

Weekly Overview of Learning

Year group: Reception Week beginning: 23rd 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!

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


The focus story this week is: In Every House on Every Street

M  **o**  **n**  **s**  **t**  **e**  **r**
Ph  **o**  **n**  **i**  **c**  **s**

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
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<p>LI: We are learning to recognise the i grapheme.</p> <p>The teacher will show the action for the i grapheme: smile and say i.</p> <p>We will show PowerPoint i.</p> <p>We will trace i with our finger in the air.</p> <p>We will watch the video 'Pit a Pat a'. Can the children hear any words that contain the i sound? Finally, we will play Buried Treasure, blending sounds to read words containing s, a, t, p, i and saying if the word is real or a nonsense word.</p> 	<p>LI: We are learning to recognise the n grapheme.</p> <p>Children will recall the grapheme s, a, t, p, i using the letter frieze.</p> <p>We will then learn the action for the n grapheme:</p> <p>We will then show PowerPoint n and trace n with finger in the air.</p> <p>We will learn the song 'Open the Tin' and hear words containing the n sound. The teacher will write down the words we hear: tin, pan, sit, tan, nip, sip, nap. She will then model blending to read the words.</p> 	<p>LI: We are beginning to blend the letter sounds learned so far (s, a, t, p, i, n)</p> <p>The teacher will use a sound bag containing real objects with the sounds we have learned so far.</p> <p>We will use the alphabet flashcards to make 'in'</p> <p>We will then use the scaffolded blending method to read the word. We will encourage children to repeat the blending process using 'my turn, our turn, your turn'.</p> <p>We will then repeat with 'an', 'pin', 'pan' and 'tin'.</p> <p>Finally, we will listen to the video 'Pit a Pat' and find the words we have been blending in the song.</p> 	<p>LI: We are beginning to blend the letter sounds learned so far (s, a, t, p, i, n)</p> <p>The teacher will review the sounds we have learned so far and then practise oral blending by playing the game Bossy Instructions. She will say: n-o-d your head c-l-a-p your hands t-a-p your foot r-u-b your tummy</p> <p>We will then make 'pin' using flashcards. We will use the scaffolded blending method to read the word and encourage children to repeat the blending process using 'my turn, our turn, your turn'. We will then repeat with tan nip nap sit</p> <p>Finally, we will listen to the song 'What Shall We Do with Pippin the Sailor?' and notice the words we have been learning to read today.</p> 	<p>LI: We are beginning to blend the letter sounds learned so far (s, a, t, p, i, n)</p> <p>The teacher will review the sounds we have learned so far and then practise oral blending by playing the game Bossy Instructions. She will say:</p> <p>Can you touch your ... ? f-oo-t l-e-g h-ea-d ar-m</p> <p>We will then move on to teaching blending for reading.</p> <p>Make pit using flashcards. Use the scaffolded blending method to read the word. Encourage children to repeat the blending process using 'my go, our go, your go'. Ensure you emphasise the direction of blending.</p> <p>Repeat with pan nip sat tip tan</p>
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Literacy



Book: In Every House on Every Street

Writing task: To form


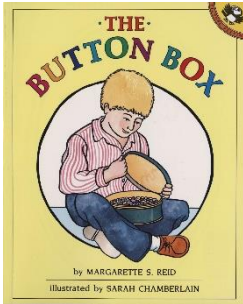
<p style="text-align: center;"><u>Monday</u></p> <p>LI. We are learning to listen to a story. (Linked to our Cornerstones work.) We will share the story 'In Every House on Every Street'</p>	<p style="text-align: center;"><u>Tuesday</u></p> <p>LI. We are learning to relate what is happening in a story to our own lives. (Linked to our Cornerstones work.)</p>	<p style="text-align: center;"><u>Wednesday</u></p> <p>Writing LI. We are learning to identify initial sounds (Linked to our Phonics work.) We will use my turn, our turn, your turn. We will be</p>	<p style="text-align: center;"><u>Thursday</u></p> <p>Writing LI. We are learning to identify initial sounds (Linked to our Phonics work.) We will use my turn, our turn, your turn. Remembering our</p>	<p style="text-align: center;"><u>Friday</u></p> <p>Monster Phonics Handwriting session 2: Horizontal Lines LI. We are learning how to hold a pen or pencil correctly.</p>
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<p>and talk about what is happening in the pictures.</p> <p>Key Vocabulary: House, street, living room, bedroom, kitchen, bathroom.</p> <p>Key Questions: what is happening in each room? Which room is your favourite?</p> 	<p>We will share the story again and relate to our own experiences, we will talk about how our home is similar or how our home is different.</p> <p>Key Vocabulary: House, street, living room, bedroom, kitchen, bathroom.</p> <p>Key Questions: What might you do in the kitchen/bathroom/bedroom/living room? Which room is your favourite?</p>	<p>remembering our phonics work from earlier in the week and practicing identifying initial sounds using objects/images beginning with s, a, t, p, l, n.</p> <p>Key Vocabulary: initial sound, beginning sound, grapheme (letter)</p> <p>Key Questions: What does the word begin with? How many letters are there altogether?</p>	<p>phonics work from earlier in the week and practice identifying initial sounds, finding the corresponding grapheme on the display/sound mat and writing it in our book.</p> <p>Key Vocabulary: initial sound, beginning sound, grapheme (letter)</p> <p>Key Questions: What does the word begin with? How many letters are there altogether?</p>	<p>Key Vocabulary: pencil grip, horizontal line.</p> <p>Key Questions: What are you proud of? Which marks are easier? Which ones are more challenging?</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 horizontal lines.</p>
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Theme: Match, Sort and Compare **Key texts:** All Sorts and The Button Box

<p><u>Monday</u></p> <p>L1. We are learning to sort objects into different groups by looking at their colour.</p> <p>Activity: We will explain that this week we will be sorting objects into different groups and in different ways. The way we sort them will be the 'sorting rule'. Objects can be sorted into groups such as colour, size or shape. We will explain the meaning of 'sorting, comparing and rules'. Read the story 'All</p>	<p><u>Tuesday</u></p> <p>L1. We are learning to sort objects into different groups by looking at their shape.</p> <p>Activity: Read the story 'All Sorts' again, looking at the different ways the character Frankie sorts objects. Today we are going to do some more sorting. This time we are going to sort things by their shape. Our sorting rule is to sort things by shape. Introduce two of the shape monsters, they are very hungry but only like to eat</p>	<p><u>Wednesday</u></p> <p>L1. We are learning to compare the amounts in our groups.</p> <p>Activity: The teacher will explain that, in the 'All Sorts' story, Frankie even sorted people. Have a look at your class friends. Ask children to decide on a sorting rule and split themselves into 2 groups accordingly. Count the number of children in each group and compare. Use the language of 'more', 'less', 'fewer', 'most', 'least' when comparing each</p>	<p><u>Thursday</u></p> <p>L1. We are learning to begin to create our own sorting rules.</p> <p>Activity: Today the children will collect some items to sort into different categories. They will go on an Autumn treasure hunt. The teacher will then draw two chalk circles and have group items. Discuss what kinds of groups/rules there are and why the children think so e.g., colour, size, object type.</p> <p>Key vocabulary:</p>	<p><u>Friday</u></p> <p>L1. We are learning to create our own sorting rules.</p> <p>Activity: Read 'The Button Box' and discuss the different ways buttons were sorted or could have been sorted by the boy. Have a go at sorting buttons into different groups yourself.</p> <p>Key vocabulary: same, sort, compare, rules, same, different</p>
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<p>Sorts'. Recall how the character Frankie loved to sort things in lots of different ways. One of the ways was by colour. Provide 2 sorting hoops/mats in different colours. Challenge the children to go on a colour hunt to find objects that match the 2 colours. Mix them all up in a pile and children can work together to sort them into the corresponding hoops/mats.</p> <p>Key vocabulary: same, sort, compare, rules</p> <p>Key Questions: How have you sorted the objects? Are there any other ways you could sort them?</p>	<p>things that are the same shape as them. Challenge the children to go on a shape hunt, looking for objects to match the shape of the monsters. Mix them all up in a pile and children can work together to sort and post them into the corresponding shape monsters. Model the sentence "I have sorted these objects into squares/circles" etc.</p> <p>Key vocabulary: same, sort, compare, rules</p> <p>Key Questions: How have you sorted the objects?</p>	<p>group. Decide which has the most/least. Make a tally chart to record the answers.</p> <p>Key vocabulary: same, sort, compare, rules, same, different</p> <p>Key Questions: Can you think of different ways you could sort each other? (Girls/boys, hair colour, skirt/trousers). How many children in each group?</p>	<p>same, sort, compare, rules, same, different</p> <p>Key Questions: Think carefully about the things you will collect. Will you be able to sort them into different sorting rules? I wonder if you could work out what my groups are? What are the sorting rules?</p> <p>Can you tell me how I have sorted my buttons?</p> 	<p>Key Questions: How can you describe the ways they have been sorted? What are the sorting rules?</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 Early Science Skills, Computing Skills or RE Focus)</p> 
<p>I've Got a Grumpy Face Week 2 LI. We are learning to compose new actions and lyrics for the song.</p> <p>Activity: We will recap singing the song from last week and finishing the verse</p>	<p>LI. We are learning to start to recognise and manage our feelings Activity: We will have Calm Me time and practice calm breathing using our special chime bar. We will sing our song "Together As One". Look at photographs of children showing different emotions. Pass round our</p>	<p>Introduction to PE Unit 1 Session 2 LI. We are learning to move safely and stop with control. Activity: We will play a range of pirate games to help us learn how to stop with control, e.g. Catch the captain game. To play, all children start at one end of the teaching area. The coach will</p>	<p>Drawing: Marvellous Marks Week 2 LI. We are learning to investigate making marks with felt tipped pens. Activity: We will allow the pupils some time to explore freely the marks they can make without a specific outcome in mind.</p>	<p>Let's Explore! Session 2 On Every Street LI. We are learning that a community is a group of people who live together or share a space. Activity: Share the story <i>In Every House, on Every Street</i> by Jess Hitchman. Encourage the children to look closely at the pictures</p>	<p>Who Am I? Session 1 LI. We are learning to talk about our family and our community. Activity: We will introduce Bertie Owl as our special 'wise' friend who will help us learn in RE. We will place the photograph cards of</p>

<p>with the corresponding action (e.g. grumpy etc.).</p> <p>Then we will create a 'question-and-answer' singing game based around 'I've got a grumpy face' for the questions and 'I've got a grumpy face. It looks like this' for the answers. Change the words to 'Can you pull a face? Can you tap your head?' etc. Invite children to sing a question of their own.</p> <p>Then the children will think of other parts of the body, an expression, or emotion that could be used to create new verses for the song (e.g., 'two flapping hands', 'two blinking eyes', 'a sleepy face', 'a sad face', 'ten wiggling fingers' etc.). Write down the children's suggestions (you'll need these again in Lesson 3) and decide together on suitable actions.</p> <p>Key vocabulary: Pitch: shape (contour), high/low Structure: call-and-response Tempo: beat Timbre: hard/soft, scratchy/smooth, etc. Key Questions: How might you change the words in our song? Can you think of a different question we could sing?</p>	<p>jigsaw shape Jigsaw Jenie and complete the sentences "I was happy when..." "I was angry when..." We will then discuss what we can do to feel better if we are feeling sad or angry. We will explain that we all have a job as part of our class to be kind friends. We will introduce the phrase "If you see someone without a smile give them one of yours." Finally, we will play a game of pass the smile.</p> <p>Key vocabulary: Happy, angry, sad, excited.</p> <p>Key Questions: Why do you think these children are feeling happy/angry/excited/sad, etc?</p>	<p>choose one child to be the captain, who starts at the opposite end of the teaching space. The children ask 'Captain, what time is dinner?' Captain calls out a time of day. For example, '5 o'clock, Arrggghh!' The children then do the same number of steps forward as the time called out by the captain. The captain can turn around whenever they like and the children must stop and freeze straight away. If they are caught moving by the captain, the captain will send them back to their cabin and they start again at the start line. The first child to tag the captain is the winner. Repeat the game again with that child as the captain.</p> <p><i>Teacher note: stay at the front with the captain to help them.</i></p> <p>Freeze like a statue when the captain turns around.</p> <p>Key vocabulary: Stop control</p> <p>Key Questions: What do you need to do to be safe when moving around others? What helps you to stop quickly and with control?</p> 	<p>We will support the pupils as they make marks, avoiding asking them what they are drawing but rather commenting on what they are doing: "You've used so many different colours! I can see orange, green and blue." We will then tell the pupils that you will use your felt tips to make patterns and demonstrate how to use the felt tip to draw a zig zag and as you do so, say:, "Zig, zag, zig, zag!" We will ask the pupils to copy us with their own felt tips, repeating the phrase as they mark make. Finally we will repeat with different types of lines and patterns, e.g. circles: "Round and round we go!"</p> <p>Key vocabulary: thin long thick Wavy squiggly</p> <p>Key Questions: How many different marks can we make? Can you think of another way to use the pen?</p>	<p>and explore what happens in each room. Support the children to make connections with their lives. At the end of the story, use the pull-out section to explore who lives inside each of the houses on the street. Invite the children to draw pictures of their house and family, doing their favourite activities. Encourage the children to talk about their drawings, and write down what they say on sticky labels. Use the pictures and children's quotes to add to 'Our street' display.</p> <p>Key vocabulary: street, town, village, community, map</p> <p>Key Questions: The family do different activities in each room of the house. Which room do you like the best? What activities do you enjoy doing with your family at home? Do you have a favourite room in your house? Which room in your house are you going to draw?</p> 	<p>activities children might do with their families into a small box or bag so the children cannot see them. One child at a time will come and select a picture from the box/bag and we will try to act out what is on the card without making a sound. Can the rest of the children guess what the activity is? We will ask the children who they might do all these things with. Can they think of an activity that they love to do with their family that is special? Put children into pairs and ask them to tell each other what it is they like doing with their family. The children feed back to the class. Teacher to write all the different ideas on the board. Look at all the different ideas on the board, talk about how this makes us unique as we all have different special things that we do with our families.</p> <p>Key vocabulary: Families, special</p> <p>Key Questions: Who is special to you at home? What things do you do with your family that are special to you?</p>
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Think Equal Project (social and emotional programme for children in the EYFS)

Week 2: These Feelings

LI. We are learning to understand that feelings will come and go. We are learning to demonstrate strategies for managing feelings.



Activity: We will gather the children in a circle and read the book 'These Feelings'. We will talk about the book and the images. We will tell the children that feelings are also called emotions. We feel emotions inside our bodies. We will explain that we will learn how to name different emotions and figure out how these emotions feel inside the body. We will then play Simon Says using different emotions, e.g. Simon Says act happy! Simon Says act angry! We will explain that they can use their faces and bodies to show their emotions. We will then show the mood meter and ask the children to make connections between the colours in the book and the colours of what you're showing them. We will explain that the mood meter is a tool that can help us recognise feelings and name them.

Key vocabulary:

feeling emotion sad excited lonely angry disappointed scared worried calm happy peaceful

Key Questions:

How does your face look when you feel this way? How do our voices change when we have different emotions?

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

LI. We are learning to speak in clear sentences. We are learning to work with others to solve problems.

1. Marble run challenge



Key vocabulary: long, short, wide, stable, wobbly,

Key Questions: How might we make the marble run taller/wider? How might we make the marble run more stable (not wobbly)?

2. Water challenge



Key vocabulary: funnel, tube, longer, shorter

Key Questions: How might we make the marble run taller/wider? How might we make the marble run more stable (not wobbly)?