

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 14th October 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

Do make sure all clothing and water bottles have names on.

This half-term our topic is: Let's Explore! (This week is also NSPCC PANTS Week.)

The focus story this week is: Mr Gumpy's Outing (Week 2)

Moonster
Phonics

Week 5	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to recognise the e grapheme.</u></p> <p>We will remember previous learning by playing the Bossy Instructions game. The children will have to remember and blend sounds together. The adult will say:</p> <p>Can you touch your...? l-e-g ch-ee-k b-a-ck h-ee-l</p>	<p><u>LI: We are learning to recognise the u grapheme.</u></p> <p>We will remember our phase 1 learning by playing What's in the Box? The children will hear, remember and blend sounds together. The adult will say:</p> <p>n-e-t d-o-g d-u-ck m-oo-n n-e-s-t</p> <p>We will then check to see if that object is in the box.</p>	<p><u>LI: We are learning to recognise the r grapheme.</u></p> <p>We will remember our phase 1 learning by playing What's That Noise? The children will listen, remember and blend sounds together. The adult will say:</p> <p>What sound does: What sound does: a b-ee make? a l-i-on make? a m-ou-se make? an o-w-l make?</p>	<p><u>LI: We are learning to blend the sounds we have learned to read CVC words and captions.</u></p> <p>We will remember our phase 1 learning by playing What's in the Box? The children will hear, remember and blend sounds together. The adult will say:</p> <p>p-e-n s-u-n s-o-ck r-a-t t-o-a-d</p>	<p><u>LI: We are learning to segment sounds we have learned to write CVC words and captions.</u></p> <p>We will remember previous learning by playing the Bossy Instructions game. The children will have to remember and blend sounds together. The adult will say:</p> <p>p-a-t your shoulders n-o-d your head f-l-a-p your arms</p>

We will then review previously learned sounds and blend to read the words got not top

We will then look at different objects beginning with e and identify the e sound. We will demonstrate the action for the e grapheme: Pretend to be a baby pointing at an elephant. Say e, e, e. Next, we will trace e with a finger in the air and write it on our whiteboards.

We will then watch the video 'Get a Pet'. Can the children hear any words that have the e sound in the middle? Finally, we will blend to read words with e, pen pet ten get net set.



We will then review previously learned sounds and blend to read the words dog pop dock

We will then look at different objects beginning with u and identify the u sound. We will demonstrate the action for the u grapheme: Swoop your hand under like an Umbrella bird flying. Say u, u, u. Say u, u, u. Next, we will trace u with a finger in the air and write it on our whiteboards.

We will watch the video 'Fun in the Sun' and ask if the children hear any words that contain the u sound. The teacher will model writing the words from the song: up, mug, cup, rug, run, fun, mud. She will model blending to read the words. Finally, we will practise spelling the words sun, up, mug, cup, rug, run, fun, mud.



We will then review previously learned sounds and blend to read the words cat kid cod

The teacher will then demonstrate the action for the r grapheme: Shoot one arm up and over your head like a rocket. Say rrr.

Next, we will trace r with a finger in the air. We will watch the video 'Clever Tricky R' and ask if the children can hear any words that use the r sound. We will write the letter r on the board and write the r words that are in the song.

Finally, we will blend to read the words run rat rip rug ram



We will then check to see if that object is in the box. We will blend to read previous words kit sock pick.

We will then use My turn, Our turn, Your turn to blend and read the words neck mug ram net mud rat.

We will segment sounds to spell new words pen, red, run.

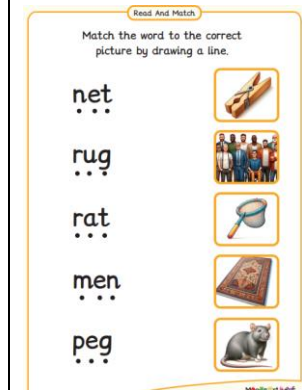


r-ea-ch up high
w-i-gg-le your bottom!

We will blend to read previous words cot sack kick
The teacher will then model how to segment sounds to spell the words pen cup red run met.

The teacher will then hide the word and the children will have a go at writing the word on their whiteboards.

Finally, we will match CVC words with pictures.

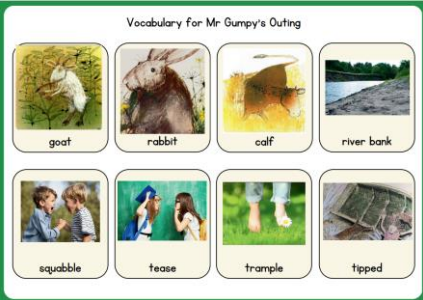

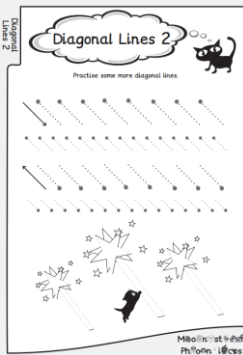
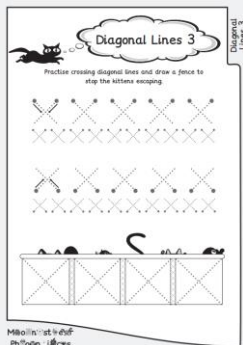
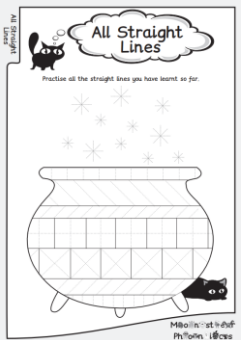


Literacy

Book: Mr Gumpy's Outing

Writing task: To write independently using our knowledge of graphemes s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r.

We will have a range of writing opportunities out for the children to use and access independently, including Mr Gumpy stories, a sorry card for Mr Gumpy, a sign to remind the children and animals to stop messing about on the boat.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>LI. We are learning to retell the story using the new words and phrases we have learned.</p> <p>We will remember the new vocabulary we learned last week and use the new words to complete sentences from pages in the story. The adult will then model how to use these words to retell some parts of the story.</p> <p>Key Vocabulary: squabble, mess about, trample, tease</p> <p>Key Questions What does this word mean? Can you use the word in a sentence?</p> 	<p>LI. We are learning to retell the story using the new words and phrases we have learned.</p> <p>The children will help the adult to retell the story using puppets. We will try to use the new vocabulary during our performances.</p> <p>Key Vocabulary: squabble, mess about, trample, tease</p> <p>Key Questions: What happened at the beginning of the story? What happened in the middle of the story? What happened at the end of the story?</p> 	<p>Monster Phonics Handwriting Session 6</p> <p>LI. We are learning to create diagonal lines with increasing control.</p> <p>We will use the 'my turn, our turn, your turn' strategy to model to the children how to hold a pencil correctly and then carefully complete the Monster Phonics Handwriting activity for the day. Focus children to sit with NNEB to practise more.</p> <p>Key Vocabulary: grip, diagonal</p> <p>Key Questions: How will we hold our pencil?</p> 	<p>Monster Phonics Handwriting Session 7</p> <p>LI. We are learning to create diagonal lines with increasing control.</p> <p>We will use the 'my turn, our turn, your turn' strategy to model to the children how to hold a pencil correctly and then carefully complete the Monster Phonics Handwriting activity for the day. Focus children to sit with NNEB to practise more.</p> <p>Key Vocabulary: grip, diagonal</p> <p>Key Questions: How will we hold our pencil?</p> 	<p>Monster Phonics Handwriting Session 8</p> <p>LI. We are learning to create straight lines with increasing control.</p> <p>We will use the 'my turn, our turn, your turn' strategy to model to the children how to hold a pencil correctly and then carefully complete the Monster Phonics Handwriting activity for the day. Focus children to sit with NNEB to practise more.</p> <p>Key Vocabulary: grip, straight</p> <p>Key Questions: How will we hold our pencil?</p> 



Theme: It's Me 1, 2, 3 Key texts: Anno's Counting Book (pages 1, 2, 3) Goldilocks. Three Blind Mice (song)

<p>Monday</p> <p>LI. We are learning to find 1, 2 and 3</p>	<p>Tuesday</p> <p>LI. We are learning to find 1, 2 and 3</p>	<p>Wednesday</p> <p>LI. We are learning to subitise 1, 2 and 3.</p>	<p>Thursday</p> <p>LI. We are learning to subitise 1, 2 and 3.</p>	<p>Friday</p> <p>LI. We are learning to represent 1, 2 and 3.</p>
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Activity: We will begin by revisiting our learning from last week on making and continuing different types of pattern. Then we will introduce the vocabulary, learning intention and we will find different representations of 1, 2 and 3. Today we will read the first four pages of Anno's Counting Book and discuss what we can see in the images. Finally, the children will go and find matching visual representations of 1, 2 and 3.

Key vocabulary:

Altogether count one two three

Key Questions:

How many altogether? • How many did you count? • How many ways can you find 1/2/3? • Where can you see 1/2/3?



Activity: We will begin by revisiting our learning from last week on making and continuing different types of pattern. Then we will remind the children of the vocabulary we will use and the learning intention.

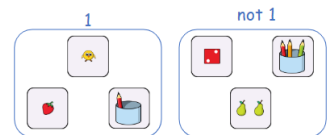
We will match the verbal number names to numerals and quantities. Encourage children to count to three using objects in different arrangements by touching each object as they count. They should recognise that the final number they say is the quantity in that set. We will share stories and pictures which represent 1, 2 and 3 and point out the groups.

Encourage children to find objects in provision and notice 1, 2 and 3 in the environment.

Vocabulary:

Altogether count one two three

Key Questions: How many altogether? • How many did you count? • How many ways can you find 1/2/3? • Where can you see 1/2/3?



Activity: We will begin by revisiting our learning from last week on making and continuing different types of pattern. Then we will introduce the vocabulary, learning intention and children will perceptually subitise (instantly recognising the number of objects or items in a group without needing to count them). Encourage children to subitise groups of 1, 2 and 3 items. This will allow them to develop an understanding of what each number looks like, and what it is made up of. We will show children different arrangements of objects and ask the children to hold up the correct number of fingers.

Key vocabulary:

How many? group subitise

Key Questions: How many can you see? How do you know? • How many are there in each group? • What can you show me? • What can you see?



Activity: We will begin by revisiting our learning from last week on making and continuing different types of pattern. Then we will hold up our dot plates and ask children to subitise and simply say the total number of dots on the plate without counting.

Key vocabulary:

How many? group subitise

Key Questions: How many can you see? How do you know? • How many are there in each group? • What can you show me? • What can you see?

Prepare a set of dot plates or number cards which have 1, 2 or 3 dots in different arrangements.

Hold up the dot plates and ask the children how many dots.
Can children show the correct number of fingers?
Ask children if they can match the numerals 1, 2 and 3 to the dot plates.

Activity: We will begin by revisiting the learning from last week on making and continuing pattern. We will then introduce the new learning intention and new vocabulary. After that we will introduce Teddy and explain that he is three today. We will ask the children how many candles, cups, plates. he needs for his party. (Three of everything!)

Key vocabulary:

How many? How many now? altogether

Key Questions:

How many different ways can you find 1, 2 and 3? • How many did you count? How do you know? • How many altogether?

Set up your own party for Baby Bear.

What will you need?



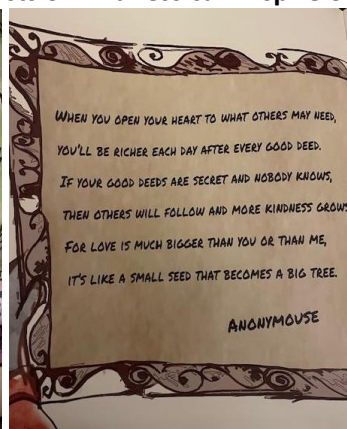
<p style="text-align: center;">Music</p> 	<p style="text-align: center;">Personal, Social and Emotional development</p> 	<p style="text-align: center;">Physical Development</p> 	<p style="text-align: center;">Art and DT</p> 	<p style="text-align: center;">Understanding the world (Cornerstones History and Geography Focus)</p> 	<p style="text-align: center;">Understanding the world (Science, RE or Computing Focus)</p> 
<p>L1. We are learning to begin to use musical terms, e.g. louder, quieter, faster, slower, higher, lower.</p> <p>Activity: We will listen to and join in the song 'Alice the Camel'. We will pat the beat on our shoulders and discuss if the pitch is going up (higher) or down (lower).</p> <p>We will watch four short clips of young percussionists. We will ask the children to watch carefully how the instruments are played. How do they make the sounds longer/shorter, louder/quieter?</p> <p>Our pupils will then pick up their instruments and explore the different sounds their instrument makes. We will practise starting and stopping and discuss which instruments can be tapped, scraped, shaken etc.</p> <p>The children will then select one sound for quiet, one for loud, one for short, and one for long. We will experiment with speed (tempo), asking pupils to play fast and then slow and experiment with volume</p>	<p>NSPCC PANTS Session</p> <p>L1. We are learning to name the Talk PANTS rules and begin to understand how they can keep us safe.</p> <p>Activity: We will introduce the PANTS song and encourage the children to move to the music. We will repeat the song often, so that the children become familiar with it and use call and response, with the adult stopping singing and the children finishing the sentences. We will ask the children to listen again and notice who Pantosaurus tells (his teacher and his daddy). We will explain that these are the adults who Pantosaurus trusts, they are his safe adults. We will explain that our trusted adult is someone who we trust and who we like to speak to.</p> <p>We will clarify that a safe adult is someone who: Listens to us. We like to talk to. Shows that they care about our safety. Shows that they care about our feelings. We feel comfortable with. Can help us.</p>	<p>L1. To follow, copy and lead a partner.</p> <p>Activity: Introduce the friendly monsters. Ask them to describe the different shapes and colours they can see on the monsters. Show how each of the monsters would move around (see below).</p> <ul style="list-style-type: none"> • Mini monster: crouch down small and step one foot and then the other. • Big eyed monster: hold one arm high above your head like the big eye of the monster. Take big, waddling steps. • Heart monster: begin in a small star shape then get bigger with two jumps (like a heartbeat). • Squidgy monster: begin in a small shape then jump to a big shape. <p>We will then play the Monsters in the closet game where children sit with their partner and a hoop. One person in each pair is the leader. They are going to jump into their hoop in different ways (forwards, backwards, one foot, two feet, into a shape etc) and growl like a</p>	<p>Week 6</p> <p>L1. We are learning to create a simple observational drawing (drawing faces).</p> <p>Activity: We will recall what an observational drawing is (drawing what they can see) and then we will explain that today we will be doing observational drawings of their own faces. We will explain that these are called self-portraits. We will use mirrors and give the pupils a few minutes to look at their own faces. We will ask the children to draw a picture of their own face and encourage them to keep looking in the mirror, drawing what they can see. Now give each child the halved photograph of their face that the adult has prepared. This time, children use this as a guide and fill in the other half of their faces.</p> <p>Key vocabulary: pencils drawing observe mark making self-portrait face eyes ears</p>	<p>L1. We are learning to make and use simple maps.</p> <p>Activity: We will introduce Theo the teddy bear. He is new. He doesn't know where anything is and is feeling worried. Can we work as a group to help Theo find out all about your class and school? We will begin by showing Theo round the classroom and we will tell him what we like doing now we are in Reception. Then we will draw him maps of special places in the school, and we will then go and take him to those places.</p> <p>Key vocabulary: School, classroom, hall, corridor</p> <p>Key Questions: Which is your favourite place in your classroom? Which is your favourite place in the whole school?</p>	<p>L1. We are learning to describe Lewis Howard Latimer and his achievements.</p> <p>Activity: We will explain that this month is Black History Month and explain what this is.</p> <p>We will then share information about the life of Lewis Howard Latimer. We will sort objects we use now with objects in the past on a categorising frame.</p> <p>Finally, we will give children a range of materials and encourage them to build their own telephones.</p> <p>Key vocabulary: Invent, past, now, modern, significant, achievement.</p> <p>Key Questions: How are the objects in the past similar? How are they different? Lewis Howard Latimer did so many important things, which achievement do you think is the most important?</p>

<p>(dynamics), playing the percussion instruments quietly and loudly.</p> <p>Key vocabulary: louder, quieter, faster, slower, higher, lower.</p> <p>Key Questions: How might you play your instrument louder, quieter, faster, slower? Can you find another way to play your instrument?</p>	<p>We will highlight members of staff in school whose role it is to support children's welfare and ask children to name someone at home who fits with the above description. Finally, we will explain the PANTS rules and share some stories to demonstrate the PANTS rules.</p> <p>Key vocabulary: Safe, private parts, rights, safe adult, secret.</p> <p>Key Questions: Why do you think that Pantosaurus has to wear his PANTS? Is there anything that Steggy could say or ask Pantosaurus about holding his hand? (Please can I hold your hand?)</p>	<p>monster. Their partner must stand behind them and copy their jumps.</p> <p>Key vocabulary: forwards, backwards, hopping, skipping, galloping.</p> <p>Key Questions: How will you choose to travel?</p>	<p>nose hair</p> <p>Key Questions: What do you notice about your face? How does your face look when you are happy/sad/surprised?</p>		
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Think Equal Project Week 6 (social and emotional programme for children in the EYFS)

The Secret Adventures of Anonymouse

LI. We are learning to demonstrate an understanding that small acts of kindness can inspire other acts of kindness.



Activity: We will read the story 'The Secret Adventures of Anonymouse' and ask the children what they think a 'good deed' is. We will agree that a 'good deed' is an act of kindness. We will discuss the story further, and we will then make a list of all the kind things Anonymouse has done. We will then think of kind things we might be able to do anonymously for someone else. We will explain that if we are kind to others, they will be kind to others also and kindness will grow, just like a tree. We will show the children the Kindness Garden Sign and tell them they will plant a garden of kindness that will grow as their kind acts grow. We will put the Kindness Garden Sign on a wall and tell the children that as they do kind acts for others, seeds will be planted. As children do kind things in the week we will add kindness seeds to the display and then place kindness flowers above the kindness seeds so that the children can see their garden grow.

Key vocabulary:

Anonymous, secret, good deed

Key Questions:

Why do you think Sophie Mouse keeps her good deeds a secret? What things could you do anonymously for someone else?

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

LI. We are learning to plan our own ideas and follow our plan.

Activity: Making Boats



Challenge:

We use characteristics of effective teaching and learning to challenge the children in our setting.

Creating and Thinking Critically

- Does the child find ways to solve problems when working in the water area?
- Can they make links in their learning and apply their knowledge and understanding?
- Can they notice patterns in their experiences?
- Can they make predictions and test out their ideas?
- Can they explore the ideas of cause and effect?
- Can they plan their ideas?
- Do they check how well their activities are going?
- Can they change strategy as needed?

