

# Weekly Overview of Learning

Year group: Reception Week beginning: Monday 6<sup>th</sup> January 2025

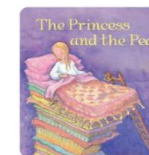
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. Home learning will be set on Tapestry every **Thursday** and this should be completed and uploaded to Tapestry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

## Reminders

Happy new year! We put a weekly homework task on Tapestry. Please speak to the class teacher if you are unable to access Tapestry for any reason.  
Please ensure that all children have named hats and gloves in school as the weather continues to be colder

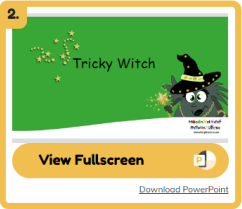
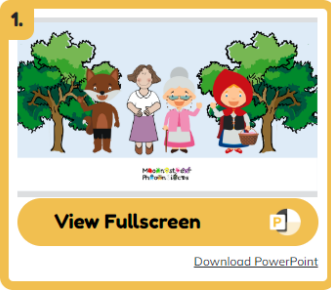
**This half-term our topic is:** Once Upon a Time

**The focus story this week is:** A range of fairy tales with a focus on Little Red Riding Hood



Moonster  
Phonics

| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
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| <p><b><u>LI: We are learning to hear the oo sound (tricky witch oo)</u></b><br/>We will review previous learning by participating in a yes/no questions game.</p> <p>We will then use the oo powerpoint to introduce the tricky witch oo sound. We will listen to a little red riding hood story and do the tricky witch action (wave magic wand) whenever we hear a word with oo.</p> <p>We will then create our own flashcards with the correct monster phonics colours for the following words: <b>look foot cook good book took wood wool hook hood</b></p>  | <p><b><u>LI: We are learning to segment sounds to spell oo words.</u></b><br/>We will review previous learning by completing a quick write activity. The adult will say a phoneme and the children will write the corresponding grapheme on their whiteboards.</p> <p>We will then read the Red in the Wood story to remember the oo sound we introduced yesterday.</p> <p>Finally, we will write oo words on our whiteboards.</p> <p>My turn: The teacher will model how to write one of the oo words from the story.<br/><b>took</b><br/>Our turn: Together we will write the word<br/><b>hood</b><br/>Finally the children will write a word independently:<br/><b>wood</b></p> | <p><b><u>LI: We are learning to read sentences containing oo words.</u></b><br/>We will review previous sounds by reading captions.</p> <p>We will then work in pairs, reading the sentence together. We will identify the tricky oo grapheme and mark it with a gold colour. One child cuts up the sentence and muddles up the word. Then their partner must sort it into the right order. We will ask the children to stick the sentence in the right order or write the sentence.</p> <p><b>She took the basket.<br/>She has a red hood.<br/>She stood in the woods.<br/>The grub looks good.</b></p> | <p><b><u>LI: We are learning to write sentences containing oo words.</u></b><br/>We will practise blending sounds to read words we have already met.</p> <p>We will then read the Little Red Riding Hood eBook.</p> <p>Finally we will use My turn, Our turn, Your turn to write sentences about Little Red Riding Hood.</p>  | <p><b><u>LI: We are learning to read now, look, down.</u></b><br/>We will review our work on oo words by playing buried treasure.</p> <p>We will then use the HFW PowerPoint. We will read each HFW, highlighting how each grapheme and the sound that it makes.</p> <p>look – Tricky Witch changes the ‘oo’ to an ‘u’ sound.</p> <p>now, down – Brown Owl makes the ‘ow’ sound. We will focus on this sound more next week.</p> <p>Finally, we will complete some high frequency word art, using a variety of media to create HFW flashcards for a wall display.</p> |
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# Literacy


**Book:** A range of fairy tales (introducing the topic).

**Writing task:** To write our own captions containing oo words.

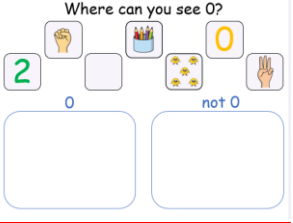
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| <p><u>Monday</u><br/>Today the class will clarify the meanings of the words on our vocabulary mat for our new topic. We will then read the Monster Phonics story about Little Red Riding Hood.</p> | <p><u>Tuesday</u><br/>Today the teacher and children will continue to read the Monster Phonics story about Little Red Riding Hood.</p> | <p><u>Wednesday</u><br/>Today we will look at different signs containing rules, e.g. rules at the tube station, rules for schools. Then we will complete a defining/brainstorming frame together for Little Red Riding Hood, deciding how she should behave in the woods!</p> | <p><u>Thursday</u><br/>Today the teacher and children will use my turn, your turn, our turn to write captions about the story of Little Red Riding Hood using the oo sound. We will write some rules of Little Red Riding Hood as she walks in the wood.</p> | <p><u>Friday</u><br/>Today we will look at our written rules for Little Red Riding Hood and peer assess, celebrating what we have done well and if there is anything we could keep practicing next week.</p> |
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**Theme: Alive in 5! (Week 1)**

**Monday**  
**L1. We are learning to identify zero in our school and environment.**  
**Activity:** We will listen to the story 'Zero is the Leaves on the Tree' and discuss what we think zero is. The adult will explain the concept of zero. They will already have some practical understanding of 'nothing there', 'none' or 'all gone'. Here, the children will learn that the number name 'zero' and the numeral 0 can be used to represent this idea. We will support children to notice where they see 'zero'. For example, they may notice zero cookies on a plate or see zero leaves on a tree. They will then be introduced to finding and recognising the numeral in the classroom and outdoor environment, for example, noticing that there are zero children playing in the sand).  
**Vocabulary:**  
 Zero, none, nothing there, all gone.  
**Key Questions:**  
 Where can you see zero ?  
 Where can you see the numeral zero?  
 How many can you see?  
 How can you make this amount into zero?




**Tuesday**  
**L1. We are learning to sort images showing zero and not zero.**  
**Activity:** We will remember what we learned yesterday and we will listen to the story "None the Number" by Oliver Jeffers. We will move on to work with our partners and then the whole class to sort images using the categories zero and not zero.  
**Vocabulary:**  
 Zero, none, nothing there, all gone.  
**Key Questions:**  
 Where can you see zero ?  
 Where can you see the numeral zero?  
 How many can you see?  
 How can you make this amount into zero?

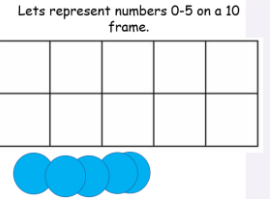


**Wednesday**  
**L1. We are learning to subitise 1-5.**  
**Activity:** We will read pages 0-5 in Anno's Counting Book and talk about everything we can see in the illustrations. We will encourage the children to continue to develop the skill of perceptual subitising. (This form of subitising refers to instantly recognising the number of objects in a group without needing to count them.) We will play games using dots on plates and using number cards representing amounts from 0-5. We will further support children by including blank dot plates and zero representation cards into subitising games  
**Key vocabulary:**  
 Subitise, zero, number names from 0-5.  
**Key Questions:**  
 How many can you see?  
 How do you know?  
 How many are there in each group?  
 How can you show me ?  
 What can you see?

**Thursday**  
**L1. We are learning to represent the amounts from 0-5 in different ways and in different contexts.**  
**Activity:** We will read and discuss the story I Spy Numbers by Jean Marzollo. We will then talk to the children about different objects representing the numbers 0-5 in our feely bag. We will discuss what numbers are represented and how the children know, e.g. 1 button or 5 points or 3 holes in the button.  
**Key vocabulary:**  
 Subitise, zero, number names from 0-5.  
**Key Questions:**  
 How many are there? How many are there now?  
 How many different ways can you show ?  
 How many did you count? How do you know?  
 What number is represented here?  
 How do you know?



**Friday**  
**L1. We are learning to represent the amounts from 0-5 on a tens frame.**  
**Activity:** We will sing songs like Alice the Camel and 5 Little Monkeys Jumping on the Bed, using counters on our tens frames to show the amounts we are singing about. We will encourage the children to notice and talk about the number about when the row is full (5) and empty (0), nearly full (4) and nearly empty (1). We will also notice how many are needed to fill the row, e.g. when we have got 3 counters in the row, there are 2 spaces.  
**Key vocabulary:**  
 Subitise, zero, number names from 0-5.  
**Key Questions:**  
 How many are there? How many are there now? How do you know?  
 Lets represent numbers 0-5 on a 10 frame.



**Music**  

 Love learning, start singing

**Personal, Social and Emotional development**  

 The mindful approach to PSHE

**Physical Development**  





 Get Set 4 P.E.

**Art and DT**  

 Kapow Primary

**Understanding the world (Cornerstones History and Geography Focus)**

**Understanding the world (Science, RE or Computing Focus)**

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| <p><b>LI. We are learning to take turns in singing and echoing phrases</b><br/> <b>Activity:</b>The adult will play video clips of four different bird songs one by one. They will ask the children to listen carefully to each bird call and to take turns imitating the sounds using their voices. The adult will ask the children to describe how the birds look and sound different. We will finish by playing a simple singing game called 'Cuckoo where are you?' where the children are introduced to the two-note cuckoo call. We will introduce the song by singing the call to the class "Cuckoo, where are you?" and the children will echo this back, copying it exactly as the adult sang it.<br/> <b>Key vocabulary:</b><br/> Duration: beat.<br/> Timbre: vocal play, cuckoo whistle, orchestra.<br/> Pitch: cuckoo interval, so-mi.<br/> Structure: echo singing.<br/> <b>Key Questions:</b> How do the birds look different? How do the birds sound different?</p>  | <p><b>LI. We are learning to identify how we can be a kind friend.</b><br/> We will ask the children to talk to each other about how we make friends. What can we say or do? Teacher to put all the ideas into a defining/brainstorming frame.<br/><br/> We will then read a story about making friends and ask if the story had any of our ideas about how to make friends. We will discuss if there was anything in the story that the children hadn't talked about.<br/><br/> We will then talk about friendships in the class: what can we do if we see someone on their own? How can we be kind friends? What can we say that would make us a kind friend? We will use Jigsaw Jenie as the one whose friend is away from school, so s/he feels lonely. Can the children suggest solutions?</p> <p><b>Key vocabulary:</b> friend, friendship, kind, lonely.<br/> <b>Key Questions:</b> How do you make friends? How can we be kind friends? What can we do if we see someone by themselves? How can we be kind friends? What can we say that would make us a kind friend?</p> | <p><b>LI. We are learning to explore different body parts and how they move.</b><br/> <b>Activity:</b> Body parts: We will give each child a cone and ask them to stand in a space next to it. We will ask the children to skip around the teaching space avoiding the cones. When the teacher calls a body part, the children find a cone and touch it with that body part. After a few goes we will change the travelling action and body part. Children will then move around the space avoiding the cones. We will play the track 'Happy', when the music stops, the teacher calls out a body part. Children will stop and think of a way of moving that particular body part e.g. wiggling fingers, nodding head. When the music starts, children continue moving around.<br/> Bop it: We will teach the children each of the following actions to play the game: Bend it: bend your knees on the spot. Twist it: twist your body to face the other direction. Keep your feet in the same position. Spin it: spin around once on the spot. Shake it: shake your body from head to toe. Bop it: jump on the spot.<br/> <b>Key vocabulary:</b> body part, twist, bend, shake<br/> <b>Key Questions:</b> Which body part was the most fun to move? Which body parts were you able to twist? Which body parts could you bend? Can you think of a body part that can shake? What number were you using to count to? Using counts meant that they all moved at the same time.</p> | <p><b>LI. We are learning to create landscape collages inspired by the work of Mary Coyle</b><br/> <b>Activity:</b> The adult will tell the pupils that today they will learn about an artist called Megan Coyle, who creates landscape collages from photographs she has taken. We will look through some of Megan Coyle's landscapes on her website using the link: <a href="#">Megan Coyle website</a>. We will ask the children to discuss in pairs what they notice about the picture on slide 4. We will ask: What can you see? Do you like it? What do you notice about the way it was created? The pupils will then each make a collage, inspired by the work of Megan Coyle. We will ask the children first to draw a simple outline of the landscape (for example, an outline of the hills or trees). The children will select, cut or tear and stick pieces of magazine pages down onto their piece of paper, filling in each outlined section with an appropriate, thoughtfully chosen colour. When they are finished, we will ask the pupils to cover their artwork with a thin layer of PVA glue. This will dry clear and will prevent edges from lifting.<br/> <b>Key vocabulary:</b><br/> collage, landscape, Megan Coyle<br/> Rip, tear, cut, stick<br/> <b>Key Questions:</b> What can you see in the picture? Do you like it? What do you notice about the way it was created? I wonder which colour/piece of magazine we could choose to represent the grass? Let's look carefully at our photograph. Which colours can you really see?</p> | <p><b>LI. We are learning to listen attentively and respond to what we hear with relevant questions, comments and actions.</b><br/> <b>Activity:</b> This week we have participate in a fairy tale drama workshop to introduce our new cornerstones topic! We will listen to the workshop leader, learn about different characters in fairy tales and learn how to move and dance like the different characters we will meet in our Once Upon a Time topic this half term.<br/><br/> <b>Key vocabulary:</b> characters, settings, fairy tale.<br/><br/> <b>Key Questions:</b> characters can you remember? Which characters were good? Which characters were bad? Do you know the names of characters from other fairy tales? Which is your favourite fairy tale? Which character would you like to be?</p> | <p><b>LI. We are learning to compare and group materials.</b><br/> <b>Activity:</b><br/> We will read the story <i>The Princess and the Pea</i> by Vera Southgate. We will then explain that the children have been given the job to find the best material to make a comfortable bed for the princess. We will allow the children to handle a range of materials including cotton wool, felt, hessian, bubble wrap, wadding and foam and encourage the children to describe how each of the materials feel. We will then give each child a small dried pea to put underneath the materials, showing them how to press down to test. Ask 'What can you feel?' Ask the children to sort the materials into 'Can feel the pea' and 'Cannot feel the pea'. Ask the children to choose which materials they would use to make the mattress and explain why.<br/><br/> <b>Key vocabulary:</b> Types of materials, e.g. Cotton wool, Felt, Bubble wrap, Hessian, Wadding, Foam<br/><br/> <b>Key Questions:</b> How do the materials feel? Which materials can you feel the pea through? What would happen if you put materials on top of each other? Do you think it would be comfortable to sleep on top of this material? Which materials would you choose to make a mattress from?</p> |

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

L.I. We are learning to use the words and phrases we hear in books and stories in our own play.

Activity 1: Little Red Riding Hood puppets and scene



L.I: We are learning to notice change and talk about what we observe

Activity 2: explore and use ice in different ways

