

Weekly Overview of Learning



Year group: Reception Week beginning: Monday 2nd 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

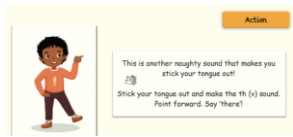


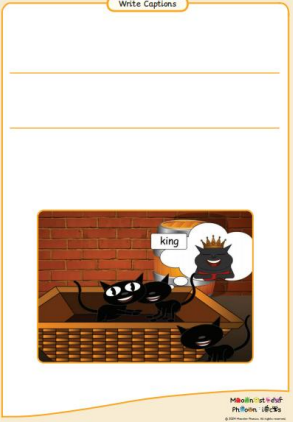
Please remember to check Tapestry every Thursday for the home learning task!

This half-term our topic is: Marvellous Machines

The focus story this week is: No-Bot the Robot (Week 2)

Moonster
Phonics

Week 10	Monday	Tuesday	Wednesday	Thursday	Friday
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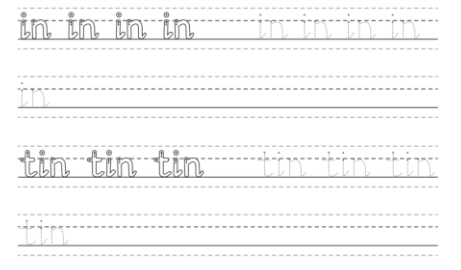
<p><u>LI: We are learning to blend sounds to read th (v) words.</u> We will review previous learning using the alphabet frieze and word cards taught previously. We will introduce the th (v) sound and demonstrate the action: sticking your tongue out and making the th(v) sounds, pointing forward and saying 'there'. Explain th (v) is a digraph 'two letters that make one sound'. We will use pictures to identify words beginning th 'th' and emphasise the 'th' sound. Next, trace th with a finger in the air. We will read words containing th and read the sentence: This is the shed.</p> 	<p><u>LI: We are learning to blend sounds to read th words (part 1).</u> We will review previous learning using the alphabet frieze and word cards taught previously. We will introduce the th (v) sound and demonstrate the action: Stick out your tongue even further this time to make the th sounds. Hold a thumb up. Say th, th, thumb!</p> <p>We will use pictures to identify words beginning th 'th' and emphasise the 'th' sound. Next, trace th with a finger in the air. We will read words containing th and read the sentence: The path is thin.</p>	<p><u>LI: We are learning to blend sounds to read th words (part 2).</u> We will review previous learning using the alphabet frieze and word cards taught previously. We will download the 'th' Flashcards and the th and th(v) Grapheme Cards. We will then practise distinguishing between th and th(v) phonemes ensuring clear articulation of both.</p> <p>Words to sort: this that then them the with moth bath</p> 	<p><u>LI: We are learning to blend sounds to read ng words.</u> We will review previous sounds using the growing alphabet frieze and word cards taught previously. We will then use PowerPoint to introduce the ng grapheme. We will look at objects in the PowerPoint and demonstrate the ng action: Put your hands on your hips. Say 'King'. Stress the ng at the end. Next, we will trace ng with a finger in the air and practise writing it.</p> <p>Next, we will use the 'Ing, Ang, Ung' video. Can the children hear any words that use the ng sound? We will use My turn, Our turn, your turn to write some of the words that are in the song: sing, song, sang, sung, string, long, king. We will model blending to read the words. Replay the video and point to the words when they are sung.</p> 	<p><u>LI: We are learning to blend sounds to read ng words.</u> We will remind the children of the work we did yesterday and listen to the video again. We will use My turn, Our turn, your turn to write some captions containing ng that we heard in the song.</p> 
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Literacy

Book: No-Bot the Robot

Writing task: To write our own sentences in our Christmas Cards.

<p style="text-align: center;"><u>Monday</u></p> <p>Monster Phonics Handwriting Reception Stage 2 Week 2 LI. We are learning to form the letter i and n We will use the Handwriting resources from Monster Phonics. We will watch how to correctly form i and n, then practice on our whiteboards and on big paper. 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 LI. We are learning to form the letter i and n We will use the Handwriting resources from Monster Phonics. We will remember how to form i and n and we will practice writing in and tin. Key Vocabulary: alphabet, pencil grip, form 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>Wednesday</u></p> <p>LI. We are learning to write our own sentences in a card for our family. My turn – The teacher will model how to write the inside of a Christmas card. She will count the words in the sentence, hear/segment the sounds in each word, write the graphemes, blend the sounds to check she has written the word correctly.</p>	<p style="text-align: center;"><u>Thursday</u></p> <p>LI. We are learning to write our own sentences in a card for our family. Our turn – The children will work with the teacher, writing their messages together on their whiteboards. We will remind the children of the success criteria: count the words in the sentence, hear/segment the sounds in each word, write the graphemes, blend</p>	<p style="text-align: center;"><u>Friday</u></p> <p>LI. We are learning to write our own sentences in a card for our family. Your turn – The children will work independently (but with encouragement) to write the inside of their Christmas cards. We will remind the children of the success criteria from yesterday and praise children for trying and having a go.</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 Vocabulary: mum, dad, love, moon, back. Key Questions: What makes an excellent writer? (Keeping trying, just having a go.)</p>	<p>the sounds to check she has written the word correctly. Key Vocabulary: mum, dad, love, moon, back. Key Questions: What makes an excellent writer? (Keeping trying, just having a go.)</p>	<p>Key Vocabulary: mum, dad, love, moon, back. Key Questions: What makes an excellent writer? (Keeping trying, just having a go.)</p>
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Theme: Shapes with 4 sides **Key texts:** Bear in a Square, Square

<p><u>Monday</u> LI. We are learning to identify and name shapes with 4 sides. Activity: Today we will begin our topic by completing a brainstorming/defining frame, filling it with what we already know about shapes that have 4 sides. We will then read the story Bear in a Square to learn more about these shapes. Vocabulary: Square, rectangle, sides, corners. Key Questions: What do you notice about the shapes?</p>	<p><u>Tuesday</u> LI. We are learning to identify and name shapes with 4 sides. Activity: Today we will introduce the children to the game 'Odd One Out'. The children will look at three images of different shapes and discuss which shape might be the odd one out. There is not one right answer, so this is an ideal activity to listen to everyone's thoughts and use language to describe and compare shapes. Vocabulary: Square, rectangle, sides, corners. Key Questions: Which shapes are the same? Which are different? How do you know they are the same/different?</p>	<p><u>Wednesday</u> LI. We are learning to sort and categorise shapes. Activity: We will go on a shape hunt around the classroom and find different 2D shapes. We will sort them into two hoops, those with 4 sides and those without. NB. We will explain that a rectangle is a shape with 4 corners. A square is therefore a special type of rectangle where all sides are the same length. Vocabulary: Square, rectangle, sides, corners. Key Questions: What do you notice about the shapes? How else might we sort these shapes?</p>	<p><u>Thursday</u> LI. We are learning to combine shapes with 4 sides. Activity: Today we will begin by reading the story 'Square'. We will then explore using square and rectangle lego shapes to fill larger square and rectangle shapes. Key vocabulary: Square, rectangle, sides, corners. Key Questions: This is a rectangle. How do you know? This is a square. How do you know?</p>	<p><u>Friday</u> LI. We are learning to combine shapes with 4 sides. Activity: Today we will all explore what we can do with a large square of paper. We will practise folding the paper in different ways to make different shapes with 4 sides. If the shapes have 4 sides all the same length we have made a square. Key vocabulary: Square, rectangle, sides, corners. Key Questions: This is a rectangle. How do you know? This is a square. How do you know?</p>
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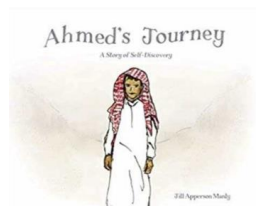
<p style="text-align: center;">Music</p> 	<p style="text-align: center;">Personal, Social and Emotional development</p> 	<p style="text-align: center;">Physical Development</p> 	<p style="text-align: center;">Art and DT</p> 	<p style="text-align: center;">Understanding the world (Cornerstones History and Geography Focus)</p> 	<p style="text-align: center;">Understanding the world (Science, RE or Computing Focus)</p> 
<p>Singing Songs for Festivals 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 "Twinkle Twinkle Christmas Star." 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>Celebrating Difference Session 3 LI. We are learning to identify how we are different but the same in many ways. Today we will ask the children to get into a circle and show them a large selection of photos. We will ask the children to talk to each other about how we could sort the photos into two groups, e.g. old and young, male/female. Ask children to feed back to the group about how we could sort the photos and allow them to do so. As a group, we will look at how the photos have been sorted. Is there a different way we could sort the photos? Provide opportunities for children to share their ideas and sort the photos. We will ask the children, can we group people? Why? Reinforce the idea that we all have some things that are the same but that we are also unique and very different from each other. Look around the room. Are we all the same/different? How? Are all our families the same? We will read the suggested story (The Family Book). Before reading the story reinforce the idea that we can all be very similar but also have</p>	<p>Gymnastics Unit 1 Session 5 LI. We are learning to develop stability and control when performing balances. Activity: Floppy and tense: Pupils sit. We will ask the pupils to squeeze their muscles so that they feel tense. Can they squeeze their arms, stomach, back, legs? Explain to the pupils that they should feel this tension when they perform their balances so that they stay still and balanced. We will ask the pupils to stand on one leg but with all of their body feeling floppy. What happened? Can they stand on one leg with their body tense? Was it easier or harder? Which one looked better? We will make this harder by asking the pupils to close their eyes and stand on one leg with their body tense. Beanbag challenge: We will give each pupil a beanbag and set them the following challenges:</p> <ul style="list-style-type: none"> ● Can they balance it on their head whilst standing on one foot? ● Can they balance it on their back whilst crawling around the mats on hands and knees? 	<p>Christmas Card Creations LI. We are learning to use a range of materials and equipment to create our own Christmas cards. The adult will display a range of Christmas cards with Christmas Cards. We will decide which tree like and explain why to our talking partners. We will then have available a range of shapes and materials at the art table for the children to create their own Christmas tree scenes. Children will explain what they have done well and what they would like to add to improve their tree further. Key vocabulary: Shape vocabulary: Key Questions: Can you describe the shapes from which the robots are made? Which shape would make a good head for the robot? What shapes have you used to make your robot? What job would you like the robot to do?</p>	<p>Marvellous Machines Innovate Part 1 LI. We are learning that we can ask questions to understand what has been said. We are learning to speak in full sentences using conjunctions. Activity: Innovate challenge: We will read the story Rosie Revere Engineer. We will then explain that Rosie Revere, Engineer, is holding a Marvellous Machines Incredible Invention Convention. She has asked us to design and create some new machines to present at the convention. Activity: This week we will complete the first of our tasks to help Rosie: 1. We will talk about how inventions and machines help us and how they work. 2. We will explain what tasks they would like our new machines to do. Key vocabulary: Invention Machine Job Task Key Questions:</p>	<p>LI. We are learning that materials have different properties. We are learning to sort magnetic and non-magnetic materials through play and exploration. Activity: In this activity we will handle and explore magnets. We will talk about what we notice. The adult will explain that magnets have an invisible force that pulls on some metals. We will have a variety of materials in our tuff spot and invite the children to work out which materials are magnetic and which ones are not. We will complete a large categorising frame on the carpet to show what we have found out. Key vocabulary: Magnet, force, metal, magnetic. Key Questions: What happens when you place magnets next to each other? Is a magnet sticky? Try and put the same coloured end of the magnets next to each other. What can you feel? What materials do you think will be magnetic?</p>

	<p>features that make us different and unique.</p> <p>Key vocabulary: same, different, unique</p> <p>Key Questions: Can we group people easily? Are we all the same/different? How?</p>	<ul style="list-style-type: none"> • Can they balance it on top of their shoulder whilst walking around the mats? • Can they balance it on their stomach and crab walk around the mats? Tense the body part holding the beanbag. <p>We will make this harder by balancing two beanbags, each on a different body part. Make this easier by using a cone.</p> <p>Key vocabulary: balance, muscles, body parts (hands, feet, back, stomach)</p> <p>Key Questions: What makes a good balance? As a class can you think of three top tips? Was it easier or harder to balance on more or less body parts?</p>		<p>What task/job will your machine do?</p> <p>What will it be made of?</p> <p>Who will use it?</p>	<p>Do you think all metals are magnetic?</p>
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Think Equal Project (social and emotional programme for children in the EYFS)

Ahmed's Journey

LI. We are learning to name their five senses (sight, touch, taste, smell, hearing). We are learning to describe what it feels like in our bodies when we have a lot of energy (heart beating quickly, breathing fast, the body is tight) and when we have a little energy (heart beating slowly, breathing slowly and deeply, the body is relaxed).



Activity: 1. We will look at the front cover of the story book and ask the children to tell us what they see and notice. We will read the story and then discuss how Ahmed uses his senses to notice what was around him in the desert. We will talk about what our senses are and the parts of the body that controls each of these senses. We will say 'our senses are how our body meets the world'. 'Our senses are important parts of our bodies that help us enjoy things or notice things'.

2. We will read the story again and talk about how Ahmed was feeling at the beginning of the story. We will agree that Ahmed was feeling nervous at the start of the race and explain that feeling nervous is like feeling afraid or worried. We will use the mood meter to find nervous and anxious. (It is unpleasant and can be mid-energy – upper right corner of the blue area, then red for anxious feelings.) We will say 'high energy means your heart beats fast, your body might be hot and uncomfortable. Low energy means you don't really want to move... you might feel a little sleepy.' We will then discuss if we have ever felt like that.

Key vocabulary:

Senses, hear, feel, see, smell, taste

Key Questions:

Where is that emotion on the mood meter? Has that ever happened to anyone here?

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

L1. We are learning to build strength in our fingers.

Activity 1: Christmas playdough activities



L.i. We are learning to use story language in our own conversations.

Activity 2: Puppets including red robot puppet to retell the story of Nobot the Robot.



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

Challenge for this week: Create your own cards for different friends and family.

