

Weekly Overview of Learning

Year group: Reception Week beginning: 16th September 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

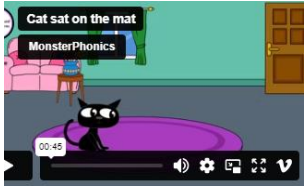



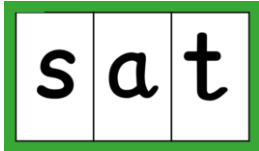
Please make sure all clothing and water bottles have names on. Thank you!
Please ensure your child has a coat in school – incase we have a downpour of rain!

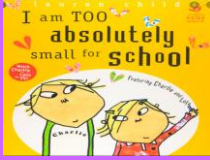
This half-term our topic is: Let's Explore!

The focus story this week is: I am Absolutely Too Small for School – Lauren Child

Moonster
Phonics

Phase 2 Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to recognise the s grapheme.</u></p> <p>The teacher will show the action for the s grapheme: Weave hand in an s shape like a snake, and say ssss.</p> <p>We will show PowerPoint s.</p> <p>We will trace s with our finger in the air.</p> <p>We will look at objects with initial and final s.</p>	<p><u>LI: We are learning to recognise the a grapheme.</u></p> <p>Children will recall the grapheme s using the flashcard.</p> <p>We will then learn the action for the a grapheme: Mouth open and wide, say a, a, a like you are very cold!</p> <p>We will then show PowerPoint a.and trace a with finger in the air.</p>	<p><u>LI: We are learning to recognise the t grapheme.</u></p> <p>Children will recall the grapheme s and a. We will sort objects beginning with s and a for the shop.</p> <p>The teacher will show the action for the t grapheme: Touch the teeth with your tongue and say t, t, t.</p>	<p><u>LI: We are learning to recognise the p grapheme.</u></p> <p>The teacher will point to different letters on the letter frieze and the children will say the corresponding sounds (focus on s, a, t).</p> <p>We will then show PowerPoint p and the teacher will demonstrate the action for the p grapheme: Close and press the lips together to say p, p, p for pop.</p>	<p><u>LI: We are learning to blend sounds together to read words containing s, a, t, p.</u></p> <p>We will begin by playing I Spy using objects beginning with s, a, t, p.</p> <p>We will then use the blending PowerPoint to make sure we are all able to blend sounds together to read the words at, tap, sat, pat.</p>

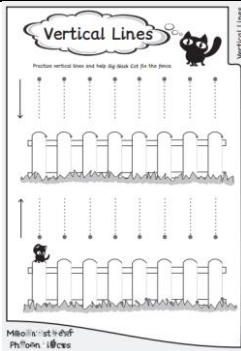
	<p>We will watch the video 'Cat Sat on the Mat'. Can the children hear any words that begin or end in the letter s?</p> 	<p>We will look at the object on the screen and ask the children to say what they are, emphasising the a sound. (The last slide has the a sound in the middle position in cat.)</p> 	<p>We will then show PowerPoint t and trace t with finger in the air.</p> <p>We will look at the objects on the screen and ask the children to say what they are.</p> 	<p>We will watch the video 'Cat Sat on the Mat' and see how many words we can find which begin or end with p.</p> 	
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Literacy 

Book: I am Too Absolutely Small for School

Writing task: Getting to know you tasks.

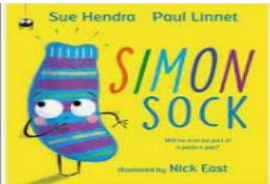


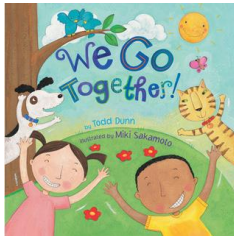
<p style="text-align: center;"><u>Monday</u></p> <p>LI. We are learning that stories have characters and characters have feelings.</p> <p>We will read the story I am Too Absolutely Small for School. The children will talk about the book.</p> <p>Key Vocabulary: character, Charlie, Lola, happy, sad, worried, scared, excited.</p> <p>Key Questions: How does this character feel? Why?</p>	<p style="text-align: center;"><u>Tuesday</u></p> <p>LI. We are learning to describe the characters in the stories we read.</p> <p>We will read the story I am Too Absolutely Small for School. The children will talk about Lola. Think, pair, share: What does she look like? What is she like inside? The children will then discuss Charlie. The teacher will use what the children say to complete a describing frame on the interactive whiteboard.</p>	<p style="text-align: center;"><u>Wednesday</u></p> <p>LI. We are learning to write our name (First Session).</p> <p>We will use the My Turn, Our Turn, Your Turn strategy. The teacher will model how to write our names, then we will have a go together. Finally, the children will have a go without adult support. Children can use their name cards if they are unsure or to check when they have finished.</p> <p>Key Vocabulary: Capital letter, lower case letter, letter sounds.</p>	<p style="text-align: center;"><u>Thursday</u></p> <p>LI. We are learning to write our name (Second Session).</p> <p>We will use the My Turn, Our Turn, Your Turn strategy. The teacher will model how to write our names, remembering areas of difficulty from yesterday (putting a capital letter at the beginning followed by lower case letters) and focusing on how to do those parts successfully today. We will have a go together and then the children will write their names without help. Again, the</p>	<p style="text-align: center;"><u>Friday</u></p> <p style="text-align: center;"><u>Handwriting Session</u></p> <p>LI. We are learning how to hold a pen or pencil correctly.</p> <p>We will show the children how they can hold their pens and pencils and then use the My Turn, Our Turn, Your Turn strategy to complete the Monster Phonics handwriting sheet, focusing on vertical lines.</p>
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	<p>Key Vocabulary: short, tall, blonde hair, brown hair, naughty, kind, unkind, nice, cheeky, mischievous, helpful.</p> <p>Key Questions: How does the character look like? What is the character like inside?</p>	<p>Key Questions: How does your name begin? What letter is at the beginning of your name? What letter is at the end of your name?</p>	<p>children will use their name cards if they are unsure and they will use the name cards to check when they have finished.</p> <p>Key Vocabulary: Capital letter, lower case letter, letter sounds.</p> <p>Key Questions: How does your name begin? What letter is at the beginning of your name? What letter is at the end of your name?</p>	
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Theme: Match, Sort and Compare (White Rose) **Key texts:** Simon Sock and We Go Together

<p><u>Monday</u></p> <p>LI. We are learning the meanings of the words match, compare, sort, pair.</p> <p>Activity: The teacher will explain that this week we will be matching things that are the same, comparing different things and sorting objects too. Do children know the meaning of the terms 'same, match, compare and sort'. Hold up some socks that are the same, model matching and comparing</p>	<p><u>Tuesday</u></p> <p>LI. We are learning to find matching objects.</p> <p>Activity: As a class, recap this week's objectives and key mathematical vocabulary as shared yesterday on the Maths working wall. Can the children remember the meaning of these key terms? Show the children a selection of resources that all have a matching pair e.g., 2 dice, 2 socks, 2 pinecones and work as a class to match the objects back</p>	<p><u>Wednesday</u></p> <p>LI. We are learning to describe the shape and size of natural objects.</p> <p>Activity: Show the children a selection of resources that all have a matching pair e.g., 2 dice, 2 socks, 2 pinecones and work as a class to match the objects back together again. Today we are looking at the properties of shape and size. Things can match when they are the same shape, size, or both. Compare the stones – Can you describe their shape/size?</p>	<p><u>Thursday</u></p> <p>LI. We are learning to compare objects and say how they are the same and how they are different.</p> <p>Activity: The teacher will create a matching game using photograph pairs of the objects previously collected. Mix up the photos and place face down. Can children take it in turns to turn over 2 photos? Talk about the photos – are they the same, do they match, what is different? If they are the same, shout "Match!", if not, turn photos</p>	<p><u>Friday</u></p> <p>LI. We are learning to identify items in a set or items that match</p> <p>Activity: Read 'We go Together', either in hard copy or on YouTube and discuss the different things that go together. Things that go together like this are called 'a set'. They don't look exactly the same but they go together.</p> <p>Key vocabulary:</p>
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<p>and sorting using the language. Confirm/explain the correct meanings. Add these mathematical terms to your Maths working walls and highlight them to the pupils. Read 'Simon Sock' story, show the washing basket full of socks, compare them, what do you notice?</p> <p>Key vocabulary: Pair, same, match, compare, sort</p> <p>Key Questions: Can you find a sock exactly like mine? Why is it the same? Can you find a sock different to mine? Why is it different?</p> 	<p>together again. Revisit the terms 'match', 'same' while referring to the colours/patterns of the socks yesterday. Go outside and introduce a matching pairs treasure hunt. Model finding 2 natural matching items e.g., 2 dandelions. Explain they are a matching pair. Describe to explain why they are a matching pair. Keep the items for tomorrow's activity.</p> <p>Key vocabulary: Same, pair, match</p> <p>Key Questions: Can you sort your items into pairs? How many pairs did you find?</p> 	<p>Model drawing around stones outside with chalk. Mix the pile of stones and time how long it takes to match the correct stone with the outline. Keep a tally chart of the timings. Split the children into groups and provide each a pile of different sized stones.</p> <p>Key vocabulary: Same, pair, match, big, small</p> <p>Key Questions: Can you describe their shape/size?</p> 	<p>over in the same position and repeat. Can children remember where they are? Recall the pairs of items collected yesterday. They are pairs because they are the same – they match. Repeat the matching game above but this time using only one photo of each item and the actual objects themselves. Take it in turns to turn over a photo. If they are the same, shout "Match!", if not, turn the photo over in the same position and return the object to the pile and repeat.</p> <p>Key vocabulary: Match, same, different</p> <p>Key Questions: Can you describe the object in the photo? Can you find the matching object? Are they the same? Do they match?</p>	<p>Match, same, set, together</p> <p>Key Questions: Can you think of any other things that go together in this way?</p> 
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<p>Music</p> 	<p>Personal, Social and Emotional development</p> 	<p>Physical Development</p> 	<p>Art and DT</p> 	<p>Understanding the world (Cornerstones Early History or Geography Skills focus)</p> 	<p>Understanding the world (Cornerstones Early Science Skills, Computing Skills or RE Focus)</p> 
<p>LI. We are learning to sing with a sense of pitch, following the shape of the melody with voices.</p>	<p>LI. We are learning to understand how it feels to belong and that we are similar and different.</p>	<p>LI. We are learning to move safely and sensibly in a space with consideration of others.</p> <p>Activity: The children will hop, skip, side step around the</p>	<p>LI. We are learning to investigate the marks and patterns made by different textures</p>	<p>LI. We are learning to take photographs, draw simple picture maps and collect simple data during fieldwork activities.</p>	<p>LI. We are learning to observe, record and talk about materials and living things, with support. We are learning to recognise that materials have</p>

Activity: Today we will learn the song “I’ve Got a Grumpy Face” from Sing Up, and then think about how we show feelings and emotions in music. Finally, we will listen to Mars by Holst and discuss how the music makes us feel and what it makes us think of.

Key vocabulary:

Pitch: shape (contour), high/low

Structure: call-and-response

Tempo: beat

Timbre: hard/soft, scratchy/smooth, etc.

Key Questions: How are these children in the pictures feeling? What does this music make you feel? What does this music make you think of?

Tap your knees to the beat

I've got a grumpy face, a grumpy face, a grumpy face.

I've got a grumpy face, it looks like this. [rest]

Activity: We will use an assortment of toys from the classroom. We will talk to our neighbour about the toys we like and why. We will pass Jigsaw Jenie round and the children will share their name and explain which toy is their favourite and why. The teacher will explain how, just like these toys were all different, so are the children: they are UNIQUE. But they are the same because... They are all toys and you are all members of (Wellington Primary School and class name). So in some ways we are the same but in others we are different. That is what makes the world/school a wonderful place to be.

Key vocabulary:

Unique

Similar

Different

Questions: Have you ever seen any of these toys before? Do you have any that are the same or a bit different?

space. The coach will then put some hoops on the ground. The children will then travel around the space, avoiding each other and the hoops on the ground. When the coach casts a freeze spell the children must freeze. Then when the coach says hocus pocus the children must stand in a hoop.

Key vocabulary:

Freeze

space

Key Questions:

Can you point to an empty space? As everyone begins to move, what happens to the space?



Activity: 1. As pupils make marks with wax crayons, the adult will comment on what they are doing, e.g. “You’ve drawn a lovely thick line”.
3. The adult will introduce new ways of using wax crayons: “Look what happens when I turn the crayon on its side. I wonder if you can have a go?”
4. Then the children will use their wax crayons to collect patterns. The children will explore the environment, inside and outside the classroom, rest their paper against a surface and use the side of their crayon to transfer the pattern to their paper by making a wax rubbing.

Key vocabulary:

textures

long

thick

Wavy

squiggly

Key Questions:

Do they notice how different types of textures make different kinds of marks?

Activity: The teacher will explain to the children that they will go on a journey to explore the school and school grounds. We will discuss the places they will see on their journey and the people they will meet. We will plan a route together that takes us to visit all the classes, offices and outdoor areas at school. We will talk about the areas in school and their uses. We will provide cameras or tablets for the children to take photographs of the places they visit.

Key vocabulary:

Journey, route, hall, corridor, classroom, office.

Key Questions: Which places do you think we will visit?

Who do you think we will meet on our journey?

What are you looking forward to seeing on our journey?

different textures they can feel soft, hard, rough, smooth, wet, sticky or dry.

Activity:

This week we will create feely boxes for the children to explore on one of our outside tuff spots. We will use items such as cotton wool, feathers, soil, rice, pine cones, pebbles, shells and bark inside the feely boxes. We will encourage the children to put their hands into each box and feel what is inside. Support them to use language relating to texture to describe how the objects feel. Introduce vocabulary below.

Key vocabulary:

soft, hard, rough, smooth, wet and sticky.

Key Questions:

Can you guess what is inside the box? Why do you think that?

Think Equal Project (social and emotional programme for children in the EYFS)

Week 1: Marvellous Me

L1. We are learning to understand the concepts 'same' and 'different'. We are learning to celebrate similarities and differences. We are learning to demonstrate self-confidence.

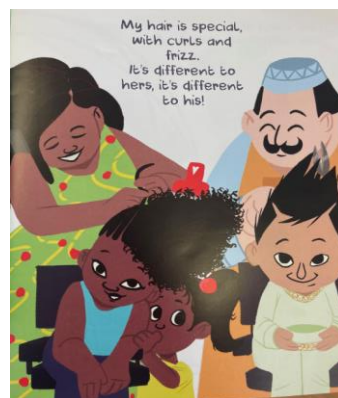
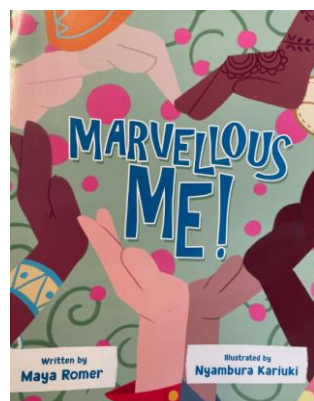
Activity: We will gather the children into a circle and ask them to list things that are the same about them and their friends, e.g. 'we all have knees.' We will then discuss characteristics that are the same and characteristics that are different, e.g. 'You have black hair and you have brown hair.' We will then read the book 'Marvellous Me' and discuss the illustrations. We will say 'the children in this book were all different, but they all liked the special things about them.' Finally, we will look in small mirrors and share what they like about their own faces. We will finish by saying 'We all have some things that are the same, and we all have different things.' 'I'm glad we live in a world where we have so many different people. I like learning about new people and new places. And even though we look different, we all have things in common too!'

Key vocabulary:

Self, different, shades, other, special, same, colour

Key Questions:

How are we the same? How are we different?



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

LI. We are learning to share resources and suggest ways to solve problems.

Activity: The children will learn what to do when they want a toy which is always being used by someone else. The staff will encourage the children to work together to ensure they both get a go at using the toy.

Key vocabulary:

My turn, your turn, sand timer, stop watch.

Key Questions:

How is s/he feeling? What can we do to help? How might we solve the problem?

Activity 1: Monster Trucks



Activity 2: Fire Fighting Tuff Spot (Fine Motor Skills developing here too!)



Activity 3: Aeroplanes

