

# Weekly Overview of Learning

Year group: Reception    Week beginning: Monday 25<sup>th</sup> 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:** No-Bot the Robot (Week 1)



Moonster  
Phonics

Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
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<p><b>LI: We are learning to recognise the ch grapheme.</b></p> <p>We will review previous learning using the alphabet frieze and word cards taught previously. We will introduce the ch sound. Look at objects in the PowerPoint. Demonstrate the action: Pretend to chop one hand onto the other. Say ch, ch, ch Explain ch is a digraph 'two letters that make one sound'. We will use pictures to identify words beginning th 'ch' and emphasise the 'ch' sound.</p> <p>Next, trace ch with a finger in the air. We will eat a square of chocolate and watch the video 'Such Kind Cats' and ask if the children hear any words that contain the ch sound. We will then write the words we can hear in the song.</p> 	<p><b>LI: We are learning to blend sounds to read ch words.</b></p> <p>We will review previous sounds by playing Quick Write, including qu and ch graphemes. We will then remember the ch grapheme and action. We will practise blending the sounds to read the words in the song 'Such Kind Cats' chin, chop, chicken, chug, check, such, chill, much, rich. We will then replay the video and point to the words when they are sung.</p> <p>We will then practice reading questions. We will show the question: Is the sun wet? We will use our strategy for teaching captions/questions:</p> <ul style="list-style-type: none"> <li>*Blend to read first word</li> <li>*Read word back fluently</li> <li>*Blend to read next word</li> <li>*Read back fluently</li> <li>*Read back first two words in sequence</li> <li>*Continue to blend each word in turn, returning to the beginning of the caption until the caption is read in full.</li> </ul> <p>We will then answer the question e.g. using thumps up or down.</p> <p>We will repeat this with:</p> <p>Can wax get hot? Has a fox got six legs? Can a vet fix a jet?</p>	<p><b>LI: We are learning to recognise the sh grapheme.</b></p> <p>We will revise sounds using the alphabet frieze and read word cards taught previously. We will then introduce sh and look at different objects containing sh. We will demonstrate the action: Pretend to tell the baby to go to sleep, saying sh, sh, sh.</p> <p>We will look at different objects beginning with sh or ending with sh. Finally, we will watch the video 'Off on a Ship'. We will listen for words containing sh and do the sh action whenever we hear a word with sh.</p> 	<p><b>LI: We are learning to blend sounds to read sh words.</b></p> <p>We will review our learning yesterday by playing Quick Write with ch and sh graphemes. We will practise blending the sounds to read the sh words in the song 'Off on a Ship': ship, shell, shop, fish, crash, bash, hush. We will then replay the video and point to the words when they are sung. Finally, we will use my turn, our turn, your turn to write sentences for the Off on a Ship video. We will model writing the sentence from Off on a ship.</p> <p>*We will say the sentence.</p> <p>We will repeat several times with children joining in.</p> <p>We will count the words in the sentence.</p> <p>We will represent the words with cubes/counters.</p> <p>We will model writing the sentence with the children segmenting each word.</p> <p>We will then read back to check.</p> <p>We will then ask the children to write the sentence themselves and then repeat the process for the sentence:</p> <p>It is a shell.</p>	<p>INSET DAY NO SCHOOL</p>
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## Literacy

**Book:** No-Bot the Robot








**Writing task:** To use our phonic knowledge to write caption and simple sentences.







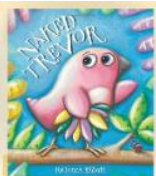
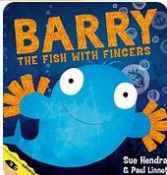
<p style="text-align: center;"><u>Monday</u></p> <p><b>LI. We are learning to listen to the words in a story.</b></p> <p>We will look at the front cover and discuss what we can see and what we notice. We will point out more challenging vocabulary, try to work out the definitions with our talk partners and explain what it means.</p>	<p style="text-align: center;"><u>Tuesday</u></p> <p><b>LI. We are learning to predict what might happen next in the story.</b></p> <p>We will introduce the text for this week and read it, up to the part where the robot needs a new bottom part. The children will talk to their talk partners, predict what his new bottom will look like and draw the part on their individual whiteboards.</p>	<p style="text-align: center;"><u>Wednesday</u></p> <p><b>LI. We are learning to write simple using the sounds we have learned.</b></p> <p>We will use my turn, our turn, your turn to write sentences about Nobot the Robot, e.g. I can see a big robot. I can see a red robot. I can see a sad robot.</p> <p><b>Key Vocabulary:</b> robot, sparks, explode, surprised, embarrassing, heavy, light.</p>	<p style="text-align: center;"><u>Thursday</u></p> <p><b>LI. We are learning to identify tricky words to, the, go, you.</b></p> <p>We will read the story ending, and then give out word cards. All children will have a tricky word card containing to, the, go and you. We will read the text a second time. When the children hear their word in the text, they will hold up their word card.</p> <p><b>Key Vocabulary:</b> to, the, go, you.</p>	<p style="text-align: center;"><u>Friday</u></p> <p>INSET DAY NO SCHOOL</p>
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<p><b>Key Vocabulary:</b> robot, sparks, explode, surprised, embarrassing, heavy, light.</p> <p><b>Key Questions:</b> What do these words mean? Can you use the word in a sentence?</p>	<p><b>Key Vocabulary:</b> robot, sparks, explode, surprised, embarrassing, heavy, light.</p> <p><b>Key Questions:</b> What might happen next? Where could they find a new bottom part?</p>	<p><b>Key Questions:</b> What can you see? How many words are there in your caption?</p>	<p><b>Key Questions:</b> What does your word begin with? Which sound has Tricky Witch changed to make the word tricky?</p>	
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**Theme:** 1 2 3 4 5 **Key texts:** Five Currant Buns

<p><u>Monday</u>  <b>LI. We are learning to find 1 more than a number to 5.</b>  <b>Activity:</b> We will begin by revisiting our learning from last week (subitising 4 and 5). We will then read the story of The Very Hungry Caterpillar, noticing that he eats one more item each day.  <b>Vocabulary:</b> One more, after.  <b>Key Questions:</b> How many? • How many now? • What is 1 more than ? • What is the number after ?</p> <div data-bbox="96 1086 465 1294" style="border: 1px solid black; padding: 5px;"> <p> Read the story <i>The Very Hungry Caterpillar</i> by Eric Carle. Prompt children to notice that each day he eats 1 more item.</p> <p>Encourage children to use cubes to represent the food he ate over the week and notice the '1 more' pattern. Provide children with their own blank book with 5 pages. Children represent the '1 more' pattern by drawing their favourite food items.</p>  </div>	<p><u>Tuesday</u>  <b>LI. We are learning to find 1 more than a number to 5.</b>  <b>Activity:</b> We will begin by revisiting our learning from last week (subitising 4 and 5). Then we will learn the game "What's the time Mr Wolf?" but the wolf will add a challenge by saying "one more than 4/5". Use counters on a tens frame and a tower of cubes to check we did the correct number of steps in the game.  <b>Key vocabulary:</b> Altogether count one two three  <b>Key Questions:</b> How many? • How many now? • What is 1 more than ? • What is the number after ?</p> <p>What is 1 more than 4?</p>  <p>1 more than <u>4</u> is <u>5</u></p>	<p><u>Wednesday</u>  <b>LI. We are learning to find 1 less than a number to 5.</b>  <b>Activity:</b> We will begin by revisiting our learning from last week (subitising 4 and 5). Then we will introduce the idea of one less using the story "Stella to Earth!" We will all pretend to be robots and count backwards, noticing we are saying one less each time.  <b>Key vocabulary:</b> One less, before.  <b>Key Questions:</b> • How many? • How many now? • What is 1 less than ? • What is the number before ?</p> <div data-bbox="920 1225 1290 1406" style="border: 1px solid black; padding: 5px;"> <p> After reading books such as <i>Stella to Earth!</i> by Simon Puttock and Philip Hopman, prompt children to pretend to be rockets and count backwards. Encourage children to use their fingers as they count back to support them. "5, 4, 3, 2, 1, blast off!"</p>  </div>	<p><u>Thursday</u>  <b>LI. We are learning to find 1 less than a number to 5.</b>  <b>Activity:</b> We will begin by revisiting our learning from last week (subitising 4 and 5). We will then sing 5 Currant Buns in a Bakers Shop and notice one less each time using 5 frames and 10 frames.  <b>Key vocabulary:</b> One less, before.  <b>Key Questions:</b> • How many? • How many now? • What is 1 less than ? • What is the number before ?</p>  	<p><u>Friday</u>  INSET DAY NO SCHOOL</p>
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<p style="text-align: center;"><b>Music</b></p> 	<p style="text-align: center;"><b>Personal, Social and Emotional development</b></p> 	<p style="text-align: center;"><b>Physical Development</b></p> 	<p style="text-align: center;"><b>Art and DT</b></p> 	<p style="text-align: center;"><b>Understanding the world (Cornerstones)</b></p> 	<p style="text-align: center;"><b>Understanding the world (Cornerstones)</b></p> 
<p><b>LI. We are learning to sing with a sense of shape of the melody.</b></p> <p><b>Activity:</b> 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 "Little Donkey." 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.</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 how we are singing (e.g. louder/quieter, faster/slower, higher/lower)? Which sounds most effective?</p>	<p><b>LI. We are learning that being different makes us all special.</b></p> <p><b>Activity:</b> Today we will talk to our talking partners about the things we enjoy doing, e.g. playdough, Lego, going to the park. We will discuss how we all like doing different things and we are all different – that's what makes us special. We will then read stories like Naked Trevor and Barry the Fish with Fingers to learn more about how being different from each other is a good thing and we can be happy with who we are.</p> <p><b>Key vocabulary:</b> similarities, differences, unique, special.</p> <p><b>Key Questions:</b> Is it ok to be different and like doing different things? Does it matter if your friend likes something and you don't?</p>  	<p><b>LI. We are learning to develop our balancing, taking our weight on different body parts.</b></p> <p><b>Activity:</b> Finding space: Children stand in their own safe space. They begin by walking around the area, moving in and out of each other. Can they move around in this space, changing direction and avoiding other people? Can they move around in the space in different ways e.g. jogging, skipping, jumping and side-stepping? We will then play the Watch out, croc! Game. The children will imagine they are travelling through a lake that has crocodiles in it. They will travel around the teaching area, when the teacher says 'watch out, croc', children freeze so that the crocodile doesn't see them. Children travel around the space using their: hands and feet back two hands and one foot feet We will encourage them to squeeze their muscles to keep still and balanced.</p> <p><b>Key vocabulary:</b> balance, muscles, body parts (hands, feet, back, stomach), sliding, jumping, spinning</p> <p><b>Key Questions:</b> What is a balance and what do you think makes a good balance? Is it harder to balance on more or less body parts? Is it easier to balance on bigger or smaller body parts? How long do we need to hold a balance for? What helped you to keep still?</p>	<p><b>LI. We are learning to create collaboratively using ideas from stories or our own experiences.</b> The adult will display the <a href="#">Robot picture cards</a> and explain that people often give robots a human form. We will encourage the children to discuss the images and describe the features they can see. We will then explain that we are going to work as a group to create a 3-D robot model. We will provide the practical resources and support children in naming the 3-D shapes, such as cube, cuboid, cylinder and sphere. We will invite the children to select resources to represent the robot's body, legs, arms, and head. Finally, we will ask the children what other features they would like to add, such as antennae or buttons. Encourage the children to describe the robot and explain what jobs it can do.</p> <p><b>Key vocabulary:</b> cylinder, cube, cuboid, antennae</p> <p><b>Key Questions:</b> 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><b>LI. We are learning that a robot is a machine that does a task. We are learning that robots only do what a person has built them to do.</b></p> <p><b>Activity:</b> This week we will be reading stories about robots, e.g. Harry and the Robots, No-bot the Robot. We will read the stories and talk about what happens in them. We will then look at photographs of robots and we will look at beebots. We will then talk to partners and discuss what a robot actually is and what a robot does. The adult will write down our ideas on a robot defining frame.</p> <p><b>Key vocabulary:</b> robot, instructions, job, task, program.</p> <p><b>Key Questions:</b> How does Bernard lose his bottom? Where does Bernard find his bottom in the end? Do you think Bernard will lose something else? What is a robot? What do robots do?</p>	<p style="text-align: center;">INSET DAY NO SCHOOL</p>

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

No text this week – activities to explore kindness

### LI. We are learning to recognise we all want happiness and kindness

**Activity:** We will complete a range of activities to help the children recognize our similarities and that everyone wants to be happy and everyone wants others to be kind to them. For example, we will gather the children in a circle and say ‘This year we will be spending some time to learn about ourselves and each other. We will be doing some activities to learn what happiness is and what kindness is, and we will learn about how we can make our room a happy place to learn where we can all feel safe.’

We will then ask the children to stand in the circle. We will explain that the circle is a safe circle. People in this circle can think and feel whatever they like. We will then explain how to play the game. We will say ‘if I say something that’s true for you, then step into the centre of the circle. We will do this without talking, but instead notice what is going on around you.’ We will then start by saying statements that the children do not have in common, then move to things they all have in common – that we want happiness and prefer kindness.

We will say:

Let’s start. Step into the centre if you have a brother or a sister.

Now, stop and look to see who else has a brother or sister or who else doesn’t. Now step back.

Now we’re going to think about some things that you like.

Step in if you like pizza. Now look to see who else likes pizza. Step back.

Step into the centre if you like to build with blocks. Look to see who else likes building with blocks. Now step back.

Step in if you like to be happy rather than sad. Now take a look around. What do you notice about this? All of us are in the centre! It seems that we all like to be happy rather than sad. Now let’s step back.

We will discuss the purpose of the game with the children. We have many differences, but in some ways, we are all the same. What did we have in common? What did we all share?

**Key vocabulary:**

Safe, true, similarity, kindness, happiness

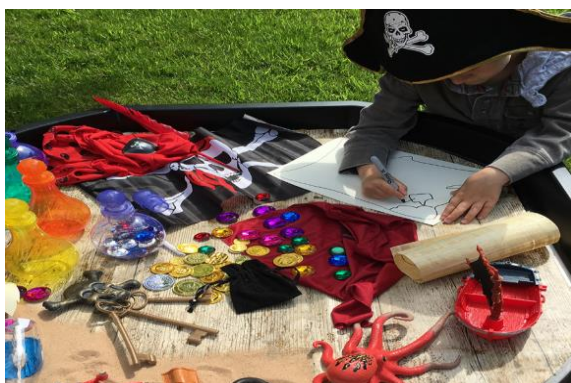
**Key Questions:**

What did we all have in common? What did we all share? (We all want to be happy and we all want others to be kind to us.)

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

**LI. We are learning to make marks with more control**

Activity 1: Pirates activity with opportunities to develop fine motor skills



**We are learning to retell the story and have conversations with others.**

Activity 2: Building robots and retelling the story of No-Bot the Robot

