

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 30th 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





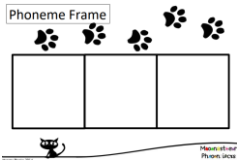

Please make sure all clothing and water bottles have names on! Thank you.

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

The focus story this week is: In Every House In Every Street (Week 2)



Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to recognise the m grapheme.</u></p> <p>We will remember previous learning by playing the Bossy Instructions game. The children will have to remember and blend sounds together. The adult will say: Can you touch your ... ? l-i-p ch-i-n h-ea-d f-ee-t</p> <p>We will then look at different objects beginning with m and identify the m</p>	<p><u>LI: We are learning to recognise the d grapheme.</u></p> <p>We will review previous learning by learned by playing Make a Noise. The adult will say: What sound does: a c-ar make? a t-r-ai-n make? a b-u-s make? a p-l-ai-n (plane) make?</p> <p>We will then introduce the d sound. We will demonstrate</p>	<p><u>LI: We are learning to recognise the g grapheme.</u></p> <p>We will review GPCs learned so far (s a t p l n m d) and then introduce g.</p> <p>The adult will demonstrate the action for the g grapheme: Use two fingers to pick some grapes. Say g, g, g. Next, we will trace g with a finger in the air and practise forming g on our whiteboards.</p> <p>We will watch the video 'I Play Tag' and ask if the children can hear any words that use the g</p>	<p><u>LI: We are learning to segment s, a, t, p, l, n, m, d, g sounds to spell CVC words.</u></p> <p>We will begin by playing Quick Write. The children will recall the grapheme s, a, t, p, l, n, m, d, g and write them on their individual whiteboards.</p> <p>We will then model how to segment to spell words. *Say the word 'at' *Segment and count phonemes on fingers 'phoneme fingers'. *How many sounds?</p>	<p><u>LI: We are learning to segment s, a, t, p, l, n, m, d, g sounds to spell CVC words.</u></p> <p>We will begin by playing Quick Write. The children will recall the grapheme s, a, t, p, l, n, m, d, g and write them on their individual whiteboards.</p> <p>We will use 'my go, our go, your go' to repeat and practise oral segmenting CVC words, writing letters for each grapheme on the phoneme frame.</p> <p>We will then repeat our phonics work from yesterday. The adult will model how to segment to spell words and we</p>


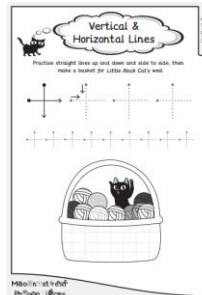
	<p>sound. We will demonstrate the action for the m grapheme: Wave your hands like a magical fairy and say mmm.</p> <p>Next, we will trace m with a finger in the air and write it on our whiteboards.</p> <p>We will then watch the video 'Tim and Sam'. Can the children hear any words that use the m sound? Is the m at the start or at the end of the word? Write the Set 2 words that are in the song: mam, man, Tim, Sam, mat, map, nap. Model blending to read the words. Finally, we will play 'What's in the Box?' and read CVC words with Cool Blue.</p>	<p>the action for the d grapheme: Hold your hands up like claws and walk like a dinosaur. Say d, d, d. Next, we will trace the letter d with a finger in the air, clearly indicating the starting and end points and then practise forming d on whiteboards.</p> <p>Finally, we will watch the video 'Dad and Sid.' and ask if the children hear any words that use the d sound. Then we will use flashcards to practise blending to read the words that are in the song: dad, dip, and, din, did, Sid, sad.</p>	<p>sound. We will then use flashcards to practise blending sounds to read words that are in the song: dig gas nag gap.</p>	<p>We will use 'my turn, our turn, your turn' to repeat and practise oral segmenting, writing letters for each grapheme on the phoneme frame.</p> <p>Repeat with words it, in, is. With 'is' we will remind the children that Tricky sometimes changes the s sound at the end of words to a z sound – write s in gold/orange.</p> <p>We will show the 3 box phoneme frame and model segmenting the words sit mat.</p>	<p>will use my turn, our turn, your turn to spell can, pan, map.</p> <p>Can you help Angry Red A write some CVC words?</p> 
					

Literacy

Book: In Every House On Every Street

Writing task: To create our own map and label it (CVC word map, our name).

<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 stories about local areas, e.g. 'From Every House' and 'Maps from Anna to</p>	<p style="text-align: center;"><u>Tuesday</u></p> <p>LI. We are learning to segment sounds in the words map, mat, man. (Linked to our Phonics work.) We will play robot arms game and segment the three sounds</p>	<p style="text-align: center;"><u>Wednesday</u></p> <p>LI. We are learning to segment sounds in the words map, mat, man. (Linked to our Phonics work.) We will play robot arms game and segment the three sounds</p>	<p style="text-align: center;"><u>Thursday</u></p> <p>LI. We are learning to segment sounds in the words map, mat, man. (Linked to our Phonics work.)</p>	<p style="text-align: center;"><u>Friday</u></p> <p>Monster Phonics Handwriting session 3 LI. We are learning to create horizontal and vertical lines. We will remember our previous work and we will then complete</p>
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<p>Zane', talking about what is happening in the pictures.</p> <p>Key Vocabulary: vocabulary to describe position and direction, e.g. go past, turn, over, under.</p> <p>Key Questions: What is a map? What maps do Anna and Zane make?</p> 	<p>in map, mat, man. The teacher will then model how to spell these words on the interactive whiteboard.</p> <p>Key Vocabulary: segment, phoneme (sound)</p> <p>Key Questions: How many phonemes can you hear? Which phoneme is first? Which phoneme is last?</p>	<p>in map, mat, man. We will then use my turn, our turn, your turn to spell these words. We will each have a phoneme frame and have a go at writing the three graphemes representing the sounds in the words map, mat, man.</p> <p>Key Vocabulary: segment, phoneme (sound)</p> <p>Key Questions: How many phonemes can you hear? Which phoneme is first? Which phoneme is last?</p>	<p>Today we will draw a map to show how we get to school and write the word 'map' to label it. Challenge – children to have a go at labelling more of their map.</p> <p>Key Vocabulary: segment, phoneme (sound)</p> <p>Key Questions: How many phonemes can you hear? Which phoneme is first? Which phoneme is last?</p>	<p>Monster Phonics Handwriting</p>  <p>Sheet 3.</p> <p>Key Vocabulary: horizontal vertical</p> <p>Key Questions: Which marks are easier to make? Which marks are more difficult for us and we should practice more? How should we hold our pencils and pens?</p>
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Theme: Measure and Patterns **Key texts:** Where's My Teddy? Dear Zoo

<p><u>Monday</u></p> <p>LI. We are learning to compare objects according to their size.</p> <p>Activity: We will share the text "Where's My Teddy" and then have a discussion using a large bear and a small bear, a large mug and a small mug, a large plate</p>	<p><u>Tuesday</u></p> <p>LI. We are learning to compare objects according to their mass. (using human balance scales)</p> <p>Activity: Today we are going to compare the 'mass' or 'weight' of the natural items. We will explain this is how 'heavy' or 'light' they are. We will read the text 'How much does a Ladybird</p>	<p><u>Wednesday</u></p> <p>LI. We are learning to compare objects according to their mass. (using normal balance scales)</p> <p>Activity: We will model using the balance scales to compare the weight of 2 items. We will ask the children to estimate which they think will be the</p>	<p><u>Thursday</u></p> <p>LI. We are learning to compare the capacity of different containers (focusing on lots of one object – pebbles).</p> <p>Activity: Today we are going to learn about 'capacity'. We will explain that capacity is how much or how many of something a container can hold. We will look at the different containers,</p>	<p><u>Friday</u></p> <p>LI. We are learning to compare the capacity of different containers (focusing on different toy animals and what each container might hold).</p> <p>Activity: We will read 'Dear Zoo' and discuss how different animals needed different containers for their animal houses. We will look at the range of animal houses (boxes) available and</p>
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and a small plate, a large apple and a small apple.

Vocabulary:

Large, small, tall, short, bigger, smaller.

Key Questions: Whose cup is this? How do you know?

Get a small bear and a big bear. Fill a picnic basket with items of two different sizes.



Unpack the picnic basket together and match the items to the correct bear.

weigh' and discuss. Using different objects, we will take turns being a human balance scale, holding the two objects in our hands to see which one feels heavier.

Key vocabulary:

Heavier, lighter, heaviest, lightest

Key Questions:

How do you know which is heaviest/lightest? Will it change if I add more to the lighter side?

Take it in turns to have a go at being a human balance scale.



Compare the mass of objects from around the classroom.

heaviest/lightest. Weigh the items to see if they were correct. Model adding items to each side until the scales 'balance'. Take it further by counting the number of items in each side.

Key vocabulary:

Heavier, lighter, heaviest, lightest

Key Questions: How do you know which is heaviest/lightest? What does balance mean?



line them up and compare them. The adult will explain we are going to estimate/guess how many pebbles will fit in container 1, how many shells will fit in container 2? etc. We will model recording your estimations using a whiteboard or chalk. We will count how many items fit into each container and check if we were right.

Key vocabulary:

Estimate, guess, count, record, fit, hold, held, least, most, explain, big, small, larger, smaller, many

Key Questions: how many pebbles does each container hold? If each is different, can you explain why? Which holds more/the most? How do you know? Which holds less/the least? How do you know? Does this container hold more or less? How can you find out?



Which objects will fit inside each box?

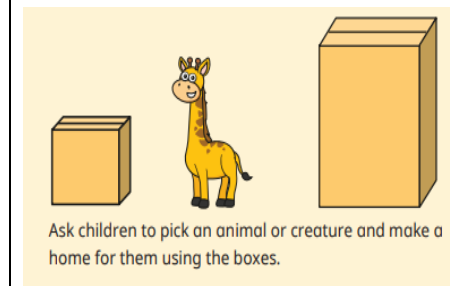
discuss which type of animal might like each box. The teacher will then present a range of toy animals of different sizes and a range of boxes. The children will try to find a box to make an animal home for each animal.

Key vocabulary:

estimate, guess, count, record, fit, hold, held, least, most, explain, big, small, larger, smaller, many

Key Questions:

What do you notice about them? Are they all the same size/height/width? Do all the containers hold the same size animal? If not, why?



Ask children to pick an animal or creature and make a home for them using the boxes.

Music



Personal, Social and Emotional development



Physical Development





Art and DT



Understanding the world (Cornerstones History and Geography Focus)

Understanding the world (Science, RE or Computing Focus)

					
<p>I've Got a Grumpy Face Week 3 LI. We are learning to recognise emotion/feeling in music and describe it in words or movement.</p> <p>Activity: We will listen to a clip of the 'The imperial march' and/or 'Dance of the sugar plum fairy' and discuss answers to the prompts below. We will play the piece again and, in a large space, move in response to the character of the music using gestures, actions, facial expressions, different ways to walk/move in the space.</p> <p>Then, as a group, we will look through the lyrics that the children made up in the previous lesson. We will change our voices to reflect the contrasting feelings of the different verses and discuss how they could change their voice to create different moods (e.g. making their voice high or low, soft or hard, whispering or speaking etc.).</p> <p>Key vocabulary:</p>	<p>LI. We are learning to recognise that everyone has the right to learn. We are learning to work together with others and consider other people's feelings.</p> <p>Activity: We will have Calm Me time and practice calm breathing using our special chime bar. The teacher and NNEB will then carry out a role play. One adult is playing independently and the other adult asks to join in. They refuse and say, "This is my toy and you can't play with it." She then leaves mess all over the floor and steps all over it rather than picking it up. We will say, "Oh dear, that's not very nice, is it? Now I am feeling sad." Jigsaw Jenie will ask the children what the problem is and what the solution could be. The children will then talk in pairs, discussing the problem and sharing with the group and then coming up with some solutions. Reiterate that the children are now part of _____ school/class and they are all to work together to look</p>	<p>Introduction to PE Unit 1 Session 3 LI. We are learning to use equipment safely and responsibly. Activity: We will begin by looking at images of mythical creatures. We will then move around the space in the following ways: Unicorn: trot around the space, looking proud and tall. Dragon: hold their arms out as they flap them to fly around the teaching area, breathing fire as they go. Fairies: fly around gracefully as they spin and turn.</p> <p>The children will then be given a beanbag (fairy) and use the beanbag in different ways, passing it from hand to hand, throwing their beanbag in the air and catching it.</p> <p>Key vocabulary: Stop Control Direction Travelling speed</p> <p>Key Questions: Q: How can we move safely around others? Did you stay safe when moving today? How?</p>	<p>Drawing: Marvellous Marks Week 3 LI. We are learning to investigate making marks with chalk. Activity: We will make remember how we made marks in the last two lessons (with wax crayons and felt tips) and introduce them to today's medium: chalk. We will feel the chalk in their hands and ask what they notice. We will tell them that today we are going to make marks outside with the chalk. We will remember the patterns and types of marks we made last time with the felt tips and ask if they can now use the chalk to make some of those marks on the ground. Encourage them to talk about the patterns they are making as they do so. The children will then say which is their favourite and why?</p> <p>Key vocabulary: thin long thick Wavy squiggly</p>	<p>Let's Explore! Session 3 Marvellous Maps LI. We are learning to make and use simple maps. Activity: We will display aerial photographs and maps from the local area and use a computer or tablet to look at Google Maps. We will invite the children to talk about the different features they can see on the maps and encourage them to discuss regular journeys they take and the places they walk or drive past. The children will then draw the route of a journey they regularly take, such as their journey to school or a trip to the shops. We will use positional language to describe their route, such as 'go past the big tree, then go under the bridge and through the tunnel'.</p> <p>Key vocabulary: through, over, next to, under, go past, turn.</p> <p>Key Questions: Are there places you visit every day? Do you mainly travel by car or on foot? Who walks to school? What do you go past on your way to school? Does it take a long time to get to school? Look at the maps and</p>	<p>Who Lives Here? (Cornerstones Natural World session) LI. We are learning to observe and describe living things and their habitat. Activity: Today we will go on a journey around the school grounds to find out which animals live there. We will ask the children which animals they think might live on the school grounds and where they should look. We will provide the children with cameras or tablets to take photographs of the animals they find on their journey. We will look under rocks for worms, woodlice and centipedes and in the trees for birds and squirrels. When we return to the classroom, we will make a list of the animals we found on a large piece of paper.</p> <p>Key vocabulary: Names of animals, e.g. squirrel, woodlouse, worm, bird, centipede.</p> <p>Key Questions: Which animals do you think might live in the school grounds? Where do you think we should look for the animals? Why do we need to be quiet</p>

<p>Pitch: shape (contour), high/low</p> <p>Timbre: hard/soft, whispering, speaking etc.</p> <p>Key Questions: How does the music make you feel? Does it sound angry, sad, happy or something else? What kind of character might the music be about? Kind, mean, brave, scary?</p>	<p>after each other and their setting.</p> <p>Key vocabulary: Problem, solution</p> <p>Key Questions: How does it make you feel when someone won't share with you? Why should we look after our classroom?</p>	<p>Who did you need to look out for when throwing your beanbag? What travelling actions did we use? Did you find any of the challenges difficult?</p> 	<p>Key Questions: Can you make a huge circle/line/zig zag? Which media was your favourite? Can you explain any similarities or differences you notice?</p>	<p>photographs. Can you point out the roads and houses?</p>	<p>when we are looking for the animals? Which animals might live under rocks and stones? Which animals might live in the trees?</p>
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Think Equal Project (social and emotional programme for children in the EYFS)

Week 3: The Weather Inside Me!

LI. We are learning to describe how emotions in our bodies can feel. We are learning to recognise that feelings can come and go like the weather.

Activity: We will brainstorm different types of weather on a defining frame. We will notice that the weather changes. Then we will read our new story and talk about the different emotions the character feels, and compare these feelings to different types of weather. We will find these feelings/emotions on the mood meter.

Key vocabulary:

Weather, feelings, thunder, lightning, storm, fog, ice, rain, sun, rainbow.

Key Questions:

Where would these feelings be on the mood meter? Which type of feeling feels similar to sunny weather/stormy weather?

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

LI. We are learning to strengthen our finger muscles to help our writing.

1) Leaf insect creations



Key vocabulary: Names of different minibeasts, e.g., beetle, worm, ladybird, woodlouse

Key Questions: What minibeasts have we found? Where do they like to live? Why do you think that is?

2) Potion Making with tweezers, juicers, pestle and mortars, pipettes



Key vocabulary: squeeze, push, press, twist, press, full, nearly full, nearly empty, empty, holds more, holds less.

Key Questions: Which container holds most? How do you know?