

# Weekly Overview of Learning

Year group: Reception Week beginning: Monday 21<sup>st</sup> 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

Please make sure book bags are in every day.  
Do remember to not put water bottles in the book bags as they sometimes leak and spoil the books!

**This half-term our topic is:** Let’s Explore!  
**The focus story this week is:** The Most Magnificent Thing



Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b><u>LI: We are learning to recognise the h grapheme.</u></b></p> <p>We will review our phase 1 phonics work by playing by playing ‘What’s in the Box’ and then revise previous graphemes learned and read ‘get’, ‘mum’ and ‘rim’. We will then introduce h and look at different objects containing h. We will demonstrate the action: Pretend to stroke a soft hen. Say h, h, h. Next, we will</p>	<p><b><u>LI: We are learning to recognise the b grapheme.</u></b></p> <p>We will review our phase 1 phonics work by playing by playing ‘Bossy Instructions’ and then revise previous graphemes learned and read ‘pet’ ‘run’ ‘ram’. We will then introduce b and look at different objects containing b. We will demonstrate the action: Wave your hands like bunny ears above</p>	<p><b><u>LI: We are learning to blend sounds to read CVC words and captions.</u></b></p> <p>We will review our phase 1 phonics work by playing by playing ‘Oral blending – animal noises’ and then revise previous graphemes learned and read ‘ten’ ‘mug’ ‘rat’.</p> <p><i>Teach Reading Captions</i> We will then show the caption: pat a dog</p>	<p><b><u>LI: We are learning to blend sounds to read CVC words and captions.</u></b></p> <p>We will review our phase 1 phonics work by playing by playing ‘Bossy Instructions’ and then revise previous graphemes learned and read ‘net’ ‘cup’ ‘rag’.</p> <p>We will then use the Captions PowerPoint, we will blend to read the caption ‘a sad man’</p>	<p><b><u>LI: We are revising recognising, blending and segmenting all the sounds learned so far.</u></b></p> <p>We will review our phase 1 phonics work by playing by playing ‘What’s That Noise– transport noises’ and then revise previous graphemes learned and read ‘men’ ‘tuck’ ‘rug’.</p> <p>We will use the captions on the powerpoint to blend to read the caption ‘pots and ‘pans’. Finally we</p>

trace h with a finger in the air. We will then watch the video 'Has a Hat' and listen and identify words in the song with h: hot hat hop has him hit have hug

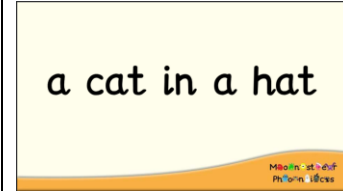


your head. Say b, b, b.. Next, we will trace b with a finger in the air. We will then watch the video 'Big Bug in the Bed' and listen and identify words in the song with b: big bug bed beg back bus bun

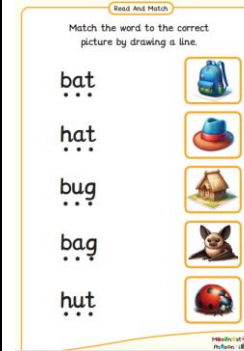


and model the strategy for teaching captions:  
 \*Blend to read first word  
 \*Read word back fluently  
 \*Blend to read next word  
 \*Read back fluently  
 \*Read back first two words in sequence  
 \*Continue to blend each word in turn, returning to the beginning of the caption until the caption is read in full.  
 \*Reveal picture on next slide

We will repeat with caption:  
 a cat in a hat



using the strategies the teacher modelled yesterday. We will then apply our knowledge, completing the Monster Phonics matching activity, drawing a line from the word to the correct image.



will apply our new phonic knowledge and complete the phoneme frames, segmenting sounds to spell the words 'hen' 'bed' 'hut'.

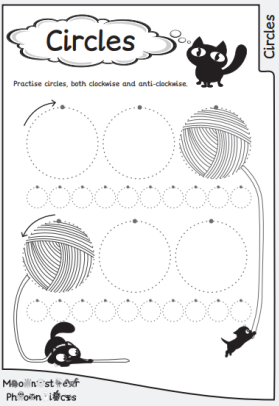
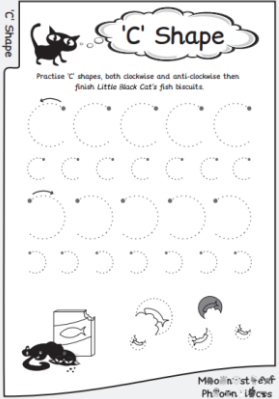


# Literacy

**Book:** The Most Magnificent Thing

**Writing task:** To segment sounds to spell words containing s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b







Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>LI. We are learning to segment sounds to spell words 'mum' and 'dad'. (To support independent and adult led writing activities in the week.)</b></p> <p>We will explain that it will be Diwali next week and that we will all get the chance to make and write in cards for our friends and family. We will then show the children the front and inside of some Diwali</p>	<p><b>LI. We are learning that it is important to persevere, keep trying and not give up.</b></p> <p>We will introduce the text for this week, read the first half of it and discuss the main character. We will remind the children about their homework (to build their own machine, just like the character in the story).</p>	<p><b>LI. We are learning that it is important to persevere, keep trying and not give up.</b></p> <p>We will continue to read the text for this week and finish it. We will compare how the character is feeling in the beginning, middle and end of the story and discuss times when we have been making something and felt like giving up.</p>	<p><b>Monster Phonics Handwriting Session 9</b></p> <p><b>LI. We are learning to create circular shapes with increasing control.</b></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.</p>	<p><b>Monster Phonics Handwriting Session 10</b></p> <p><b>LI. We are learning to create c shapes with increasing control.</b></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.</p>







<p>cards and use My turn, Our turn, Your turn to model and practice writing 'to mum', 'to dad'.</p> <p><b>Key Vocabulary:</b> segment</p> <p><b>Key Questions</b> What sounds can you hear in the words you want to spell? How many phonemes are there?</p>	<p><b>Key Vocabulary:</b> persevere, perseverance, proud.</p> <p><b>Key Questions</b> How is she feeling? What should she do next? How did she show perseverance?</p>	<p><b>Key Vocabulary:</b> persevere, perseverance, proud.</p> <p><b>Key Questions</b> How did she show perseverance? Does the story remind you of a time in your life?</p>	<p>Focus children to sit with NNEB to practise more.</p> <p><b>Key Vocabulary:</b> grip, circle</p> <p><b>Key Questions:</b> How will we hold our pencil?</p> 	<p>Focus children to sit with NNEB to practise more.</p> <p><b>Key Vocabulary:</b> grip, curve, clockwise, anti-clockwise</p> <p><b>Key Questions:</b> How will we hold our pencil?</p> 
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**Theme:** It's Me 1, 2, 3    **Key texts:** The Gingerbread Man

<p><u>Monday</u></p> <p><b>L1. We are learning to find 1 more than a number to 3.</b></p> <p><b>Activity:</b> We will begin by revisiting our learning from last week (subitising 1, 2 and 3). We will then read The Gingerbread Man. The teacher will use counters on a tens frame and a tower of cubes to show that on each page, one more character</p>	<p><u>Tuesday</u></p> <p><b>L1. We are learning to find 1 more than a number to 3.</b></p> <p><b>Activity:</b> We will begin by revisiting our learning from last week (subitising 1, 2 and 3). Then we will learn the game "What's the time Mr Wolf?" but the wolf will add a challenge by saying "one more than 1/2/3". Use counters on a tens frame and a tower of cubes to check we did the</p>	<p><u>Wednesday</u></p> <p><b>L1. We are learning to find 1 less than a number to 3.</b></p> <p><b>Activity:</b> We will begin by revisiting our learning from last week (subitising 1, 2 and 3). Then we will introduce the idea of one less using the story "A Squash and a Squeeze". We will use counters and tens frames, towers of cubes to show the one less pattern. We will then make up and act out our own one less stories</p>	<p><u>Thursday</u></p> <p><b>L1. We are learning to find 1 less than a number to 3.</b></p> <p><b>Activity:</b> We will begin by revisiting our learning from last week (subitising 1, 2 and 3).</p> <p>We will then sing the song Three Little Speckled Frogs and use counters, tens frames and cube towers to show the one less pattern in the song. .</p> <p><b>Key vocabulary:</b></p>	<p><u>Friday</u></p> <p><b>L1. We are beginning to learn the composition of 1, 2 and 3.</b></p> <p><b>Activity:</b> We will begin by revisiting the learning from last week on subitising 1, 2 and 3. We will then learn that all numbers are made up of parts. We will read the story of the three billy goats gruff, noticing that there are three goats altogether and can see a one and a two, a two and a one, a one and a one and a one. Finally, we will play a game with three</p>
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<p>comes to help. Finally, we will take turns to tell our own stories where we add one more character at a time.</p> <p><b>Vocabulary:</b> One more, after.</p> <p><b>Key Questions:</b> How many? • How many now? • What is 1 more than ? • What is the number after ?</p> <p>Represent the 1 more pattern using cubes.</p> 	<p>correct number of steps in the game.</p> <p><b>Key vocabulary:</b> Altogether count one two three</p> <p><b>Key Questions:</b> How many? • How many now? • What is 1 more than ? • What is the number after ?</p> <p> Play <i>What's the Time Mr Wolf?</i> to 3 Mr Wolf says '1 more than' 1, 2 or 3 Children then have to walk 1 more step than the number given.</p> 	<p>using counters, tens frames and cube towers.</p> <p><b>Key vocabulary:</b> One less, before.</p> <p><b>Key Questions:</b> • How many? • How many now? • What is 1 less than ? • What is the number before ?</p> <p>Act out a story with a 1 less pattern.</p> <p>Represent how many characters you have each time using counters or cubes.</p> 	<p>One less, before.</p> <p><b>Key Questions:</b> • How many? • How many now? • What is 1 less than ? • What is the number before ?</p> <p>Model the rhyme <i>Three Little Speckled Frogs</i> with the children. Use both children and props at the front of the class to emphasise the 1 less pattern and the amount decreasing. Children can then build towers with cubes to represent the frogs and when they are jumping into the pool.</p> 	<p>bean bags and two hoops and show the different ways we can show three.</p> <p><b>Key vocabulary:</b> Parts</p> <p><b>Key Questions:</b> • How many different ways can you make 1/2/3? • How can you show 2/3 in a different way? • How many did you count? How do you know? • What number have I made? Can you make the same number in a different way?</p> <p>How many beanbags could each child have?</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 History and Geography Focus)</p> 	<p>Understanding the world (Science, RE or Computing Focus)</p> 
<p><b>The Sorcerer's Apprentice Week 3</b> LI. We are learning to retell the story of Fantasia. <b>Activity:</b> We will watch and explain the three parts of the story in the Disney animation:</p> <p>1. Mickey is tired of hard work and decides to put the</p>	<p><b>LI. We are learning that we all have rights and we all have the right to learn and play.</b> <b>Activity:</b> We will play a game of jailer and thief. A child is blindfolded and plays the part of the jailer. Jailer sits in the middle of the circle and has a bunch of keys in front of them. The</p>	<p><b>Gymnastics Unit 1 Session 1</b> LI. We are learning to copy and create shapes with our bodies. <b>Activity:</b> We will practice moving in different ways through the rainforest. We will then learn the basic shape tuck, straight and star using themes of the rainforest. Teacher to demonstrate with the children copying.</p>	<p><b>Painting and Mixed Media Session 1 Finger Painting</b> LI. We are learning to explore paint using finger painting. <b>Activity:</b> This week we will set up an area in which the children can finger paint freely. We will establish some painting rules: 1. One finger per colour. If you would like to use the same</p>	<p><b>Cornerstones Let's Explore final session</b> LI. We are learning that everyone is different and special. We are learning that some things might make us similar to or different from others, including their appearance or things they like to do.</p>	<p><b>Cultural Day and Diwali</b> LI. We are learning to describe what Diwali is, who will be celebrating it and what they will be doing. <b>Activity:</b> We will begin by talking to our partners and creating a defining frame to show what we already know</p>

<p>wizard's hat on and have some fun/mischief to make his job easier.</p> <p>2. Mickey dreams that he is a powerful wizard and can control the planets and stars and water. He wakes up and finds that the room is filled with water. Things have gone wrong because he tried to use magic without being fully trained. The broomstick brings more and more water.</p> <p>3. Mickey thinks it's all over, but the broken wooden pieces begin to come alive again and turn into more brooms with buckets of water. Just then, the wizard returns, sees this, waves his hands and fixes the situation.</p> <p>We will ask questions about the story, e.g. Why does Mickey tiptoe away at the end? We will then discuss how the music help tell the story.</p> <p><b>Key vocabulary:</b> louder, quieter, faster, slower, higher, lower.</p> <p><b>Key Questions:</b> Can children use some music vocabulary to describe the features/contrasts (e.g. louder/quieter, faster/slower, higher/lower)?</p>	<p>other children have to steal the keys away quietly without the jailer pointing in their direction. We will discuss how it was OK to take someone else's things when we are playing a game all together, but it is not ok to take someone's things in real life. The teacher will explain that we have a right for our things and ourselves to be safe. We will discuss other rights the children have and show the pictures of rights. Play the 'What If' game. What if we were not allowed to play/sleep/eat/be warm/have friends? The teacher will write down all the ones that apply to school life and put the list under our class charter.</p> <p><b>Key vocabulary:</b> Rights, rights respecting actions, (the right to) clean water, (the right to) healthy food, (the right to) rest</p> <p><b>Key Questions:</b> How would you feel if someone told you weren't allowed to sleep/have healthy food/have clean water/learn? Would that be OK?</p>	<p>Tuck shape: a curled shape. As small as the rocks on the rainforest floor. Straight back, toes pointed, legs together not crossed. Straight shape: a tall narrow shape. As tall as the trees in the rainforest. <i>Teacher note: this shape can be completed standing up or lying down.</i> Legs together, hands apart, legs and arms straight. Star shape: a wide shape. As wide as the rivers that run through the rainforest. Legs and arms extended, arms in line with shoulders.</p> <p><b>Rainforest game:</b> Finally, we will play a rainforest game with the teacher calling out different actions for the children to copy: jumping frogs, jaguar, river, tree, rock.</p> <p><b>Key vocabulary:</b> Tuck, straddle, star, pike, arch, dish</p> <p><b>Key Questions:</b> What different shapes have you learnt? Can you describe the shapes? How long were you asked to hold the shapes? Why is this important?</p>	<p>finger with a different colour, you must first clean your finger.</p> <p>2.If you would like to colour mix, you can do so on your own paper or on a clean tray. Children will lead their own painting exploration and offer support and vocabulary suggestions as they do so: "This paint feels so silky and smooth!"</p> <p>At the end of the session, we will discuss the fact that everyone chose to paint something different and that all the paintings are unique. Introduce the words abstract and figurative: Abstract – a piece of art that does not represent an object and is not trying to show any one particular thing. Figurative – a piece of art that shows a particular object, for example a boat, a dog or a beach.</p> <p><b>Key vocabulary:</b> Silky, smooth, slippery, slimy, wet, glossy, glistening, shiny, sticky, squelchy, glide, wipe, dot, dab</p> <p><b>Key Questions:</b> What does it feel like? Is it abstract or figurative?</p>	<p>Activity: We will begin by completing a quiz to remember all our learning from our topic Let's Explore.</p> <p>We will then remember the different learning opportunities we have had this term and discuss with our partners which activities were our favourites.</p> <p><b>Key vocabulary:</b> Same, different, enjoy, prefer, favourite, special, unique</p> <p><b>Key Questions:</b> Which activities have you enjoyed the most? Do we all like to do the same things? Does it matter if we all prefer to do different things?</p>	<p>and to ask any questions we might have. We will then watch a video from the BBC, to learn more about a family who are going to be celebrating Diwali.</p>  <p>Preparing for Diwali</p> <p><b>Key vocabulary:</b> Same, different, enjoy, special, celebration, Hindu, Sikh</p> <p><b>Key Questions:</b> Does your family have any special celebrations? How is this similar? How is this different?</p>
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## Think Equal Project Week 7 (social and emotional programme for children in the EYFS) Curly the Chameleon

### **LI. We are learning to understand the levels of energy and pleasantness on the mood meter.**

**Activity:** We will read the story 'Curly the Chameleon' and discuss what a chameleon is. We will talk about which feeling on the mood meter is best for learning (green). We will practice strategies for getting into green (sit, hands on laps, take six slow deep breaths to feel calm and peaceful). We will talk about how the feeling we are feeling is pleasant and our bodies are slow and calm and we will find this area on the mood meter.

Then we will look at the different emotions on the mood meter, point to the horizontal line across the bottom and explain that this is the pleasantness level. Pleasant things feel good. We will explain that red and blue feelings are not very pleasant so they are on one side of the mood meter.

We will then talk about energy and discuss how on the mood meter, energy is how strong or how weak the emotion you have feels. We will jump up and down as if we are excited and clench our fists and growl as if we are angry and explain that these are both high energy. We will then get into green again.

After reading the story again, we will brainstorm different emotions and find them on the mood meter.

Finally, we will look at the face cards, name the emotions and discuss times when we have felt this way.

Throughout the work this week we will reiterate how some feelings are high energy and some are low energy, some are pleasant and some are unpleasant.

### **Key vocabulary:**

Chameleon. Pleasant, energy

### **Key Questions:**

When have you felt like this? Does your body have high energy or low energy? Is it a pleasant feeling or an unpleasant feeling?



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

LI. We are learning to use different tools with control. (Developing fine motor skills.)

Activity 1: Using tweezers



Activity 2: Using pipettes



Activity 3: Mark making



Challenges for this week include: Diwali cards and messages for our family and friends, building bridges for Rama and Sita, creating 3 step repeating patterns.