

# Weekly Overview of Learning

Year group: Reception Week beginning: Monday 16<sup>th</sup> December 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



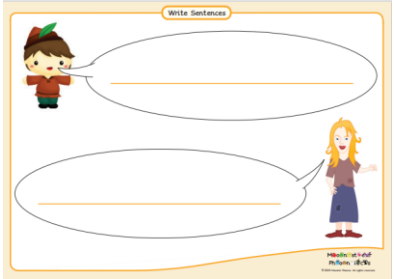

There is information on the holiday homework on Tapestry. Please speak to the class teacher if you are unable to access Tapestry for any reason. The term is finishing at 1pm on Friday.

**This half-term our topic is:** Marvelous Machines  
**The focus story this week is:** Stick Man by Julia Donaldson



Moonster  
Phonics

Week 12	Monday	Tuesday	Wednesday	Thursday	Friday
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<p><b><u>LI: We are learning to recognise the ar grapheme.</u></b>          We will review previous learning by reading flashcards and introduce the new grapheme ar. We will demonstrate the new action (waving a magic wand in the air for Tricky Witch).</p> <p>We will then watch the video hook and encourage children to listen and identify the words that have 'ar' in: hard car cart farmyard market bar jar card bark park started. We will ask: is the ar at the start, in the middle or at the end of the words?</p> <p>Finally, we will model writing some words from the video on the board, highlighting the new grapheme in the word.</p> 	<p><b><u>LI: We are learning to blend to read words containing ar.</u></b>          We will review previous learning by playing Quick Write. The adult will say a previously learned sound and the children will write the corresponding grapheme. We will repeat with other sounds we have learned so far this term.</p> <p>We will then complete a blending to read activity called 'Change and Read'. We will use my turn, our turn, your turn and display the word <b>bar</b>.</p> <p>We will ask 'Which grapheme do you need to change to make it read bark?'</p> <p>We will then repeat with <b>mark-park-part-cart-card-hard</b>.</p>	<p><b><u>LI: We are learning to segment sounds to spell ar and oo words.</u></b>          We will review previous sounds using flashcards.</p> <p>We will then read the first half of the text "Jack Went Up", noticing the ar words. The adult will read the white section and model fluent reading. Children should be able to read some sentences with level of fluency following previous week's practice.</p> 	<p><b><u>LI: We are learning to write sentences containing ar words.</u></b>          We will review previous learning by playing Quick Write. The adult will say a previously learned sound and the children will write the corresponding grapheme. We will repeat with other sounds we have learned so far this term.</p> <p>We will then read the second half of the book 'Jack Went Up' noticing the ar words. The adult will read the white section and model fluent reading.</p> <p>Finally, we will work together to decide what Jack and his mother might be saying in the speech bubbles below and the adult will model writing captions and sentences for the characters.</p> 	<p><b><u>LI: We are learning to read sentences containing oo and ar words.</u></b>          We will review previous sounds using flashcards and practise reading CVC words we have been learning during the term.</p> <p>We will then use My turn, Our turn, Your turn to read different sentences and decide if the answer is yes or no. The adult will model using whisper blending to read the individual words.</p> 
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# Literacy

**Book:** Stick Man by Julia Donaldson


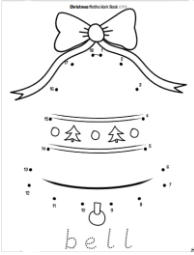
**Writing task:** To write our own festive messages to each other. (independent writing, evidence on Tapestry)

<p style="text-align: center;"><b>Monday</b></p> <p>Message Centre activities – There's something in my shoe game. The adult will pretend there is something in their shoe. It is a secret Christmas message!</p>	<p style="text-align: center;"><b>Tuesday</b></p> <p>Message Centre activities - Hold Up! Wait a Minute activity. In the middle of a class discussion, the adult will say "hold on, wait a minute, something isn't right!" and the</p>	<p style="text-align: center;"><b>Wednesday</b></p> <p>Message Centre activities -The Secret Christmas Sock game. There will be a secret Christmas sock hidden in the classroom, with a message inside (e.g.</p>	<p style="text-align: center;"><b>Thursday</b></p> <p>Message Centre activities – What I'm Having for Lunch game. The adult will write a symbol on masking tape and stick it on their jumper. They will tell the</p>	<p style="text-align: center;"><b>School closing early today.</b></p>
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<p>The children can then come and write their own secret messages and put them in their shoes too.</p>	<p>adult will go and look under the carpet/table and find a hidden Christmas symbol/word. Our children will then start to write their own symbols and words and hide them for each other to find around the room, inside and outside.</p>	<p>symbol or a numeral). The adult finds it, notices the secret sock and wonders what might be inside the secret sock. The adult will then ask "I wonder what's in your secret Christmas sock?" The children will then want to write and go and put messages in their secret sock</p>	<p>children that this is the symbol to show that they are having for lunch. Can they guess what the symbol means? E.g. it could mean the adult is having the vegetarian option today at lunchtime. Encourage the children to write the symbol to show they are having vegetarian too, or they can create their own symbol to show they are having one of the other options.</p>	
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**Theme: Christmas Counting!**

<p><u>Monday</u>  <b>LI. We are learning to count up to 10 objects accurately.</b>  <b>Activity:</b> The adult will demonstrate how to play games, e.g. Hungry Hippos. The adult will model how to count carefully and record the score. The children will play together, counting the number of marbles their hippo has eaten.  <b>Vocabulary:</b>  Numbers from zero to ten.  More  Less/fewer  <b>Key Questions:</b>  What did you score? What did your friend score? How do you know? Who scored more? Who scored fewer?</p> 	<p><u>Tuesday</u>  <b>LI. We are learning to match numerals with numbers correctly.</b>  <b>Activity:</b> We will play a snowball throwing game. We will throw a "snowball" in different buckets labelled 1-5. We will then record our scores. The adult will model how to carefully throw the snowball, then record the score on a clipboard. The children will then play together, recording their scores on clipboards also.  <b>Vocabulary:</b>  Numbers from 1-5, more, less, fewer.  <b>Key Questions:</b>  What did you score? What did your friend score? How do you know? Who scored more? Who scored fewer?</p>	<p><u>Wednesday</u>  <b>LI. We are learning to subitise beyond 3.</b>  <b>Activity:</b> We will learn how to play dominoes. The adult will model how to identify the amount of dots and join it to another domino with a matching number of dots. Then the children will play together, making a long path of dominoes.  <b>Key vocabulary:</b>  Subitise, zero, number names from 0-10, match  <b>Key Questions:</b>  How many can you see?  How do you know?</p>	<p><u>Thursday</u>  <b>LI. We are learning to identify numbers from 1-10.</b>  <b>Activity:</b> We will learn how to complete dot to dot activities today. The adult will model how to find number 1. Look for the next number, then carefully draw a line. The children will then select their own images to complete.  <b>Key vocabulary:</b>  Number names from 1-10, one more, next  <b>Key Questions:</b>  Which number will be next? How do you know?</p> 	<p><u>Friday</u>  School closing early today.</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 take turns in conversations.**

Activity 1: Small World school and village



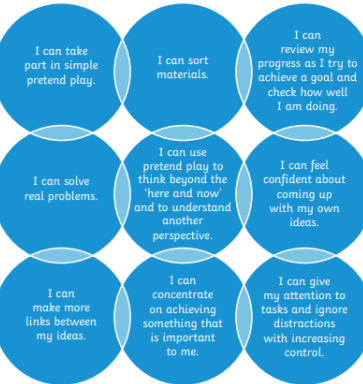
**L.I. We are learning to use share and work with others to solve difficulties when they arise.**

Activity 2: Making our own stick man and our own stick man stories.



### Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.



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

Challenge for this week: Create your own Christmas decorations at the art table.

