

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 29th 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

The school dentist is coming into school this week to provide fluoride treatment for those parents who signed up and gave permission. All children should be visiting a dentist regularly and dentist treatment is free for children. If your child is not attending a dentist, please click on the link to find out where your nearest dentist is.




Scan the QR Code to find a dentist close to you or search find an NHS dentist:



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

The focus story this week is: Rosie's Walk



Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
CCVC words	<p>LI: We are learning to blend to read CCVC words. Review We will review previous sounds learned using the letter frieze.</p> <p>Teach We will use the CCVC blending powerpoint to model how to blend four sounds to read the new words. Finally, we will watch The Naughty Tricky Witch Song and write CCVC words on magic phoneme frames.</p> 	<p>LI: We are learning to read short sentences containing CCVC words. Review We will join in with The Naughty Tricky Witch video from yesterday, remembering all the CCVC words we learned.</p> <p>Teach We will then demonstrate how to read the small sentences in the Tricky Witch zigzag books, adding an illustration for each sentence. The children will then practise reading the sentences themselves and drawing illustrations. The sentences the children are reading look like this: They can all stop. They can all spin. They can all drop.</p>	<p>LI: We are learning to read sentences containing phase 3 sounds. Review 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 damp camp lamp limp, hand band bank.</p> <p>Teach We will then use the Sentences PowerPoint to review blending phase 3 sounds to read. Finally, we will play sentence substitution, with the children creating different sentences to read using all the sounds we have been learning:</p> 	<p>LI: We are learning to read and spell CCVC words. Review We will play quick write, with the children spelling nonsense CCVC words, e.g. spad, prin, flup.</p> <p>Teach We will then play buried treasure. We will blend sounds together to read and sort CCVC words into real words (put in treasure box) or nonsense words (put in the bin).</p> 	<p>LI: We are learning to write our own sentences containing CCVC words independently. Review We will begin by singing the Naughty Tricky Witch Song video for the last time.</p> <p>Teach We will then print lots of copies of the blank zigzag books and model for the children how we can write our own sentences to create our own books. The children will then write the sentences independently. The sentences will be: They can all spin. They can all swim. They can all clap.</p>

Literacy

Book: Rosie's Walk

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

Adult Led Sessions

This week we will be introduced to the story 'Rosie's Walk'. We will read it and retell the story using puppets or story stones. We will then think of ways to catch the fox and keep Rosie safe, creating warning signs to warn hens to stay away from the fox.

Key vocabulary:

Around, over, past, through, under, over, haystack, pond, mill.

Key Questions:

Which characters are in the story?

Where is the story set?

What do you think will happen next?

How is Rosie feeling? Do you think she realises that there is a fox? How can we help?

What does a good writer do? What has this writer done well? What should we write on our signs?

Monday LI - We are learning to discuss what is happening in a story and predict what might happen next.

Today, we will read to story 'Rosie's Walk'. We will discuss what is happening and use a type of thinking frame called a sequencing frame to encourage the children to predict what might happen next.

Tuesday LI - We are learning to write sentences to describe the fox.

Today, we will learn that there is a type of thinking frame called a describing frame. The adult will model how to describe Rosie and then the class will work together to describe the fox. We will then write sentences on our whiteboards, e.g. "The fox is red. The fox has a bushy tail. The fox has pointy ears. We will keep encouraging the children just to have a go and not worry if they make a mistake.

Wednesday LI - We are learning how to create our own signs and posters about the fox.

Today we will come in to school and find that the bins have been knocked over and there are orange feathers scattered around. We will ask the children who might have been visiting our school and why they have come (it is the fox, looking for Rosie the hen). The children will then think of some ideas to stop the fox and warn

Enhancements in the Learning Environment



Message Centre: Paper different colours and sizes. Blank warning posters.

Rosie, e.g. building humane traps in the construction area and writing warning signs for Rosie the hen.

Thursday LI - We are learning to form letters m and d correctly. (Monster Phonics Stage 2 week 5)

Today we will go to the handwriting section from the Monster Phonics website: [Letter Formation Rhymes Video & Chart | Monster Phonics](#) We will use the letter formation rhyme to learn how to form m and d correctly.

Friday LI - We are learning to form letters m and d correctly. (Monster Phonics Stage 2 week 5)

Today we will go to the handwriting section from the Monster Phonics website. We will then complete the sheet labelled Stage 2.5. Those children needing support forming m and d will be given additional help.



Theme: How Many Now?

Adult Led Sessions

This week we will be telling simple stories using addition and subtraction. Children will be encouraged to represent number stories using props and manipulatives so they can see the maths that is happening.

Vocabulary:

First, then, now

Key Questions: How many are there? How many were there first? How many are there now? How many are there altogether? How many are left? How many were taking away?

Monday - LI. We are learning to use first, then and now to tell simple number stories. We are learning to add more in real life contexts. (Mouse shapes on small tens frames)

Enhancements in the Learning Environment

The adult will be using the book Mouse Count to practise adding more than one. The adult will say number stories, e.g. “First there were three mice in the jar. Then the snake added two more mice. How many mice are in the jar now?”

Tuesday - LI. We are learning to use first, then and now to tell simple addition stories. We are learning to add more in real life contexts. (large tens frames in the outdoor area using the children)

We will continue with adding today. We will set up large ten frame in the outdoor area using crates, then we will say number stories, e.g. There were five children on the bus. Two more got on at the next stop. How many children are on the bus now?”

Wednesday - LI. We are learning to use first, then and now to tell simple addition stories where the middle part of the story is missing. (cubes on small tens frames)

We will be providing number stories to deepening children’s learning – today the number stories have the ‘then part missing. E.g. “There were five children on the bus. We don’t know how many more got on at the bus stop but now there are 8 children on the bus. How many got on at the bus stop?”

Thursday - LI. We are learning to use first, then and now to solve simple subtraction stories.

We will encourage the children to act out rhymes, e.g. ten currant buns but more than one bun is taken away each time. We will notice that the final amount gets smaller because we have taken away.

Friday - LI. We are learning to use first, then and now to solve simple subtraction problems where the middle part of the story is missing. (towers of cubes)

After reading the shopping basket story by John Burningham we will enact scenes from the story, but with more than one item secretly taken away. We will use towers of cubes to work out how many were taken away.



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."



Encourage children to act out rhymes such as *Ten Currant Buns* and adapt them so that more than one bun is taken away each time.

Prompt children to use props to find how many are left. They could also represent the 'first, then, now' story using cubes or counters on a ten frame.

<p>Music</p> <p>Down under the sea – Lesson .3</p>	<p>Personal, Social and Emotional development</p> <p>Relationships- Piece 2 Make friends</p>	<p>Physical Development</p> <p>Games – Unit 2 Lesson 3</p>	<p>Art and DT</p> <p>Craft and Design- Joining Materials Lesson 3</p>	<p>Understanding the world</p> <p>Ready Steady Grow! Develop 3 CL</p>	<p>Understanding the world</p> <p>Ready Steady Grow! Develop 3 - NW</p>
<p>LI. We are learning to make up new song lyrics and choose actions and props to go with the new lyrics.</p>	<p>LI. We are learning to know how to make friends to stop myself from feeling lonely.</p>	<p>LI. We are learning to learn to play against a partner.</p>	<p>LI. We are learning to exploring techniques for joining paper and card; using a range of tools and</p>	<p>LI. We are learning to make and use simple maps in their play to</p>	<p>LI. We are learning to match animals to their young.</p>

<p>Activity:</p> <p>Rippling, seaside physical warm-up.</p> <p>Use one arm to make wave shapes in the air, bending knees to maximise the size of each wave.</p> <p>Next, make contrasting dainty ripples, remembering to change arms each time. Ask a child to lead this activity.</p> <p>Now, make up new words for Down there under the sea. Sing along to the song with the performance track. Sing it a second time, this time with the backing track. You might like to give more children a chance to play the 'call' stepping notes (C-D-E) if some haven't yet had a turn.</p> <p><i>Make up new actions to go with your new words. Then, perform Down there under the sea.</i></p> <p>Key Vocabulary:</p> <p>Compose, movement, props, call and response, percussion</p> <p>Key Questions:</p> <p>Can children develop a song by composing new words and adding movements and props?</p> <p>Can children sing a song using a call-and-response structure?</p> <p>Can children play sea sound effects on percussion instruments?</p> <p>With some support, can children play a call-and-response phrase comprising a short stepping tune (C-D-E)?</p> <p>Can children listen to a range of sea-related pieces of music and respond with movement?</p>	<p>Activity:</p> <p>Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.</p> <p>Sing the Jigsaw Song: 'RELATIONSHIP'. Show the lonely child photo, ask the children how they think she is feeling and why. Explain that she is lonely. What does 'lonely' mean? Jigsaw Jenie can share when s/he has felt lonely. Can the children offer solutions?</p> <p>Build a friend game. In small mixed ability groups (5/6), children build a friend using blown-up version of template. Using the phonics they know, write down on each body part things that they look for in a friend, e.g. kind hands, funny, smiley face, etc. Work as a team to cut out parts and reassemble and glue on to sugar paper. Use for display.</p> <p>What can you do if you see someone feeling lonely and what could you do if you are the one who is feeling lonely? 2-minute talk partner activity. Encourage these friendships by giving out class rewards (stickers, certificate, points on chart) if you see children being a 'good' friend.</p> <p>Key vocabulary: friendship, lonely, relationship</p> <p>Key Questions:</p> <p>Think of your friends: what is it you like best about them? What do they like about you?</p>	<p>Activity:</p> <p>Australian animals</p> <p>Talk about these animals and the type of places they live. E.g. koalas live in the trees. They are often seen leaping from tree to tree as they eat the leaves.</p> <p>Children begin in their own space. The teacher calls out the following actions for the children to complete as they travel around.</p> <p>kangaroos - jump from two feet to two feet</p> <p>koalas - leap from one foot to the other. Children can also pretend to eat leaves as they travel. Bend your knee as you land.</p> <p>crocodiles - walk whilst snappy arms together</p> <p>Snappy crocodiles:</p> <p>In pairs with one cone between them. Children stand opposite their partner with the cone on the floor between them. On the spot, children complete the following actions on the teacher's command but if 'snap' is called at any time, the children race to pick up the cone:</p> <p>jumping</p> <p>star jumps</p> <p>hopping</p> <p>Feed the kangaroo:</p> <p>Children start either side of their cone (kangaroo), which is turned up the other way. Children have one beanbag (kangaroo food) between them. They take turns to attempt to throw the food to land in the kangaroo's mouth. If they are successful, they score a point and take a step back. If they are</p>	<p>equipment; making choices about <u>which technique to use.</u></p> <p>Activity:</p> <p>Give each child a small pile of paper and card. You are going to work through each technique with the children, guiding them on what to do. There will be time for free experimentation later in the lesson.</p> <p>3. Start with glue. Give each child a glue stick and ask them to join two pieces of paper together. Observe and troubleshoot any common errors, like not using enough glue or not pressing hard enough. When every child has successfully joined their paper with glue, move onto the next technique:</p> <p>Tape: Use tape to join two pieces of paper and/or card together.</p> <p>Split pins: Place the piece of paper you want to join on top of a thick piece of card (or sticky tack).</p> <p>Clip: Use a paper clip to join two pieces of paper and/or card together.</p> <p>Tie: Tie two pieces of thicker card together by wrapping string around them repeatedly and tucking the ends in.</p> <p>Slot: Cut a straight line from the edge to the centre of a piece of thicker card. Repeat with another piece of card. Slot the two joins together to make an 'x' shape.</p> <p>Flange: Make little snips all the way around one end of a cardboard tube. Bend the snipped ends outwards. Put some glue onto the piece of paper onto which you wish to join the tube. Press the tube down, bent/flanged ends outwards.</p>	<p><u>represent places and journeys, real and imagined.</u></p> <p>Activity:</p> <p>We will read the story <i>Rosie's Walk</i> by Pat Hutchins. When the children are familiar with the story, we will show them the <u>Rosie's Walk letter</u>, which asks for the children to find a new place for Rosie to go for a walk. Invite the children to suggest where she could go. Display photographs from around the school or of the local area. Encourage the children to select photographs and work as a group to create a map. Encourage them to describe the route Rosie will take and support them to think of simple instructions for Rosie, such as 'go to the park' and 'go past the shop'. Provide paper, writing resources, sound mats and word banks for the children to write instructions for Rosie. Encourage them to say each sentence aloud before writing and use their phonic knowledge to spell words.</p> <p>Key Vocabulary:</p> <p>Map, drawing, journey</p> <p>Key questions</p> <p>Why do you think the fox is following Rosie?</p> <p>Where would be a safer place for Rosie to walk?</p> <p>Where should Rosie go first?</p> <p>Aaqil would like Rosie to go to the park. Where could she go after that?</p>	<p>Activity</p> <p>Display the <u>parent and baby animal picture cards</u>. Start by matching the parents with their babies and then challenge them to read the word cards and match them with the correct picture. Invite the children to talk about their favourite animal on the picture cards and choose one of the animals to draw. Provide paper and drawing resources and encourage the children to look carefully at the features and colours of the animal as they draw.</p> <p>Key vocabulary:</p> <p>Baby, parent, adult, grown, match</p> <p>Key Questions:</p> <p>Do baby animals always look like their parents?</p> <p>How are the baby animals similar and different from their parents?</p> <p>Which animals do you like best? Why?</p> <p>Do you know the names of any baby animals?</p>
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		<p>not, they stay where they are and wait for their next turn.</p> <p>Naughty koala:</p> <p>In pairs. One child starts at their cone with the beanbag. The other child collects two hoops and places them approx. two steps apart and three steps away from their partner. The child with the beanbag attempts to throw the beanbag into either hoop and scores a point if they are successful. The other child is the 'naughty koala' and attempts to stop the beanbag from going in either hoop by catching it. Children have four turns each then change roles.</p> <p>Key vocabulary: Koala, kangaroo, crocodile, throw, catch, hop, skip, jump</p> <p>Key Questions: What did your partner do or say that made you feel good? How did it make you feel when your partner used kind words? Were you able to keep the score?</p>	<p>Key vocabulary</p> <p>Fix, flange, glue, join, slot, string, sturdy, tape, tie, wobbly</p> <p>Key Questions:</p> <p>Are the pupils able to attempt to join materials effectively using the techniques?</p> <p>Do the pupils show an understanding of how to carry out some of the joining techniques?</p> <p>Are they able to demonstrate any joining techniques independently?</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 read and write simple sentences using our phonics knowledge (lots of the children love aeroplanes and superheroes so we will have lots of opportunities to create stories, read and write about aeroplanes or superheroes this week)

