

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 4th 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

The new topic is Marvellous Machines! The new knowledge organizer and vocabulary we will be using has been uploaded on to Tapestry. Do discuss the words and key knowledge with your child. Please return your marvellous machine projects to your child's class teacher. Thank you.

This half-term our topic is: Marvellous Machines

The focus story this week is: The Most Magnificent Thing by Ashley Spires



Moonster
Phonics

Week 7	Monday	Tuesday	Wednesday	Thursday	Friday
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LI: We are learning to recognise the f and ff grapheme.

We will revise all letters learned so far using the alphabet frieze and blend to read the words **him bad hot**. then introduce f and ff. Demonstrate the action: Hold your hands together and weave them forward like a fish. Say f, f, f. Hold your hands apart and weave two hands forward like a puffer fish. Say ff, ff, ff. We will then blend to read fit fun off puff and the caption huff and puff. We will then watch the video 'Fun Fit' and hear and identify words containing f/ff. Finally we will segment sounds to spell the words fit, fan, fog.



LI: We are learning to recognise the l and ll grapheme.

We will revise all letters learned so far using the alphabet frieze and blend to read the words **hut, bug, bit**. We will introduce the l sound. Demonstrate the action: Pretend to lick a lollipop. Say ll Action: Pretend to lick two lollipops. Say ll. We will blend to read the words leg log bell fill and read the caption a doll in a cot.

We will watch the video 'The Monster Show' and ask if the children hear any words that contain the l sound. Finally, we will segment sounds to spell the words leg, bell, full.

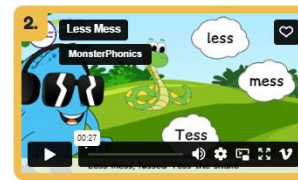


LI: We are learning to recognise the ss grapheme.

We will review previous sounds using and blend to read the words **hat bed bun**. We will then introduce ss. We will demonstrate the action: Weave two hands in an s shape like a seahorse. Say sss. Refer back to 's'. Next, we will blend to read mess fuss kiss hiss and the caption a hug and a kiss

We will then watch the 'Less Mess' video. We will identify words that use the ss grapheme and segment to spell the words mess hiss kiss.

Challenge: Children to write signs asking children to tidy up so there is less mess.



LI: We are learning to blend sounds to read CVC words and captions.

We will begin by revising all the sounds we have learned so far by playing Quick Write. The teacher will say a sound and the children must write the corresponding grapheme. We will use My turn, Our turn, Your turn as an approach to support the children as they begin to write captions.

The teacher will show the caption: a nap in a cot 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 then repeat with other captions.

Challenge: Children to write further captions and signs for the outside areas.

LI: We are learning to segment sounds to spell CVC words and write captions.

We will begin by revising all the sounds we have learned so far by playing Quick Write. The teacher will say a sound and the children must write the corresponding grapheme. We will say the caption: a red rug *The teacher will repeat several times with children joining in. *We will count the words in the caption *We will represent words with cubes or counters on board. *We will then model writing the caption with children helping to segment each word. *Finally we will read back to check.

We will then repeat above modelling with:
a cap on a peg
Once modelled...
*We will say your go...
*We will give time for children to write the caption.
*We will say 1,2,3 show me!
*We will give children time to fix captions to match your modelled version.

Literacy

Book: The Most Magnificent Thing

Writing task: To make marks or simple captions about machines using graphemes learned so far: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss.

Monday

LI. We are learning to recall events in a story.

We will share again the literacy display with the children and again highlight the vocabulary we will need to know when we read 'The Most Magnificent Thing'. We will use the defining/brainstorming frame to discuss what a machine actually is and remember the different machines in the story.

Key Vocabulary: proud, create, creation, machine, laptop, washing machine, robot, mobile phone, car, bus, scooter

Key Questions: What machines did the main character build? How did the main character feel when she had made her magnificent thing?

Tuesday

LI. We are learning to relate what happens in a story to our own lives.

We will use the defining/brainstorming frame created yesterday to discuss and remember the different machines in the story and add the machines we have been making. We will discuss how we are similar to the main character. When did we want to give up? When did we persevere? How did we feel when we had finished our models?

Key Vocabulary: proud, create, creation, machine, laptop, washing machine, robot, mobile phone, car, bus, scooter

Key Questions: What machines did we build? How did we feel when we had finished our model?

Wednesday

LI. We are learning to orally create our own stories in the same style as Ashley Spires.

We will read a simple version of the text. The adults will model to the children how we can change the name of the character and the machine she made to create our own stories about the children and adults in our own class.

Key Vocabulary: proud, create, creation, machine, laptop, washing machine, robot, mobile phone, car, bus, scooter

Key Questions: Who might be in your story? What might they create?

Thursday

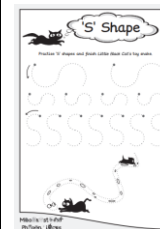
Monster Phonics handwriting Session 11

LI. We are learning to use the correct pencil grip and form 'S' shapes with increasing control.

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. Focus children to sit with NNEB to practise more.

Key Vocabulary: grip, S shape

Key Questions: How will we hold our pencil to have the best control?



Friday

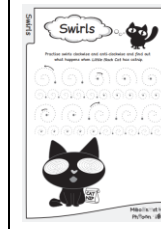
Monster Phonics handwriting Session 12

LI. We are learning to use the correct pencil grip and form swirl shapes with increasing control.

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. Focus children to sit with NNEB to practise more.

Key Vocabulary: grip, S shape



Key Questions: How will we hold our pencil to have the best control?

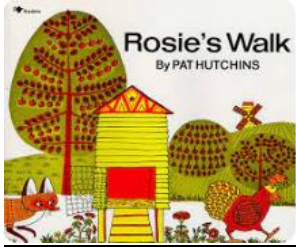


Theme: Circles and Triangles **Key texts:** Circle by Mac Barnett. Rosie's Walk by Pat Hutchins.

Monday
LI. We are learning to compare circles and triangles.
Activity:
 Introduce to the class this week's learning objectives for Maths. We will say that this week we will be learning about shape and explain the meaning of the words on the vocabulary mat '**shape, circle, curve, same and different**'. We will learn about a round shape..... Introduce the story 'Circle' by Mac Barnett and Jon Klassen <https://www.youtube.com/watch?v=tYbGVMgVU1Q>
 We will show a range of circular and triangular objects and ask the children to describe them. The adult will explain that this is a circle, it is a flat shape that is perfectly round. Hold up a hula hoop and real examples of circular shapes. We will say that circles have one curved edge that goes all the way around. We will then hold up triangular objects and explain that a triangle has three straight sides and three corners. We will show a range of triangles in various positions so children are used to different types of triangles.
Vocabulary:
 Shape, circle, triangle, side, corner, straight, curve, same, different
Key Questions: Can you describe these shapes?

Tuesday
LI. We are learning to identify and name circles and triangles.
Activity: We will begin by reminding children of the meanings of words on the vocabulary mat. The adult will then model how to describe the shapes she can see in a shape picture. We will use My turn, Our turn, Your turn to provide opportunities for the children to describe the shapes they see too. Where children need more support with language or maths, we will work in a small group and have a range of shapes in our mystery box. Together, we will look at the different shapes and sort them in different ways on the carpet, making a large categorising frame. (e.g. sort by shape, sort by colour, sort by size, sorted by material.)
Key vocabulary: Shape, circle, triangle, side, corner, straight, curve, same, different
Key Questions: Can you see any circles/triangles? What makes a circle a circle? What makes a triangle a triangle? Do they all look the same? What is the same/different about them? How else can we sort these shapes? How are they the same? How are they different?

Wednesday
LI. We are learning to find shapes in our environment.
Activity: We will remind the children of all the work we have done earlier in the week and begin to sort photographs of real circular and triangular objects in the environment in a categorising frame. Finally, we will go on a circle hunt around the school finding our own circle and triangle shapes. The children can take photographs using the class Ipads and add these photographs to the ones we were looking at, at the start of the lesson.
Key vocabulary:
 Shape, circle, triangle, side, corner, straight, curve, same, different
Key Questions: What shape is this? How do you know?



Thursday
LI. We are learning words we can use to describe position.
Activity: We will explain that today we are learning about positional language; these are words that tell us where to go or where something is. We will give examples, I am sitting on a chair, you are sitting next to your friend.... We will read the story 'Rosie's Walk' by Pat Hutchins. There are positional words in the story that describe Rosie's walk around the farmyard. We will discuss them. Where children need more support with language or maths, we will have a small group and act out the story, physically moving in, on, under and over/above the objects.
Key vocabulary:
 in, on, under, over, above, next to and below'
Key Questions: What positional language did you hear in our story?


Friday
LI. We are learning to describe the position of objects.
Activity: We will remember the language we were using yesterday and use a multisensory approach (actions) to ensure all children understand the positional vocabulary. We will then explain that the teacher has hidden some teddy bears somewhere in the classroom. The children will go on a bear hunt to find them, coming back to the carpet to talk about where they were hiding using our vocabulary from yesterday.
Key vocabulary: in, on, under, over, above, next to and below'
Key Questions: Where did you find teddy?

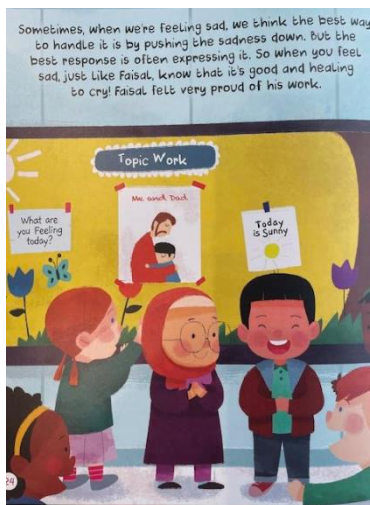
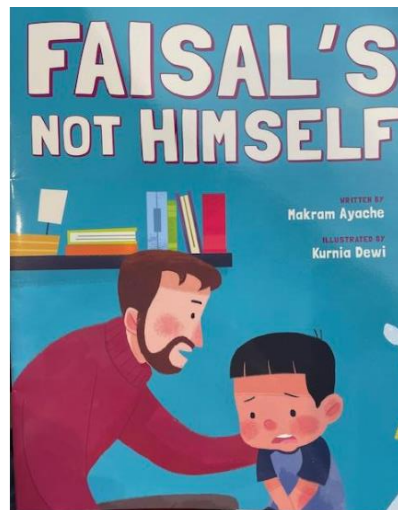
<p style="text-align: center;">Music</p> 	<p style="text-align: center;">Personal, Social and Emotional development</p> 	<p style="text-align: center;">Physical Development</p> 	<p style="text-align: center;">Art and DT</p> 	<p style="text-align: center;">Understanding the world (Early History and Geography Focus)</p> 	<p style="text-align: center;">Understanding the world (Early Science or RE Focus)</p> 
<p>L1. We are learning to sing with a sense of shape of the melody. We are learning to identify what our family celebrates and what makes our family special.</p> <p>Activity: It has just been Diwali. Children who celebrated Diwali at the weekend will share what they did and we will display photographs our families have uploaded from Tapestry on the interactive whiteboard. We will then learn some songs to help us think about that special time of year for our Sikh friends and Hindu friends. We will record ourselves singing softly. We will record ourselves singing loudly. We will sing one part of the song more softly one part of the song more loudly. When we listen back, we will discuss which volume sounds best.</p> <p>Key vocabulary:</p>	<p>L1. I can identify something I am good at and understand everyone is good at different things</p> <p>Activity: We will learn the Jigsaw Song: 'There's a Place'. The teacher will have a special box full of things they are good at and enjoy, e.g. what book they love to read, their favourite food, special teddy. The teacher will show the children and explain why these things are special. We will then sit the children in a circle and ask the children to enjoy to use and what they are good at in school. We will go around the circle and ask children to say what they are good at doing in school. If appropriate, we will ask the children to collect the item and place it in the middle of the circle e.g. I am good at Playdoh (put Playdoh in middle). Look at the collection of items and talk about how we are all good at different things and that we should be proud of our achievements.</p>	<p>L1. We are learning to create shapes with our bodies.</p> <p>Activity: We will play an activity called "Squirrels". We will look at pictures of woodland animals and discuss. The children will then imagine they are squirrels and move around the space. The coach will then teach the following actions:</p> <ul style="list-style-type: none"> • squirrels on the move: children run around the teaching space • squirrels up the tree: children stand on the spot and pretend to climb a tree • squirrels have found some nuts: children sit in a small tuck shape <p>Finally, we will copy and create the shapes from last week – the tuck shape, the straight shape, the star shape.</p>	<p>L1. We are learning to create natural paintbrushes using found objects. We are learning to use natural paint brushes and mud paint to create artwork.</p> <p>Activity: This week we are collecting materials and objects from nature to make painting tools. We will have a range of natural objects available such as feathers, grass, flower buds or heads, leaves, twigs, pine cones. We will show the children a real paintbrush and your natural paintbrushes and then give each pupil a stick and ask them to select an object or group of (the same) objects to create their paintbrush. We will then show the children how to mix mud and water to make mud paint and allow the pupils to experiment with various ratios of mud and water to see which most closely resembles paint. Finally, we will create muddy artwork. We will paint on paper and newspaper. We will remind the pupils of the concept of abstract and</p>	<p>L1. We are learning that a machine is a human made device.</p> <p>Activity: We will display the Cornerstones Marvellous machines picture cards and invite the children to share what they know about machines and how they help us. We will encourage the children to talk about the machines and the jobs they do. We will provide paper and drawing resources for the children to draw their favourite machine and offer sound mats for the children to label or write about their drawing if they choose.</p> <p>Key vocabulary: machine, communicate, technology, battery, electricity, sound, vibration</p> <p>Key Questions: What is a machine? How do machines work? Do machines work on their own? How do machines help us? Some machines need people to hold them so that they</p>	<p>L1. We are learning to use age-appropriate software to create sounds and record sounds and videos. We are learning to explain our thoughts in full sentences.</p> <p>Activity: We will remind the children of their work in PSHE and tell the children that they will work in pairs to make a short video to show their favourite activities or work area. We will show them how to use tablets or other recording equipment to create videos. We will invite the children to talk to their partner about their favourite places to work. Do they prefer inside or outside? The children will decide what they would like to film. The adult will model how to speak in full sentences including past, present and future tenses and making use of conjunctions. She will film a classroom area and talk about the resources available. For example, 'I like playing with the sand because I scoop the sand with the diggers. I make tracks and roads in the sand. Sometimes I make sandcastles.'</p>

<p>louder, quieter, faster, slower, higher, lower.</p> <p>Key Questions: Can we use music vocabulary to describe how we are singing (e.g. louder/quieter, faster/slower, higher/lower)? Which sounds most effective?</p>	<p>Key vocabulary: Good, same, difference</p> <p>Key Questions: Are we all good at/do we like the same things? Are the objects all the same?</p>	<p>Key vocabulary: Tuck, straddle, star, pike, arch, dish</p> <p>Key Questions: 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>figurative art. Which are they choosing to make?</p> <p>Key vocabulary: sticky, squelchy, glide sweep, wipe, dab, swirl</p> <p>Key Questions: I wonder what will happen if I add more water to the mud? I wonder how we can make a thicker paintbrush? Tell me about your painting. What does it feel like to paint using mud? Is it abstract or figurative?</p>	<p>work. Can you think of machines that you hold? Some machines need people to ride in them. What machines do you ride inside? Can you think of a machine that you push? What machine do you use a lot? What do you think life would be like without machines?</p>	<p>Finally, we will encourage the children to play their videos to see if they work. We will provide time for the children to view the videos in small groups and compare which areas and resources they enjoyed using.</p> <p>Key vocabulary: Sound, photograph, video, software, prefer, inside, outside tablet.</p> <p>Key Questions: Have you ever made a video? Can you explain how you use the equipment to make a video? You are going to make a video of your favourite things to do at school. What will you choose to film?</p>
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Think Equal Project (social and emotional programme for children in the EYFS)

Faisal's Not Himself

LI. We are learning to recognise that boys and girls should both express their feelings. We are learning to recognise that boys and girls can do the same things. We are learning to take the perspective of someone else (be able to describe the feelings of a person whom others have been mean to).



Activity: We will look at the front cover and discuss what it might mean to not feel like ourselves. We will encourage the children 'What does it mean to feel like yourself?' and 'What does it mean to not feel like yourself?'. We will see how Faisal was feeling and read the story. We will describe how Faisal felt when some of the other children laughed at him and were unkind to him – when he didn't score in basketball, when he was drawing, and when he tripped (angry and sad). We will discuss what Faisal did with his hurt feelings (he held them in). We will ask the children if that helped Faisal. (No, it made the feelings stronger, and he felt worse.) We will look at where Faisal's feeling falls on the mood meter. We will ask the children to show where they think Faisal would want his feelings to be. Finally, we will ask the children to share ideas about how they might help themselves or others to get 'in the green'.

Key vocabulary:

Feelings, embarrassed, frustration, interests, bullied, tripped (fell)

Key Questions:

What does it mean to feel like yourself? What does it mean to not feel like yourself? How might we get 'in the green' on our feelings meter?

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

LI. We are learning to squeeze, pinch and twist to build strength in our hands and wrists. We will develop our hand-eye coordination to strengthen links between our body and our brain.

Activity 1: The Most Magnificent Thing tuff spot (also encouraging our children to recall events from literacy text and how the character showed perseverance during interactions with adults)



Activity 2: Autumn playdough with natural objects (also encouraging pattern making during interactions with adults from our recent work on patterns in maths)



Activity 3: Pumpkin soup making (with pipettes added and encouraging children to remember our recent work on capacity during interactions with adults)



Activity 3: Autumn seed collecting (use tweezers and tens frames, encouraging children to subitise during interactions with adults)



We will use characteristics of effective teaching and learning to ensure the children are motivated and learning in our setting.

Desired outcome	We could help by...
PLAYING AND EXPLORING children investigate and experience things, and 'have a go'	
Plan and think ahead about how they will explore or play with objects	Provide different pebbles, shells and other natural materials for children to explore and arrange freely.
Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next".	Help children to develop more control over their actions by giving them many opportunities to play freely and find their own ways of solving problems. When appropriate, sensitively provide a helpful commentary. You might suggest: "Why don't you look for the biggest pieces first?"
Respond to new experiences that you bring to their attention.	Regularly provide new materials and interesting things for children to explore and investigate. Introduce children to different styles of music and art. Give them the opportunity to observe changes in living things in the setting, and around the local environment. Take children to new places, like a local theatre or museum.
Make independent choices. Do things independently that they have been previously taught.	Provide a well-organised environment so that children know where materials and tools are and can access them easily. Provide enough materials and arrange spaces so that children can collaborate and learn alongside peers. Once children know how to use scissors, they can use this skill to achieve what they want to do. For example, they may want to make a mask or cut out material for a collage.
Bring their own interests and fascinations into early years settings. This helps them to develop their learning.	Provide appropriate non-fiction books and links to information online to help them follow their interests.

ACTIVE LEARNING children concentrate and keep on trying if they encounter difficulties, and enjoy achievements	
Keep on trying when things are difficult.	Help children to think about what will support them most, taking care not to offer help too soon. Some children learn by repeating something hard on their own. They learn through trial and error. Others learn by asking a friend or an adult for help. Others learn by modelling. They watch what you do or what other children do.
Use a range of strategies to reach a goal they have set themselves.	Provide plenty of high-quality, open-ended resources for children to play with freely, inside and outdoors. Suggest children can use wooden blocks to make lots of different structures.
Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.	Help young children to develop by accepting the pace of their learning. Give them plenty of time to make connections and repeat activities.

CREATING AND THINKING CRITICALLY children have and develop their own ideas, make links between ideas, and develop strategies for doing things	
Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.	Help children to look come up with their own ideas and explanations. Suggestion: you could look together at woodlice outdoors with the magnifying app on a tablet. You could ask: "What's similar about woodlice and other insects?" You could use and explain terms like 'antennae' and 'thorax'.
Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.	Offer children many different experiences and opportunities to play freely and to explore and investigate. Make time and space for children to become deeply involved in imaginative play, indoors and outside.
Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that 'Maybe the troll is lonely and hungry? That's why he is fierce.'	Help children to extend their ideas through sustained discussion that goes beyond what they, and you, have noticed. Consider 'how' and 'why' things happen.
Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.	Help children to reflect on and talk about their learning through using photographs and learning journeys. Share in children's pride about their achievements and their enjoyment of special memories. Suggestion: you could prompt a conversation with questions like: "Do you remember when...?", "How would do that now?" or "I wonder what you were thinking then?"