

Weekly Overview of Learning



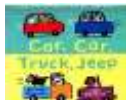
Year group: Reception Week beginning: Monday 11th November 2024

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






Please remember to check your child's Tapestry journal every Thursday evening so you are aware of the weekly homework task! The task is due in every Monday.

This half-term our topic is: Marvellous Machines
The focus story this week is: Car Car Truck Jeep



Moonster
Phonics

Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
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<p>LI: We are learning to recognise the j grapheme.</p> <p>We will revise all letters learned so far by playing Quick Write and blend to read CVC words we have looked at in previous weeks. We will then introduce j and look at different objects containing j. We will demonstrate the action: Wiggle your arms like a jellyfish. Say j, j, j. Next, we will trace j with a finger in the air and practise forming j. We will then watch the video 'Jill, Jack and Jen' and hear the words containing j. We will then read the words jet jam jog jug and the caption 'jam in the jug'.</p> <p>Challenge: Children to make their own books about vehicles with space for captions and sentences.</p> 	<p>LI: We are learning to recognise the v grapheme.</p> <p>We will revise all letters learned so far using the alphabet frieze and blend to read CVC words we have looked at in previous weeks. We will then introduce the v sound and grapheme. We will demonstrate the action: Pretend to be holding the steering wheel of a van and say vvvvvv. Next, trace v with a finger in the air. We will watch the video 'Vic the Vet' and ask if the children hear any words that contain the v sound. We will then read van vet Vic visit and the caption 'a vet in the van'.</p> <p>Challenge: Children to continue to make their own books about vehicles with space for captions and sentences.</p> 	<p>LI: We are learning to recognise the w grapheme.</p> <p>We will revise all letters learned so far using the alphabet frieze and blend to read CVC words we have looked at in previous weeks.. We will then introduce w and demonstrate the action: Wave your hand across like a wave. Say w, w, w. Next, we will trace w with a finger in the air and practise writing it. We will then watch the 'Winning the Show' video. We will identify words that use the w grapheme and read the words web win wig wet and the caption 'a wet wig'.</p> <p>Challenge: Create a show in the stage area and create mark sheets and certificates for the children who win the show!</p> 	<p>LI: We are learning to recognise the x grapheme.</p> <p>We will revise all letters learned so far by playing Quick Write and blend to read CVC words we have looked at in previous weeks. We will then introduce x and demonstrate the action: Pretend to mix in a bowl. Say x, x, x (ks, ks, ks). Next, we will trace x with a finger in the air. Finally, we will use the Fix the Mix video to find words containing x. We will then use a phoneme frame and model spelling the words box six fox.</p> <p>Challenge: Children to read and write recipes for the home corner/outdoor kitchen, e.g. mix the mud.</p> 	<p>LI: We are learning to segment sounds to spell CVC words and write captions.</p> <p>We will begin by revising all the sounds we have learned so far and blend to read CVC words we have been looking at in previous weeks.</p> <p>We will then model writing captions. The teacher will say the caption: a cat on a bed</p> <ul style="list-style-type: none"> *She will repeat several times with children joining in. *She will count the words in the caption *She will represent words with cubes or counters on board. *She will model writing the caption with children helping to segment each word. *She will read back to check. <p>We will then repeat with the caption 'a duck and a hen'.</p> 
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Literacy

Book: Car Car Truck Jeep




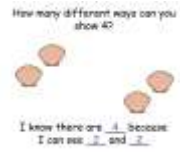

Writing task: To complete our own vehicles book, e.g. It is a van, It is a truck, It is a bus, It is a jet.







<p style="text-align: center;"><u>Monday</u></p> <p>LI. We are learning vocabulary to help us read our story 'Car, Car, Truck, Jeep'</p> <p>We will explain that a vehicle is a special type of machine that moves people or things. It needs energy to move from petrol, diesel, electricity or a charged electric battery. Look inside the front cover of our new text. How many vehicles can you recognise?</p> <p>Key Vocabulary: : vehicle, car, truck, jeep, jet plane, motor bike, digger, van, hover craft, fuel, pilot, weaving.</p>	<p style="text-align: center;"><u>Tuesday</u></p> <p>LI. We are learning to use our vocabulary to talk about the story.</p> <p>We will clarify the vocabulary in the book. We will introduce the text for this week, read it and discuss the vehicles in it and how they help us.</p> <p>Key Vocabulary: vehicle, car, truck, jeep, jet plane, motor bike, digger, van, hover craft, fuel, pilot, weaving.</p> <p>Key Questions: Which vehicle is your favourite and why? How do these vehicles help us?</p>	<p style="text-align: center;"><u>Wednesday</u></p> <p>LI. We are learning to segment sounds to spell our own captions and sentences.</p> <p>The teacher will model looking at an image of a truck, saying the sentence and then writing the sentence "It is a van". We will turn to our talking partner and say what the teacher has done well, e.g. starting with a capital letter, hearing the sounds, finger spaces.</p> <p>Key Vocabulary: car, truck, jeep, jet plane, motor bike, digger, van.</p>	<p style="text-align: center;"><u>Thursday</u></p> <p>Monster Phonics Handwriting Reception Stage 2 Week 1</p> <p>LI. We are learning to form the letter s and a</p> <p>We will use the Handwriting resources from Monster Phonics. We will watch how to correctly form s and a, then practice on our whiteboards and on big paper.</p> <p>Key Vocabulary: alphabet, pencil grip, form</p> <p>Key Questions: How do we hold our pencil? Where should we start writing? Use chunky pencils and pencil grips to support.</p>	<p style="text-align: center;"><u>Friday</u></p> <p>Monster Phonics Handwriting Reception Stage 2 Week 1</p> <p>LI. We are learning to form the letter t and p</p> <p>We will use the Handwriting resources from Monster Phonics. We will watch how to correctly form t and p, then practice on our whiteboards and on big paper.</p> <p>Key Vocabulary: alphabet, pencil grip, form</p> <p>Key Questions: How do we hold our pencil? Where should we start writing? Use chunky pencils and pencil grips to support.</p>
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<p>Key Questions: What is a vehicle? How are all our vehicles similar? How are they different? Do we agree/disagree?</p>		<p>Key Questions: What makes an excellent sentence? What should our success criteria be?</p>		
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Theme: 1 2 3 4 5 **Key texts:** Anno's Counting Book

<p>Monday LI. We are learning to find 4 and 5 Activity: We will clarify the meaning of the words on our new vocabulary math. Then we will remind the children of our previous work finding one, two and three objects. Encourage the children to not count but subitise as you show them photographs of different amounts of objects to three. Then explain that four and five objects are just one more and two more than three. Show the children what four and five look like on a fives frame and tens frame. Encourage the children to look at different photographs of 4 and 5 and notice what they look like. We will read Anno's Counting Book and encourage the children to find 4 and 5 in the illustrations. Vocabulary: one, two, three, four, five, more, less. Key Questions: Is it more than three? Is it bigger than three? Is it less than three? How do you know?</p> 	<p>Tuesday LI. We are learning to subitise 4 and 5 Activity: Encourage the children to notice numbers inside numbers. Explain that their brains won't be able to subitise amounts greater than 3 straight away, so we will need to see numbers inside the number. We will use our talking partners to talk about the numbers we can see inside the bigger number, e.g. I can see a 3 and a 2. I think there are 5 dots altogether. I can see a 4 and a 1. I think there are 5 altogether. Key vocabulary: one two three four five altogether Key Questions: What can you see? How do you see it? How many altogether?</p> 	<p>Wednesday LI. We are learning to subitise 4 and 5 Activity: Today we will sort images of 4 and 5 on our categorising frame. We will encourage the children to notice numbers inside numbers (the parts) . We will use our talking partners to talk about the numbers we can see inside the bigger number, e.g. I can see a 3 and a 2. I think there are 5 dots altogether. I can see a 4 and a 1. I think there are 5 altogether. Key vocabulary: one two three four five altogether Key Questions: What can you see? How do you see it? How many altogether?</p> 	<p>Thursday LI. We are learning to represent 4 and 5 Activity: We will use my turn, our turn, your turn. The teacher will have 4 objects (same size and colour to avoid cognitive overload). The teacher will model how to find different ways to show (represent) 4. Children (in pairs) will then be given 4 objects (of the same size and colour). We will ask the children to find different ways to show 4, e.g. 2 and 2, 3 and 1. We will compare what we found. We will then repeat with 5 objects. During play and learn session, we will interact with the children and see if we can find different ways to show 4 and 5 larger objects, e.g. tyres in the construction area. Key vocabulary: 4, 5, parts, whole, altogether Key Questions: How many are there altogether? How do you know?</p> 	<p>Friday LI. We are learning to represent 4 and 5 Activity: We will use my turn, our turn, your turn. The teacher will have 4 objects (same size and colour to avoid cognitive overload). The teacher will model how to find different ways to show (represent) 4. Children (in pairs) will then be given 4 objects (of the same size and colour). We will ask the children to find different ways to show 4, e.g. 2 and 2, 3 and 1. We will compare what we found. We will then repeat with 5 objects. During play and learn session, we will interact with the children and see if we can find different ways to show 4 and 5 larger objects, e.g. tyres in the construction area. Key vocabulary: 4, 5, parts, whole, altogether Key Questions: How many are there altogether? How do you know?</p> 
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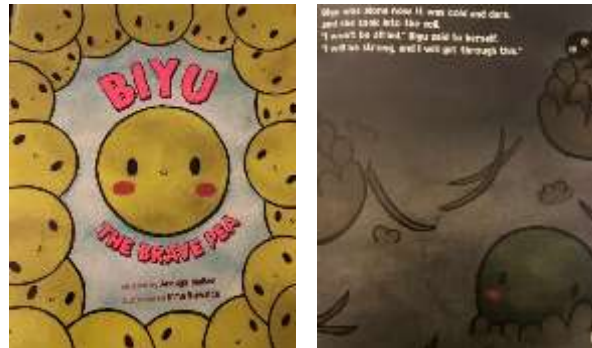
<p style="text-align: center;">Music</p> 	<p style="text-align: center;">Personal, Social and Emotional development</p> 	<p style="text-align: center;">Physical Development</p> 	<p style="text-align: center;">Art and DT</p> 	<p style="text-align: center;">Understanding the world (Cornerstones)</p> 	<p style="text-align: center;">Understanding the world (Cornerstones/)</p> 
<p>L1. We are learning to sing with a sense of shape of the melody. Activity: We will begin by warming up our voices. We will follow the conductor CT/NNEB)'s directions. When the conductor raises their hand, our voices go high. When the conductor lowers their hand, our voices go low. We will then introduce the song "When Santa got stuck up the chimney." We will learn the words and create our own actions. We will then discuss when we should have loud voices, quiet voices, high voices and low voices. Key vocabulary: louder, quieter, faster, slower, higher, lower. Key Questions: Can children use some music vocabulary to describe how we are singing (e.g. louder/quieter, faster/slower, higher/lower)? Which sounds most effective?</p>	<p>Odd Socks Day and Anti-Bullying Week L1. We are learning to name an adult we will talk to if we are feeling worried or upset. (Our trusted adult) Activity: We will begin by discussing why we wore odd socks for odd socks day. We will then learn about the UN rights of the child linked to anti-bullying week and read the story of a little boy who is being bullied, discussing how he is feeling and why, first at the beginning of the story, then at the end of the story. We will then turn to our talking partners and discuss what had changed by the end of the story. We will realise that the little boy talked to his daddy. We will then discuss who we choose to be our trusted adult. Key vocabulary: Lonely, upset, unkind, difference, friends, smile, kind words, helpful. Key Questions: How does the little boy feel? Why? What would you do to help?</p>	<p>L1. We are learning to develop our balancing, taking our weight on different body parts. Activity: Finding space: Children stand in their own safe space. They begin by walking around the area, moving in and out of each other. Can they move around in this space, changing direction and avoiding other people? Can they move around in the space in different ways e.g. jogging, skipping, jumping and side-stepping? We will then play the Watch out, croc! Game. The children will imagine they are travelling through a lake that has crocodiles in it. They will travel around the teaching area, when the teacher says 'watch out, croc', children freeze so that the crocodile doesn't see them. Children travel around the space using their: hands and feet back two hands and one foot feet We will encourage them to squeeze their muscles to keep still and balanced. Key vocabulary: balance, muscles, body parts (hands, feet, back, stomach), sliding, jumping, spinning Key Questions:</p>	<p>L1. We are learning to create natural paintbrushes using found objects. We are learning to use natural paint brushes and mud paint to create artwork. Activity: Last week we created our own natural paint bushes using sticks, feathers and leaves. This week we will create muddy artwork. We will discuss how much water we should add to create the best paintings. We will then paint on paper and newspaper. We will remind the pupils of the concept of abstract and figurative art. Which are they choosing to make? Key vocabulary: sticky, squelchy, glide sweep, wipe, dab, swirl Key Questions: I wonder what will happen if I add more water to the mud? I wonder how we can make a thicker paintbrush? Tell me about your painting. What does it feel like to paint using mud? Is it abstract or figurative?</p>	<p>L1. We are learning to sort and categorize machines in different ways. Activity: We will look at lots of photographs showing different vehicles and explore different vehicle toys. We will show a large categorising frame in the centre of the carpet and talk to our partners about how we might sort the vehicles on the categorising frame. We will then display the Diggers, trucks and tractors picture cards and the range of toy diggers, trucks and tractors. We will invite the children to talk to a partner, name the vehicles and discuss the jobs they do. We will ask the children why they think the vehicles need to have such large wheels. Finally, we will provide the children with paper and drawing resources, such as 2B pencils and fine felt tip pens, to create close observational drawings of the vehicles. Encourage them to look carefully at the vehicles as they draw and include as much detail as they can. Key vocabulary: machine, digger, truck, tractor, wheel, axle, vehicle. Key Questions: What jobs do these vehicles do? Why do you think the wheels are so large? What is the difference between a tractor and a digger? What</p>	<p>L1. We are learning to represent scientific observations by mark making. We are learning to persevere and keep trying when things get difficult. Activity: In this activity, we will provide a selection of toy vehicles, wooden planks, wooden blocks, a large roll of paper and marker pens. We will explain to the children that they will investigate how far the vehicles travel after rolling down a ramp. Invite them to predict which vehicle they think will travel the furthest and encourage them to explain their reasoning. We will support the children to make a ramp on top of the roll of paper using the wooden plank and blocks. Release the vehicles, one at a time, from the top of the ramp and mark how far they travel along the paper. We will suggest the children could measure the distance using non-standard units, such as wooden blocks or use the tape measures in the shed. Through our interactions, we will encourage the children change the height of the ramp and ask the children how they think this will change the distance travelled by the vehicles. Key vocabulary:</p>

		<p>What is a balance and what do you think makes a good balance? Is it harder to balance on more or less body parts? Is it easier to balance on bigger or smaller body parts? How long do we need to hold a balance for? What helped you to keep still?</p>		<p>colours can you see on the vehicles? Look at the wheels. What patterns can you see on the tyres?</p>	<p>Vehicle, ramp, steep, further, furthest</p> <p>Key Questions: Which vehicle will travel the furthest after rolling down the ramp? Why?</p> <p>How could we measure how far the vehicles travel?</p> <p>What do you think will happen if we make the ramp higher? Are you surprised by how far the vehicles travelled?</p>
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Think Equal Project (social and emotional programme for children in the EYFS)

Biyu The Brave Pea

L1. We are learning to experience empathy and the perspective of another. We are learning to recognise the beauty of nature and the cycle of life.



Activity: We will gather the children into a circle and ask if they have ever planted seeds. (We can remember our work in the outside area with Mrs Khangura!) We will talk about how a tiny seed can grow into a large plant. We will read the story 'Biyu the Brave Pea'. We will pause on page 7 and ask the children what they think will happen to the peas when they fall from the basket, sharing ideas. We will continue reading and pause at page 15. Biyu falls into the soil. We will ask the children what they think might happen next. We will finish reading the story and ask the children to think about how the tiny seeds grew into large vegetables. "Biyu the seed was planted and then she grew into something beautiful. The same thing happens when we are kind to others. We plant a seed of kindness that grows bigger and bigger because other people are then kind to others."

Key vocabulary:

Seeds, soil, grow.

Key Questions:

What might happen next? What small acts of kindness might we do today which will grow into something bigger?

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

LI. We are learning to take turns in conversations, cooperate and share resources.

Activity 1:



Activity 2



LI. We are learning to represent scientific observations by mark making. We are learning to persevere and keep trying when things get difficult.

Activity 3: How can we measure how far the cars travel? How can we make the cars travel further?

