p>petals</p> <p>seed pods</p> <p>twigs</p> <p><b>Key Questions:</b></p> <p>Are the pupils able to use the natural objects to create their own landscape scene?</p> <p>Are they able to use their imagination to create a scene that is different from your example?</p> <p>Do the pupils have the fine motor skills needed to work with smaller natural objects?</p> <p>Are they able to use a glue spreader to competently stick down the objects?</p>	<p>Do the children help to tidy and sort the rubbish?</p> <p>Can they explain why it is important to reuse and recycle rubbish?</p>	<p>Do we all like the same places?</p> <p>Is it OK to like different places?</p> <p>What makes a place special?</p> <p>Is it the place, the people there, what you do there?</p>
---	--	---	---	---	--

<p>Do pupils hear the word river in the song? What else do they hear?</p> <p>Do they recognise any of the instruments? e.g. keyboard and strings.</p> <p>Do pupils think it is a fast or slow song?</p>		<p>Which event did you find hardest?</p> <p>What did you enjoy about sports day? Why?</p> <p>How has PE helped you?</p> <p>What skills did you need to participate?</p>			
---	--	---	--	--	--



Some of the other opportunities for learning inside or in the outside area (based on pupil needs and interests):

L1. We are learning to use 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 interesting tea for Little Red and her family.



L1. We are learning to use scissors correctly. (fine motor skills focus) We really, really like vehicles! Children will be encouraged to create our own jeep art, especially those children who have not achieved the FMS and writing ELGs.

