

Weekly Overview of Learning



Year group: Reception Week beginning: Monday 18th 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 (Week 2)



Moonster
Phonics

Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
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<p>LI: We are learning to recognise the y grapheme.</p> <p>We will revise all letters learned so far using the alphabet frieze. then introduce y and look at different objects containing y. Demonstrate the action: Pretend to be eating yoghurt and say y, y. Next, trace y with a finger in the air. We will then watch the video 'Jazz Yum Yum'. We will then practise spelling the y words in the song, e.g. yes, yet, yum yum. Finally, we will make zig zag books at the writing table, writing y words to match the pictures.</p> <p>Challenge: Children to make their own signs for using the toilets correctly.</p> 	<p>LI: We are learning to recognise the z and zz grapheme.</p> <p>We will review previous learning by playing quick write, with the children quickly writing cvc words containing y. We will introduce the z and zz sound. Look at objects in the PowerPoint. Demonstrate the action: Put arms out at sides and pretend to be a bee, saying zzzzzz. Next, trace z with a finger in the air. We will watch the video from yesterday 'Jazz Yum Yum' and ask if the children hear any words that contain the z or zz sound. We will then write the words we can hear in the song. Finally, we will sort the z word cards into two piles, real and nonsense words.</p> <p>Challenge: Children to make their own signs for following the rules in the dinner hall.</p> 	<p>LI: We are learning to recognise the qu grapheme.</p> <p>We will review previous sounds by using the interactive whiteboard. We will then introduce qu and demonstrate the action: Make a duck's beak with your hands and say qu, qu, qu. Next, trace qu with a finger in the air and practise writing it. We will then watch the 'Jazz Yum Yum' video again. We will identify words that use the qu grapheme and write the qu words (quit, liquid, quack).</p> <p>Challenge: Write a letter to a friend.</p> 	<p>LI: We are learning that the graphemes we are learning are called 'the alphabet'.</p> <p>We will begin by using the CVC blending PowerPoint to practise blending the sounds we have been learning this week. We will then explain how letter names are different from their sounds. We will study the Letter Frieze and explain that the letters are ordered in the alphabet. Finally, we will use the Monster Alphabet video and point to the letters on the letter frieze as they are sung. We will use magnetic letters and practise putting them in the order of the alphabet.</p> <p>Challenge: Children to write a letter to someone who works at the school.</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 pup in the mud.</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 repeat above modelling with: run to the den Once modelled... Say your go... Give time for children to write the caption. Say 1,2,3 show me! We will give children time to fix captions to match the modelled version. Finally, we will repeat with the caption: go to the log hut</p>
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Literacy

Book: Car Car Truck Jeep

Writing task: To complete our own version of Car Car Truck Jeep







<p style="text-align: center;"><u>Monday</u></p> <p>Monster Phonics Handwriting Reception Stage 2 Week 1.2</p> <p>LI. We are learning to form the letters s, a, t, p and use our knowledge to write words</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 style="text-align: center;"><u>Tuesday</u></p> <p>Monster Phonics Handwriting Reception Stage 2 Week 2</p> <p>LI. We are learning to form the letters i and n.</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 style="text-align: center;"><u>Wednesday</u></p> <p>LI. We are learning to develop storylines in our pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.</p> <p>We will work with the children to create a mechanics role play area in the construction area outside. We will look at photographs of</p>	<p style="text-align: center;"><u>Thursday</u></p> <p>LI. We are learning to develop storylines in our pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.</p> <p>We will provide toy tools, overalls, toy telephones and ride on vehicles for the children to fix in our construction area</p>	<p style="text-align: center;"><u>Friday</u></p> <p>LI. We are learning to develop storylines in our pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.</p> <p>We will use the mechanics log book (Cornerstones website) and explain that mechanics are people who repair vehicles</p>
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<p>Key Questions: How do we hold our pencil? Where should we start writing? Use chunky pencils and pencil grips to support.</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>real mechanics to work out what we need in our role play area. The staff will listen to the ideas of the children. Children can help to create signs for the area. Key Vocabulary: vehicle, mechanic Key Questions: Can you write down this phone number? How could we fix this vehicle?</p>	<p>outside. We will tell the children that they will take turns to be a mechanic or someone who has a broken machine or vehicle. The adults will play with the children in the role play area. We will model how to make a call for someone to come and collect the broken-down vehicle. Key Vocabulary: vehicle, mechanic Key Questions: Can you write down this phone number? How could we fix this vehicle?</p>	<p>and machines. We will tell the children that they will take turns to be a mechanic or someone who has a broken machine or vehicle. We will show the children how to fill out the form and have fun pretending to fix the vehicles. Key Vocabulary: vehicle, mechanic Key Questions: Can you write down this phone number? How could we fix this vehicle?</p>
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Theme: 1 2 3 4 5 Key texts: Five Little Speckled Frogs (Song)

<p><u>Monday</u> L1. We are learning to that numbers are made up of smaller numbers and these are called parts. Activity: We will explain to the children that all numbers are made up of smaller numbers and these smaller numbers are called 'parts'. Learning to see the whole number and the smaller parts will help our number sense. We will show the children a large image of different vehicles, and use my turn, our turn, your turn to subitise groups of vehicles. E.g. "There are 4 diggers. I can see a 2 and a 2." Vocabulary: part, whole. Key Questions: How many cars are there altogether? How do you know? Can you prove it? (I know there are 4 because I can see a 2 and another 2.</p>	<p><u>Monday</u> L1. We are learning to that numbers are made up of smaller numbers and these are called parts. Activity: We will remind the children that all numbers are made up of smaller numbers and these smaller numbers are called 'parts'. Learning to see the whole number and the smaller parts will help our number sense. We will learn the song '5 Little Speckled Frogs' using our fingers to show the numbers we are singing. Children will then sit in pairs, with a 5 frame and 5 double sided counters. We will sing the song again and this time the children will turn over the double-sided counters to show how many frogs are still on the log and how many frogs have fallen in. Vocabulary: full, not quite full, part, whole. Key Questions: How many frogs are there altogether? How many frogs are</p>	<p><u>Tuesday</u> L1. We are learning to recognise the parts of 5. Activity: Today we will make a large 5 frame in the outdoor area. We will repeat 5 little speckled frogs song, with 5 children in the 5 frame (holding frog pictures). As we sing, one child at a time will leave the 5 frames. We will keep talking about how many frogs are in the fives frame and how many frogs are missing. Key vocabulary: full, not quite full, part, whole, one less. Key Questions: How many frogs are there altogether? How many frogs are missing?</p>	<p><u>Wednesday</u> L1. We are learning to recognise the parts of 5. Activity: Today we will play a game with two hoops and five children. The adult will ask different questions, e.g. Do you like apples? And the children will stand in the correct hoop. We will repeat with other questions. We will keep discussing how many children are in each hoop and how many children there are altogether. The teacher will model how to record these using pictures of hoops and pictures of children as well as writing numerals. Key vocabulary: part, whole, altogether Key Questions: What parts can you see? What is the whole?</p>	<p><u>Thursday</u> L1. We are learning to show our thinking using mathematical marks. Activity: Today we will play a bean bag game outside, and the children will need to record their beanbag scores using paper and clipboards. We will remember how the adult recorded our maths yesterday, and explain that now it is the children's turn to draw pictures and write numerals to show their score. The children will stand several metres away from their hoop. They will then attempt to throw 5 beanbags into the hoop. They will record their scores, showing how many beanbags were in the hoop and how many beanbags were outside the hoop. We will continue to discuss the parts and the whole (5). Key vocabulary: part, whole, altogether</p>
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<p>What do you see? How do you see it?</p> 	<p>missing? How do you know? Can you prove it? (I know there are 4 because I can see a 2 and another 2. I know there are 4 because there is one space on the 5 frame.)</p> <p>4 is a part and 1 is a part.</p>  	<p>Act out the rhyme again with four speckled frogs. Encourage children to talk about the parts they can see.</p>  <p>Use a five frame and double-sided counters to represent the frogs on the log and in the pool.</p>	<p>Put children into groups of 4 or 5 and provide them with two hoops, labelled 'yes' and 'no'.</p> <p>Ask children questions, for example, "Do you like apples?" Prompt children to move into the 'yes' or 'no' hoop.</p>  <p>How many children are in each hoop?</p>	<p>Key Questions: What parts can you see? What is the whole?</p> <p>2 is a part and 1 is a part. The whole is 5.</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)</p> 	<p>Understanding the world (Cornerstones/)</p> 
<p>LI. 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 "Rudolf the Red Nose Reindeer." 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.</p>	<p>LI. We are learning to stay safe when we are crossing the road. Activity: We will begin by clarifying some ground rules for our class discussions. (We will listen to each other. We do not have to speak if we do not want to. We will not laugh at another person's suggestion.) We will discuss why it is important to be safe when we cross the road and the class teacher will introduce the green cross code. 1. Think – find a safe place to cross the road. 2. Stop and wait – when you approach a crossing, STOP before you are at the edge of the pavement. Do not step on to the road. 3. Look and listen – LOOK for vehicles by looking right, left and right again. Listen for</p>	<p>LI. We are learning to jump and land safely. Activity: Children jog around the teaching area. On the different commands, children perform the following jumps, until the teacher says 'I see at dingo', at which time children stop being wallabies and continue jogging again.</p> <ul style="list-style-type: none"> • Wallabies jump as fast as you can. • Wallabies jump as far as you can. • Wallabies jump as high as you can. • Wallabies jump as quietly as you can, Jog in space away from others. Bend your knees on landing, land on your toes first. <p>Main activity: Can they jump over their cone using two feet?</p>	<p>LI. We are learning to respond to music through the medium of paint. Activity: We will all listen to the first 20 seconds of the <i>Audio file: Track 1</i>. We will ask: "How does it make you feel? Is it happy or sad? Maybe it makes you feel differently?" We will then listen to the track again and ask the pupils to stand up and move to the music. "How would you dance to this music? Listen to it carefully – should you move quickly? Slowly? Jump around?" We will repeat with audio track 2 and 3. Finally, we will explain to the pupils that they will do some painting to music. This time, instead of dancing with their body, they will 'dance' with their paintbrush, moving it on the paper as they listen to the sound of the music. Show the pupils</p>	<p>LI. We are learning to compare modern vehicles with vehicles in the past. Activity: We will look at lots of photographs showing old vehicles and modern vehicles. We will explain vocabulary and then complete a compare and contrast frame together, showing how vehicles are the same and how they are different. Key vocabulary: old, modern, same, different, in the past Key Questions: These pictures show an image of an old car and a modern car. What is the same about the cars and what is different? How do you think people travelled before cars were invented? Do you think the old cars travelled quickly? Do you think there were lots of cars on the roads in the past? How can</p>	<p>Science: LI. We are learning to represent scientific observations by mark making. We are learning to offer explanations for why things happen, making use of vocabulary, such as, because, then and next. Activity: This activity is continued from last week. Instead of the children using one ramp and a variety of vehicles we will be using one vehicle and different ramps. We will use wooden blocks to measure distance, a large roll of paper and marker pens. We will explain to the children that they will investigate how far the vehicle travels after rolling down a variety of ramps and invite the children to predict which type</p>

<p>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>vehicles too. You may be able to hear them before you see them. Be aware that bicycles and electric vehicles can be quiet but can also travel very fast. 4. Stop and wait – think, is there enough time for you to cross the road safely? If traffic is coming, then let it pass. 5. Look and listen again 6. Cross – keep looking and listening when you walk straight across the road. Do not run across as you may trip and not get up in time. We will then go to the road play space we have prepared and practise crossing the road safely, following the steps of the Green Cross Code. Key vocabulary: Road safety safe stop look listen wait think zebra crossing traffic island pedestrian. Key Questions: Why is it important to be safe when we cross the road? What do we do first? Next? Then?</p>	<p>Can they hop over their cone same foot to the same foot? Can they leap over their cone going from one foot to the other foot?</p>  <p>Children walk around the space. When they get to a camel's hump, they stop and jump over it. Repeat with children hopping over. Then, leaping over. Children also explore going from two feet to one foot. Key vocabulary: jump, landing, knees, hop Key Questions: Which shapes did you make when jumping? What did you need to do with your knees when landing? Which jump was the most difficult and why? How did you feel after doing lots of jumping and why is that good for your body?</p>	<p>some of the different ways they could use their brush to respond to the music: long smooth strokes, short sharp dots, flicking paint, swirling, zig zags, etc. We will use <i>Audio file: Track 4</i> as pupils paint.</p> <p>Key vocabulary: Happy sad Excited worried Sleepy tempo Fast slow Dynamic loud quiet</p> <p>Key Questions: Tell me about your work. Can you show me which parts represent your feelings or where the music was faster or slower?"</p>	<p>we find out? How are modern trains different from old trains?</p>	<p>of slope they think will travel the furthest, encouraging them to explain their reasoning. We will support the children to make different ramps with a range of materials, including cotton wool, fabric and sawdust. We will release the vehicle from the top of each ramp and mark how far it travels along the paper. Key vocabulary: Because... Then... Next... Furthest... Key Questions: Which ramp will allow the car to travel the furthest? Why? How could we measure how far the vehicles travel?</p>
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**Think Equal Project (social and emotional programme for children in the EYFS)
BiYu The Brave Pea – Second Week**

LI. 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 complete our Think Equal work outside this week, with lots of planting! 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." Children to create their own plants at the art table to help them remember that we are all growing into something beautiful.

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: Road Safety Week

Activity 2 Blending to read CVC words

