

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 6th 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: Rosie’s Walk (week 2 using this text)



Summer Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>BANK HOLIDAY MONDAY</p>	<p>LI: We are learning to blend to read CVC words with previously taught digraphs. (Monday on the Monster Phonics website)</p> <p>Review We will review previous sounds learned using the letter frieze.</p> <p>Teach We will use the story “The Little Man” (based on The Gingerbread Man) to practise blending to read. The children will read the cream sections. The adult will demonstrate blending each grapheme to read each word, pointing to each letter as they sound-talk the word to the class.</p> <p>Finally, the children will create word cards. We will use words from the story to practise spelling CVCC and CCVC words with previously taught graphemes: thump woof bark growl hunt groan creep scoop munch</p>	<p>LI: We are learning to blend to read CVC words with previously taught digraphs. (Tuesday on the Monster Phonics website)</p> <p>Review We will download and read the words on the powerpoint containing previously taught CVCC and CCVC words.</p> <p>Teach We will then continue reading the story “The Little Man” (based on The Gingerbread Man) to practise blending to read the words. The children will read the cream sections.</p> <p>Finally, we will use the word cards we created yesterday to play a word hunt. The adult will hide the word cards and the children will search the classroom or outside area finding all the words! We will practise reading the words we find.</p>	<p>LI: We are learning to spell CVCC words.</p> <p>Review We will use download and read the HFW reception flashcards at the start of this lesson. (Wednesday on the website.)</p> <p>Teach We will then watch the Gingerbread Man video. Can the children hear words that they have to been reading and spelling this week? Some of these use graphemes taught in Term 2. With help from the children, we will write some of these on the board. gran trot spoil groan cream brush creep scoop beast bring</p> <p>We will then use my turn, our turn, your turn to write sentences: I can thump. I will creep. I want to scoop. I will growl.</p>	<p>LI: We are learning to write our own sentences containing CVCC words independently. (Friday on the website)</p> <p>Review We will begin by playing the buried treasure so the children can practise reading words containing previously learned phonemes and graphemes.</p> <p>Teach We will then read the high frequency words in the HFW PowerPoint. We will highlight the sound that each grapheme makes in the HFW. We will show the children how to write these and recall the monsters that make these sounds: your – silent u here – Tricky Witch changes the sound of ere. This makes a different sound in there, where and were. saw – Tricky Witch changes the sound of aw to an or sound. This is taught in Year 1.</p>

Literacy

Book: Rosie's Walk

Writing task: To create our own Rosie's Walk story.

Adult Led Sessions

This week we will be continuing with Rosie's Walk. We will be acting out the story and then modelling how to write our own story in adult led sessions. The children will then be encouraged to attempt their own writing using their phonics knowledge.

Key vocabulary: haystack, fence, barn, around, through, across.

Key Questions: What happened at the beginning of the story? How did the story end?

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

Today, we will look at different images from the story of Rosie's Walk and work with our partner to work out what image should be first, second, third, etc. We will explain that this is a type of thinking called sequencing and we will create sequencing frames to show the order of the events in the story.

Wednesday LI - We are learning to retell a story with our spoken words.

Today we will use our sequencing frames and story maps to create our own puppet shows to retell the story of Rosie's Walk.

Thursday LI - We are learning to retell a story with our written words.

Today we will use my turn, our turn, your turn to write our own version of Rosie's Walk.

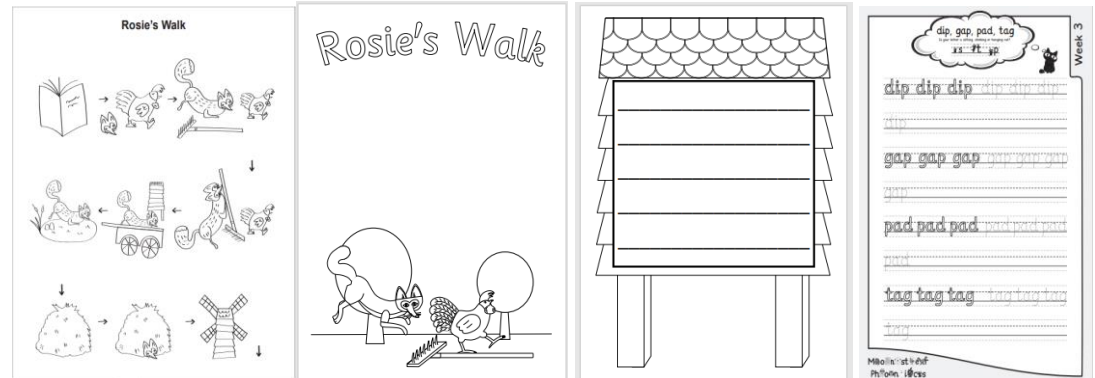
Friday LI - We are learning to form letters correctly.

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 d and g correctly. We will then complete the second sheet labelled Stage 2 week 4 (with words dip, gap, pad, tag).

Enhancements in the Learning Environment



Message Centre: Opportunities to write our own farm stories.



Adult Led Sessions

This week we will be investigating sharing objects and grouping objects into groups (early division and multiplication).

Vocabulary:

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

Key Questions: Sharing: Is it fair? How do you know? How will you share them equally? How do we make sure everyone has the same amount? **Grouping:** How many do you have? How many are there in each group? Are the groups equal? How many are there altogether? How many groups can you make?

Tuesday - LI. We are learning to explore sharing things between two or more groups.

We will be sharing strawberries so that each plate has the same number. We will ask the children if it is fair. We will share the strawberries fairly. Challenge – can we share between three plates?

Wednesday - LI. We are learning to that to share we need to take one object at a time and give it out before collecting the next object, repeating until all the objects are gone.

We will listen to the story ‘The Doorbell Rang’, then act out the story and share out the cookies between 2, then 3, then 4 people.

Thursday - LI. We are learning how to group objects.

Ness the Nurse . We will act out a similar scenario to the one in the story, e.g. we will have 10 stickers and five children. The adult will give one sticker to four children and then give the final child six stickers. We will ask the children if this is fair or unfair.

Friday - LI. We are learning to investigate grouping objects and making groups.

We will give children a set number of plant pots and seeds. We will explain to the children that we have 12 seeds. Three seeds will need to go into each pot. How many pots do we need altogether?



Enhancements in the Learning Environment



Read stories such as *The Squirrels Who Squabbled* by Rachel Bright. Outside, set up two tyres with one character in each. Provide children with a collection of natural materials, such as acorns, conkers or pinecones. Encourage them to explore whether these items can be shared equally between the two characters.



Prompt children to explain their reasoning.



Encourage children to make an odd or even potion by collecting natural objects such as sticks, pebbles, leaves and petals. How many of each object do you have? Prompt children to try sharing the objects equally between two cauldrons or pots to check whether they have an odd or even potion.



Provide teddy bears, plates and small quantities of loose parts to represent different food items. Ask children to share out the loose parts fairly so that each teddy gets the same amount.



Are there any items left over? What will happen if another teddy joins the picnic?



Lock two of the same number shapes together in a padlock. Write the double on the tag of the corresponding key. Repeat this for doubles to 10 and then prompt children to find the correct key to unlock the padlocks.



Once they have unlocked all the padlocks, children can lock the number shapes in the padlocks again for a partner to unlock.

<p>Music</p> 	<p>Personal, Social and Emotional development</p>  <p>Relationships- Piece 3 Make friends</p>	<p>Physical Development</p>  <p>Games – Unit 2 Lesson 4</p>	<p>Art and DT</p>  <p>Craft and Design- paper snakes 4</p>	<p>Understanding the world</p>  <p>Ready Steady Grow! Are carrots orange?</p>	<p>RE</p>  <p>Summer 1 – Tortoise and Hare</p>
<p><u>BANK HOLIDAY MONDAY</u></p>	<p><u>LI. We are learning to think of ways to solve problems and stay friends.</u></p> <p>Activity:</p> <p>We will use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.</p> <p>We will sing the Jigsaw Song: 'RELATIONSHIP'. Have a painting/picture (done by a member of staff) that has been scribbled on/ripped by another member of staff. The adult is to explain how angry and upset they are feeling and they don't want to be friends with that adult anymore.</p> <p>We will read 'George and Martha: The Complete Stories of Two Best Friends'. Stop at strategic points of the book, e.g. when the friend's interactions are not always perfect.</p> <p>We will recap the adults' argument. Can the children suggest ways to make things better? We will write down suggestions on coloured strips of card for display. Act out resolution. Shake hands saying "Make friends, make friends, never ever break friends!!" We will</p>	<p><u>LI. We are learning to develop co-ordination and play by the rules.</u></p> <p>Activity:</p> <p>Cowboy and cowgirls hats:</p> <p>We will place 30 cones (hats) randomly around the teaching space. Children to move around the space stopping to turn the cowboy/girl hats over each time they pass one.</p> <p>The children to alternate turning the hat over with their hand and then touching it with their foot. Add in the instruction 'hats', at which time children race to find a cone and place it on their head like a cowboy hat. Repeat a few times.</p> <p>Wild west gates:</p> <p>We will create a large circle out of cones and sit the children in pairs, one pair at each cone. In the centre of the playing area, create five gates using two cones.</p> <p>One pupil in each pair enters the centre area and completes the actions below. Once they have travelled through four gates they return to their partner, give them a high five saying</p>	<p><u>LI. We are learning to fold, curl and cut paper to achieve a desired effect.</u></p> <p>Activity:</p>  <p>Pupils will create the body first, practising their paper folding skills. Ask them to choose two strips of pre-cut paper.</p> <p>We will begin by folding the bottom paper strip over the top one, keeping the 90-degree angle, and press to crease. Repeat until you have almost reached the end of the paper strips.</p> <p>Now that the body is complete, ask the pupils to draw a snake-shaped head onto another piece of craft paper (colour matched to the body) and then cut it out.</p> <p>To make the tongue, we will cut a long, thin strip from a piece of red</p>	<p><u>LI. We are learning to engage in conversations about the colour of fruits and vegetables.</u></p> <p>Activity:</p> <p>We will show the children the Are carrots orange? video. After watching the video, ask the children questions about the things that they have seen. Allow time for them to express their ideas, make comments and ask questions.</p> <p>We will display the What's wrong? picture cards which show pictures of fruits and vegetables in unusual colours. Ask the children to describe what is wrong or different about the photographs.</p> <p>Key Vocabulary:</p> <p>Carrots, colour, orange, rainbow, fruits, vegetables</p> <p>Key questions</p> <p>What colour are apples? Are carrots orange? Would you like to eat a blue apple? What colours would you like fruit and vegetables to be and why?</p>	<p><u>LI. We are learning to recognise problems and learn how best to fix it.</u></p> <p>Activity</p> <p>Go outside if possible or have enough of a space for Help Me Learn section. Adult to try and balance an egg on a spoon (plastic or real). Adult to keep rushing/getting distracted and dropping it all the time. Children to advise what the problem is and how best to fix it.</p> <p>Tell the story of the Hare and the Tortoise, then ask the children to help act it out.</p> <p>What did the hare learn from the race? What did the tortoise learn? Work together in pairs to build a tower of bricks/ three legged race - anything that requires a slow and steady method to ensure success. Discuss what is making this difficult to do? What do you need to do/change for it to work?</p> <p>Key vocabulary:</p>

	<p>encourage them to do the same next time they have a falling-out.</p> <p>Key vocabulary: friendship, arguments, resolve, angry, upset, strategy</p> <p>Key Questions:</p> <p>Have you ever argued/fallen out with a friend? What happened? Why? How did you feel? How did you make friends again?</p>	<p>'howdy partner' and then their partner has a turn.</p> <p>rodeo - horses gallop through four gates</p> <p>rocky road - jump through four gates</p> <p>there's a snake in my boots - hop through four gates</p> <p>Key vocabulary:</p> <p>Sheriff, gates, wild west, gold, digging</p> <p>Key Questions:</p> <p>Which way of travelling do you find the hardest? Which way of travelling did you find the easiest? What was your favourite way to move the ball in the 'Digging for Gold' game? Who was a supportive teammate?</p>	<p>paper (you can pre-cut these if you prefer). Show the pupils how to hold the end of the paper strip against a pencil, rolling it up so that the paper strip wraps around the pencil.</p> <p>Key vocabulary</p> <p>Cut, bend, crease, fold, roll, wrap, strip, cut</p> <p>Key Questions:</p> <p>Are the pupils able to manipulate the paper to achieve the desired effect? Can the pupils remember how to hold the scissors correctly?</p>		<p>Tortoise, hare, slow, steady, rush, method, race</p> <p>Key Questions:</p> <p>How did the tortoise feel at the beginning? Why did the hare decide to have a little nap? How did the tortoise/hare feel at the end of the race?</p>
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Some of the other opportunities for learning inside or in the outside area (based on pupil needs and interests):

Ll. We are learning to join materials together to create our own bags.



L.i. We are learning to find out facts about sharks and crocodiles. (Add information books)

