

Weekly Overview of Learning

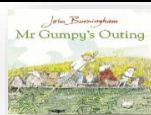
Year group: Reception Week beginning: Monday 7th October 2024

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




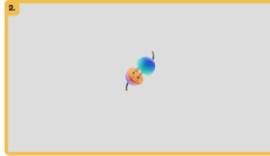

Please make sure all clothing and water bottles have names on but do not store water bottles in your child's book bag as some of them are leaking all over the books!

This half-term our topic is: Let's Explore!
The focus story this week is: Mr Gumpy's Outing



Moonster
Phonics

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to recognise the o 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: Point to the ... d-oor w-or-l (wall) ch-air f-l-oor m-e!</p>	<p><u>LI: We are learning to recognise the c grapheme.</u></p> <p>We will review previous learning using flashcards of learned GPCs, then by playing Quick Write and finally blending sounds to read words pip pin tan.</p> <p>We will then introduce the c sound. We will demonstrate the action for the c grapheme: Make letter c shaped cat ears with your hands. Say c, c, c cat.</p>	<p><u>LI: We are learning to recognise the k grapheme.</u></p> <p>We will remember our phase 1 learning by playing What's That Noise? The children will listen, remember and blend sounds together. The adult will say: What sound does: a c-a-t make? a c-ow make? a h-e-n make? a sh-ee-p make?</p> <p>The adult will then review GPCs learned so far using powerpoint or</p>	<p><u>LI: LI: We are learning to recognise the ck grapheme.</u></p> <p>We will begin by reviewing previously learned GPCs on powerpoint/flashcards and by playing Quick Write. The children will recall the grapheme learned so far and write them on their individual whiteboards. We will then blend sounds to read did and tag.</p>	<p><u>LI: We are learning to segment s, a, t, p, l, n, m, d, g, o, c, k sounds to spell CVC words.</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: p-a-t your arm m-ar-ch like a soldier n-o-d your head h-o-p</p>

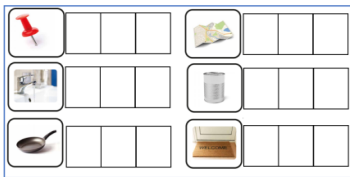
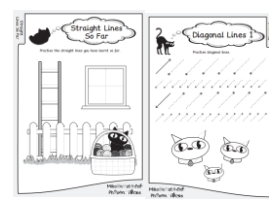
	<p>We will then review previously learned sounds and blend to read the words sip nip pan.</p> <p>We will then look at different objects beginning with o and identify the o sound. We will demonstrate the action for the o grapheme: Make round glasses with your hands like you are peeking inside the shell to see the octopus. Say o, o, o.</p> <p>Next, we will trace o with a finger in the air and write it on our whiteboards.</p> <p>We will then watch the video 'Popcorn Pops'. Can the children hear any words that have the o sound in the middle? Finally, we will use phoneme frames and the adult will model segmenting sounds to spell words not got top pot pop.</p>	<p>Next, we will trace the letter c with a finger in the air, clearly indicating the starting and end points and then practise forming c on whiteboards.</p> <p>Finally, we will watch the video 'Cute Cat' and ask if the children hear any words that use the c sound. Then we will practise blending to read the words cat cot cop cap can cod.</p>	<p>flashcards and then we will blend to read the words din gig sag.</p> <p>The adult will demonstrate the action for the k grapheme: Hold one arm and leg still and kick the other leg and arm out to the side like a koala. Say k, k, k. Next, we will trace k with a finger in the air and practise forming k on our whiteboards.</p> <p>We will watch the video 'Kim and Ken' and ask if the children can hear any words that use the k sound. We will then practise blending to read CVC words and play What's in the Box?</p>	<p>We will then introduce the ck grapheme. The adult will demonstrate the action for the ck grapheme: Make one c shaped cat ear and kick the other arm and leg out to the side like a koala. Say ck, ck, ck.</p> <p>We will then identify ck in different words and watch the video ticket in a pocket</p> <p>We will practise blending to read ck words sock sack tick pick dock pack kick.</p>	<p>We will then review previously learned sounds and blend to read the previously learned words gap dig pit</p> <p>Next, we will use my turn, our turn, your turn strategy to blend and read new words pot cap kit sock mop cat kid pack</p> <p>Finally, the adult will model how to segment sounds to spell words on the worksheet below.</p>
					

Literacy

Book: Mr Gumpy's Outing (Linked to our Cornerstones work from this week)

Writing task: To segment sounds to spell words containing s, a, t, p, i, n, m, d, g, o, c.






<p style="text-align: center;"><u>Monday</u></p> <p>LI. We are learning that new words can be understood by using them in new situations. (Linked to our Cornerstones work.)</p>	<p style="text-align: center;"><u>Tuesday</u></p> <p>LI. We are learning that new words can be understood by using them in new situations. (Linked to our Cornerstones work.)</p>	<p style="text-align: center;"><u>Wednesday</u></p> <p>LI. We are learning to use the words we have learned in books to help us explain why things happen.</p>	<p style="text-align: center;"><u>Thursday</u></p> <p>LI. We are learning to segment sounds to spell CVC words. Use My Turn, Our Turn, Your Turn to explain how to complete the adult led activity this week, ready</p>	<p style="text-align: center;"><u>Friday</u></p> <p>Monster Phonics Handwriting Session 4 and 5</p> <p>LI. We are learning to create straight lines with control</p>
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<p>Share the first half of the story <i>Mr Gumpy's Outing</i> by John Burningham. As you read the story, introduce the children to vocabulary, such as squabble, bleat, trample and tease.</p> <p>Key Vocabulary: squabble, bleat, trample and tease.</p> <p>Key Questions: Do you think the children and animals will all behave themselves on the boat? What do you think will happen when they are all being silly on the boat? Adult to collect children's ideas and scribe ideas on a defining/brainstorming frame.</p>	<p>Finish the story <i>Mr Gumpy's Outing</i> by John Burningham. Remind the children of the vocabulary squabble, bleat, trample and tease. The adult will then compare our predictions with what actually happened at the end. Was anyone close.</p> <p>Key Vocabulary: squabble, bleat, trample and tease.</p> <p>Key Questions: Was your prediction correct? Why did it happen? Mr Gumpy says the children can come as long as they don't squabble. What do you think 'squabble' means?</p>	<p>We will read the story Mr Gumpy's Outing for the last time, answering questions about what is happening in the text.</p> <p>Provide the Mr Gumpy mask templates from the Cornerstones website and a hat for Mr Gumpy. Use a blue cloth to represent the river and create a boat using wooden blocks or a large box. Invite the children to choose a character from the story to play. We will discuss what is happening in the story and why those things are happening, using the questions below.</p> <p>Key Vocabulary: muck about</p> <p>Key Questions: Why doesn't Mr Gumpy want the rabbit to hop on the boat?</p> <p>Can you think of another way of saying 'muck about'?</p>	<p>for the children to complete the work in their literacy books.</p> <p>Key Vocabulary: segment phonemes, grapheme</p> <p>Key Questions: Which sound does this word begin with? Which sound is in the middle? What can you hear at the end?</p> 	<p>Use My Turn, Our Turn, Your Turn to explain how to complete the two handwriting sheets this week. Encourage the children to keep trying, as practice will help us improve.</p> <p>Key Vocabulary: diagonal, vertical, horizontal, straight</p> <p>Key Questions: Which lines are easier to draw? Which lines are more difficult?</p> 
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Theme: Measure and Patterns Key texts: Pitter Pat and We're Going on a Bear Hunt

<p><u>Monday</u> L1. We are learning to build repeating patterns with body shapes. Activity: We will introduce to the class this week's learning objectives for Maths and explain that this week we will be making repeating patterns. We will</p>	<p><u>Tuesday</u> L1. We are learning to recognise repeating patterns in songs and stories. Activity: Today we will recap the vocabulary and the body patterns from yesterday. We will then sing 'In and Out the Dusty Bluebells and read 'We're Going on a Bear Hunt',</p>	<p><u>Wednesday</u> L1. We are learning to recognise repeating patterns in nature. Activity: Recap this week's objectives and key mathematical vocabulary. Blu tack some colours or shapes onto the board as a repeating pattern with mistakes. Today I have made some repeating patterns but I</p>	<p><u>Thursday</u> L1. We are learning to build repeating patterns with sounds. Activity: Recap this week's objectives and key mathematical vocabulary. Read 'Pitter Pitter Pat' by Joyce Hesselberth. Identify and discuss the different types of patterns in the book. We are going to</p>	<p><u>Friday</u> L1. We are learning to identify and continue repeating patterns using objects. Activity: Recap this week's objectives and key mathematical vocabulary. We will explain that today we are going to play a repeating pattern game. We will remind the children that a repeating pattern has a rule and it is up to us to find out what the rule is.</p>
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<p>explain the meaning of 'pattern, repeating, rule and copy' and add these mathematical terms to the Maths working walls. We will model to the class your pattern of blue, red, blue, red and explain the rule is to use blue and red – get the class to chant the colours as you use them - What will come next? Next model this by drawing shapes circle, square, circle, square. What will come next? Explain that today we are going to create a shape pattern using our bodies e.g., sit, stand, sit, stand. Children to continue the patterns and create their own.</p> <p>Vocabulary: Pattern, same, different, repeat, repeating, first, then, next</p> <p>Key Questions: Can you tell what the repeating pattern is? What comes first? What comes next?</p> <p>What pattern can you see?</p>  <p>Copy the pattern.</p>	<p>discussing what is repeating in the song and the story.</p> <p>Key vocabulary: Pattern, same, different, repeat, repeating, first, then, next</p> <p>Key Questions: What do you notice? Are the words a repeating pattern? Why? Why not?</p> <div data-bbox="504 343 806 550"> <p>Play the circle game and sing the song <i>In and Out the Dusty Bluebells</i>. Children hold hands and raise their arms upwards to make arches.</p>  <p>Encourage children to notice the patterns in the song as they are weaving in and out.</p> </div>	<p>think I have made some mistakes; please can you help me fix them. Using the natural items, choose 2 objects from the pile to create a repeating pattern e.g., pebble, stick, pebble, stick. It is a repeating pattern because it copies itself over again.</p> <p>Key vocabulary: Pattern, same, different, repeat, repeating, first, then, next</p> <p>Key Questions: Can you tell what the repeating pattern is? What comes first? What comes next?</p> <div data-bbox="873 518 1220 710"> <p>Go outside and model how to make simple large-scale patterns, such as stick, leaf, stick, leaf, stick, leaf.</p>  <p>Support children to copy the patterns and see if they can continue them. Encourage children to use loose parts to make simple patterns for a partner to copy and continue.</p> </div>	<p>create a sound pattern using 2 parts of our body, e.g., clap, stamp. Look and listen carefully. We are going to make a repeating pattern together – let's start with jump, clap, jump, clap - What comes next? Make up the next pattern together e.g., up, down / jump, hop / clap, clap, tuck / star, jump, hop. Remind the children it must follow a rule and repeat.</p> <p>Now we will choose two instruments to create a sound pattern. Look and listen carefully. Describe the pattern, e.g. tap, shake, tap, shake. Encourage the children to take turns performing their patterns to the class.</p> <p>Key vocabulary: Pattern, same, different, repeat, repeating, first, then, next</p> <p>Key Questions: can you tell what the repeating pattern is? What comes first? What comes next?</p> <div data-bbox="1265 710 1646 901"> <p>Provide children with a range of musical instruments. Use a drum or tambourine to tap out a simple beat, for example: tap, shake.</p>  <p>Encourage children to copy the beat after you.</p> <p>Pick different children to be the leader and allow them to tap out a simple beat for the rest of the class to copy and follow.</p> </div>	<p>The teacher will blue tack some colours or shapes onto the board and ask which comes next - verbally saying the shapes or colours out loud as a class to identify what comes next. Then we will invite the children to come and create some patterns to show the rest of the class.</p> <p>Key vocabulary: Pattern, same, different, repeat, repeating, first, then, next</p> <p>Key Questions: Can you choose 2 objects from the pile to create your own repeating pattern? Can you describe your repeating pattern? What comes first? What comes next? What is the rule? Can you make a repeating pattern using 3 or more objects?</p> <div data-bbox="1691 614 2105 845"> <p>Show children a range of AB patterns in images and with real-life objects.</p> <p>Encourage children to say what they see.</p>  <p>Prompt children to carry on the pattern and encourage them to say what would come next.</p> </div>
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Music



Love learning, start singing

Personal, Social and Emotional development




The mindful approach to PSHE

Physical Development




Get Set 4 P.E.

Art and DT




Kapow Primary

Understanding the world
(Cornerstones History and Geography Focus)



Understanding the world
(Science or RE Focus)

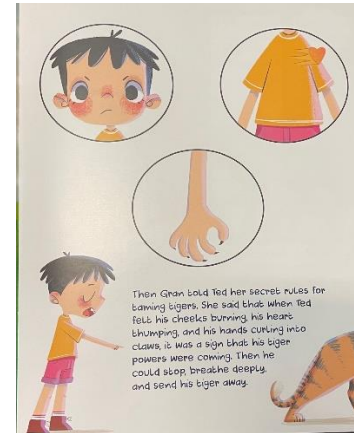
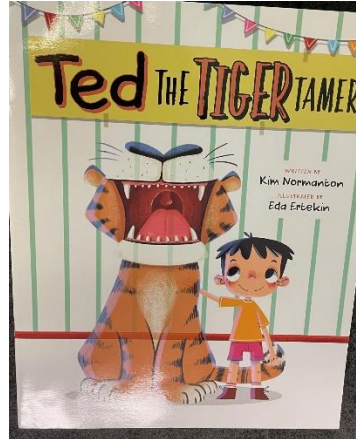


<p>The Sorcerer's Apprentice Week 1</p> <p>L1. We are learning to begin to use musical terms, e.g. louder, quieter, faster, slower, higher, lower. Activity: We will listen to and join in the song 'Alice the Camel' and discuss if the music is fast or slow. We will then introduce 'The Sorcerers Apprentice'. We will talk with pupils about the different ways of moving in the space e.g. walk, skip, stomp, tiptoe, glide, scurry, run etc. and explain to children that you want them to tell the story of the music by the way they move. They will listen out for contrasts in the music, loud and quiet, fast and slow, long notes/short notes. Finally, we will listen to the music again and ask pupils to show you the following: loud music by stomping; quiet music by tiptoeing; long notes by gliding/sliding; short notes by scurrying.</p> <p>Key vocabulary: louder, quieter, faster, slower, higher, lower.</p> <p>Key Questions: What is a sorcerer? (A type of wizard/conjuror.) What is an apprentice? (Someone who is learning to do a job by observing or shadowing someone else.)</p>	<p>L1. 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. We will then bring Jigsaw Jenie in and say we found him crying all by himself. The teacher will ask, "What's wrong?" Jigsaw Jenie will whisper in the teacher's ear and explain to the class that Jigsaw Jenie was playing outside with friends and someone wanted to join their game but Jigsaw Jenie said no and the other child kept asking and asking and then Jigsaw Jenie hit him. We will explain to Jigsaw Jenie that the boy was probably very sad and upset because he wasn't allowed to play, but Jigsaw Jenie should have used words and not hands. We will share the book, 'Hands are not for hitting'.</p> <p>Key vocabulary: Kind hands</p> <p>Key Questions: Have you ever been hurt by someone else? Have you ever got cross and hit someone? How does it feel if someone won't let you play or join in with their game?</p> 	<p>Introduction to PE Unit 1 Session 4</p> <p>L1. We are learning to use different travelling actions whilst following a path.</p> <p>Activity: The teacher will explain to the children that to get through the forest they will need to travel in different directions. Children will stand in their own safe space and begin by moving around the area, moving in and out of each other. (walking, running, side steps, backwards.) We will then play Freeze Shapes. We will tell the children that there is an ogre that lives in the forest. The ogre can't see people when they freeze and create a shape with their body. Ask the children to stand in their own space and make the following shapes: star, straight, tuck.</p> <p>when the teacher says 'the ogre is coming', children must quickly stop and create a shape with their body. Finally, we will play Follow Me. The children make one straight line behind the teacher and the teacher will lead them through the entrance of the forest. They must stay in this line and copy the travelling actions of the teacher. Different travelling actions will include: jumping over logs; hopping on lily pads; side stepping through the trees.</p> <p>Key vocabulary: Shapes: star, straight, tuck.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What travelling action was your favourite to do? Why is it important to keep a gap between you and the person in front of you? Which directions and shapes did you use today? 	<p>Drawing: Marvellous Marks Week 4</p> <p>L1. To explore mark making using pencils. To create a simple observational drawing.</p> <p>Activity: We will bring the children to sit together at the table, with the flowers in the centre and explain to the children that today they will be using pencils to draw an object. This is called observational drawing. We will use the presentation from Kapow to show the children some examples and explain that observing means looking carefully, so they will look carefully at an object and then draw what they can see. We will talk about the flowers and ask the children what they notice. Finally, we will give each child a pencil and a piece of paper and ask them to draw what they can see. As they do so, encourage them to think about all you just discussed – Is it leaning the right way? Have they included all the parts they can see?</p> <p>Key vocabulary: Colour, shape, size, thick and thin, dark and light marks.</p> <p>Key Questions: What colour is it? What shapes is it made up of? Which parts are bigger or smaller? Is it leaning a certain way? Can you name the different parts e.g. stem, leaves, petals etc.?</p> 	<p>Let's Explore! Session 4</p> <p>Where Have You Been?</p> <p>L1. We are learning that the weather, environment and living things are different around the world.</p> <p>Activity: For homework, we are asking the children to upload photographs from holidays and days out on Tapestry. Today we will provide time for the children to talk about the places they have visited. We will encourage the children to describe the location, what the weather was like and how they travelled. We will display a globe and the World map template. We will show the children the UK on the map and explain that this is the place in which we live. We will point out some of the countries that the children have visited.</p> <p>Key vocabulary: Map, Earth, journey, land, ocean.</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 photographs. Can you point out the roads and houses?</p>	<p>L1. We are learning to describe our environment and a contrasting environment.</p> <p>Activity: It is Space Week this week! Today we will be find out about Space and learning some facts about Saturn. We will read books about Space and learn a song about Space too.</p> <p>We will ask the children to talk to their talking partner and describe living on our planet and what it is like in Space.</p> <p>Key vocabulary: Sun, Moon, Earth, planets (including Saturn), stars</p> <p>Key Questions: Can you describe our planet? Can you describe Space? Where would you prefer to live? Why?</p>
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Think Equal Project (social and emotional programme for children in the EYFS)

Week 4: Ted the Tiger Tamer

LI. We are learning to link emotions to feelings inside our body. We are learning to use “Take a Break, Make a Plan” as a tool to calm our bodies and brains and make positive choices.



Activity: We will gather the children into a circle and ask them to remember everything we have been learning about emotions and how emotions feel inside our bodies. We will explain that sometimes, emotions can feel like an animal. We will close our eyes and imagine a tiger. We will ask the children to think about how a tiger might act if it is feeling angry or red on the mood meter. We will roar like a tiger! Then we will think about how a tiger might act if it is feeling calm and peaceful or green on the mood meter. We will read the story and share our thoughts about the story. We will discuss the meaning of the word ‘tame’.

Key vocabulary:

Tame, emotions, feelings

Key Questions:

How can we help our bodies to feel calmer when we are in the red zone?

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

We are learning to strengthen our finger muscles to help our writing. (Include photographs, texts about space, writing opportunities, tens frames opportunities and sounds s (sun, star), p (planet), d (dust), m (moon) for third activity below.)



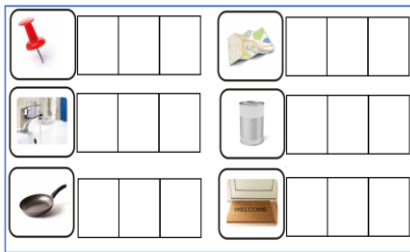
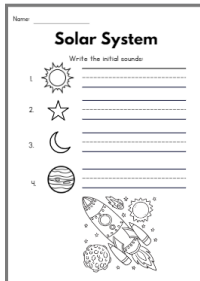
Key vocabulary:

Finger muscles, squeeze, roll, ball, stretch, push.

Key Questions:

How can we make our finger muscles stronger?

Additional mark making at the Messaging Centre (mark making table):



Challenge work: Creating space books (linked to science and phonics work) and creating two step and then three step patterns (linked to maths work)

