

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 9th December 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 come and visit us at 2.40pm on Tuesday 17th December for our Singing Celebration!
The children are looking forward to singing to the parents and carers.

This half-term our topic is: Marvellous Machines

The focus story this week is: No-Bot the Robot and Rosie Revere Engineer



Moonster
Phonics

Week 11 (end) /Week 12(beginning)	Monday	Tuesday	Wednesday	Thursday	Friday
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LI: We are learning to identify the oo phoneme and grapheme.

We will review previous sounds by using the letter freeze. The adult will point to different graphemes and children will make the corresponding sounds We will introduce the oo sound and demonstrate the action: Make a round mouth and show by circling with your finger without touching.

We will then blend to read oo words, then watch the Cool Blue video, noticing words containing oo.



LI: We are learning to blend sounds to read oo words.

We will review previous sounds by playing Quick Write with all the phase 3 sounds on the phase 2 and 3 sound mat (in the resources/display section of the Monster Phonics website. We will then remember the oo sound and action we learned yesterday.

We will then watch the Cool Blue video, noticing words containing oo and trying to spell them.

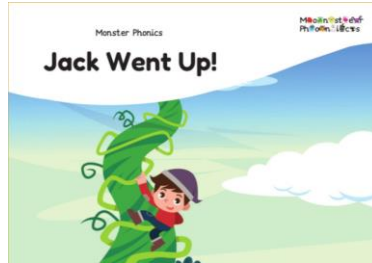
Finally, we will work together to match the oo words with the images below.



LI: We are learning to read sentences containing oo words.

We will review previous sounds by pointing to letters and graphemes on the Letter Frieze. We will ask children to say the sounds as we point to the letters.

Together we will read the eBook Jack Went Up (focusing on pages 1 – 13). The adult will read the white sections, modelling how to read fluently.



LI: We are learning to read sentences containing oo words.

We will review previous sounds by playing Quick Write with all the phase 3 sounds on the phase 2 and 3 sound mat (in the resources/display section of the Monster Phonics website. We will then remember the oo sound and action we learned yesterday.

Together we will continue to read the children's cream section of the eBook Jack Went Up (pages 15 to the end). The adult will read the white sections, modelling how to read fluently.

We will then practise writing our own sentences about the characters in the story. The adult will model writing:
We had no food. (Jack & mum)
Once modelled the adult will give the children time to write the sentence themselves.

We will repeat with the sentences:
I am in a mood. (giant)
I hid in the room. (Jack)

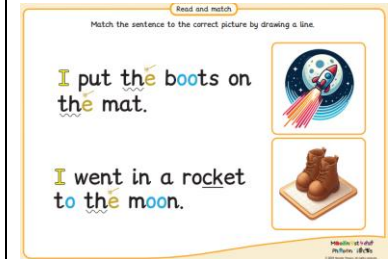


LI: We are learning to read sentences containing oo words independently.

We will review previous learning by practising reading previously learned words.

We will then use the whisper blending method to read the oo words we have been looking at this week.

Finally, we will work independently to read sentences containing oo words and find the matching pictures.



Literacy

Book: No-Bot the Robot and Rosie Revere Engineer

Writing task: To create our own designs, signs and labels for the class invention convention. (Also assessment task in literacy books.)

Monday

Tuesday

Wednesday

Thursday

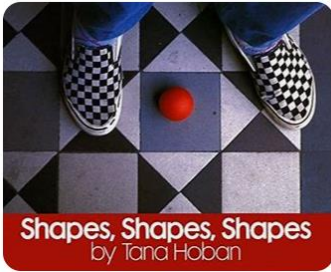

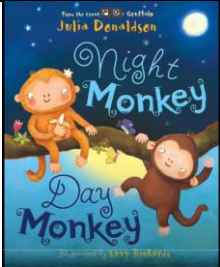
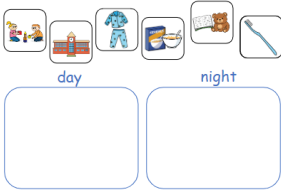

Friday







<p>Monster Phonics Handwriting Reception Stage 2 Week 2 activity 2</p> <p>L1. We are learning to form the letters s, t, p</p> <p>We will use the Handwriting resources from Monster Phonics. We will watch how to correctly form s, t, p then practice on our whiteboards and on big paper.</p> <p>Key Vocabulary: alphabet, pencil grip, form</p> <p>Key Questions: How do we hold our pencil? Where should we start writing? Use chunky pencils and pencil grips to support. _ _ _</p> <p>sit sit sit st st st</p> <p>st</p> <p>pit pit pit pt pt pt</p> <p>pt</p>	<p>Monster Phonics Handwriting Reception Stage 2 Week 2 activity 2</p> <p>L1. We are learning to form the letters s, t, p</p> <p>We will use the Handwriting resources from Monster Phonics. We will watch how to correctly form s, t, p then practice on our whiteboards and on big paper.</p> <p>Key Vocabulary: alphabet, pencil grip, form</p> <p>Key Questions: How do we hold our pencil? Where should we start writing? Use chunky pencils and pencil grips to support.</p> <p>tip tip tip tp tp tp</p> <p>tp</p> <p>sip sip sip sp sp sp</p> <p>sp</p>	<p>L1. We are learning to design and create our own inventions for our convention.</p> <p>We will read about Rosie one more time and discuss what a convention is. We will share our ideas for our own inventions, explaining what they will be and what task our inventions will be used for.</p> <p>Key Vocabulary: robot, invention, machine, task, job.</p> <p>Key Questions: What are you going to present at the convention? What materials will you need? What job or task will your invention be used for?</p>	<p>L1. We are learning to create our own signs and labels for the convention.</p> <p>We will use My turn, Our turn, Your turn strategy to model writing the signs to go on our inventions for our invention convention.</p> <p>Key Vocabulary: sign, label, invention, task, job.</p> <p>Key Questions: What makes an excellent sign/label? What do the visitors need to know?</p>	<p>L1. We are learning to explain our ideas using more than one sentence.</p> <p>We will use My turn, Our turn, Your turn strategy to model explaining what our invention is and what job it does. We will then invite children from other classes to come and visit our convention and we will practice talking to them about what we have invented and what job it does.</p> <p>Key Vocabulary: invention, task, job, first, then, next.</p> <p>Key Questions: What have you invented? What materials did you use? What special task/job does it do?</p>
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Theme: Shapes with 4 Sides

<p>Monday</p> <p>L1. We are learning to identify shapes in the environment.</p> <p>Activity: Today we will look at the book 'Shapes, Shapes, Shapes' by Tana Hoban. We will discuss the shapes Tana can see in her environment using the key vocabulary and questions below.</p> <p>Key vocabulary: Square, rectangle, sides, corners.</p> <p>Key Questions: What shapes can you see? How do you know it is a square/rectangle? Where can you see small/large shapes? Where can you see shapes within shapes?</p>	<p>Tuesday</p> <p>L1. We are learning to identify shapes in the environment.</p> <p>Activity: Today we will go for a walk around our classroom, outdoor area and the rest of the school, taking photographs of real objects, describing the shapes we can see. We will then print our photographs out and create our own shape books to look at in our classrooms, in a similar style to Tana Hoban.</p> <p>Key vocabulary: Square, rectangle, sides, corners.</p> <p>Key Questions: This is a square. How do you know?</p>	<p>Wednesday</p> <p>L1. We are learning to use language associated with the passing of time.</p> <p>Activity: Today we will sing songs and read stories to help us think and discuss times of the day, e.g. This is the way we brush our teeth and Night Monkey, Day Monkey. We will discuss what is happening and when.</p> <p>Key vocabulary: daytime During the day night-time</p> <p>Key Questions: What are we going to do now/next/after/this afternoon? What do the monkeys do during the day? What do the monkeys do at night-time?</p>	<p>Thursday</p> <p>L1. We are learning to compare key events in our day. (Day and Night)</p> <p>Activity: We will talk to our talking partners about our day, what we do in the daytime and what we do at night-time. We will sort different activities into the correct place on the categorising frame.</p> <p>Key vocabulary: First/then Before/after During the day night-time lunchtime</p> <p>Key Questions: What are we going to do now/next/after/this afternoon? What do you do during the day? What do you do at night-time?</p>	<p>Friday</p> <p>L1. We are learning to sequence events in our day.</p> <p>Activity: We will remember our work from the previous session and then read the text 'Mithran's Day'. We will then go on to sequence/order the different things that we do in our day, making sure we use the key vocabulary correctly.</p> <p>Key vocabulary: First/then Before/after During the day night-time lunchtime</p> <p>Key Questions: What are we going to do now/next/after/this afternoon? What do you do during the day?</p>
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 <p>Shapes, Shapes, Shapes by Tana Hoban</p>	<p>What shapes do you see?</p>  <p>I can see a <u>square</u>.</p>		<p>Sort the cards.</p> 	<p>What do you do at night-time?</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 History and Geography Focus)</p> 	<p>Understanding the world (Science, RE or Computing Focus)</p> 
<p>L1. We are learning to sing with a sense of shape of the melody. Activity: 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 "We wish you a merry Christmas." We will learn the words and create our own actions. We will then discuss when we should have loud voices,</p>	<p>L1. We are learning to describe how our homes are special. Today we will show the children two teddy bears and explain to the children that they need to build a home for each of the teddies. What could we use in the room? As a group, construct homes for the teddies to live in. We will look at the homes we have made and discuss them. Are they the same or are they different? We will show children pictures of different styles of home from around the world and discuss them. Then we will ask the children to talk about what the inside of</p>	<p>L1. We are learning to copy and create short sequences by linking actions together. Theme: Pets Activity: The children will talk about the pets they have or would like to have at home. To warm up we will then move around the space, when the coach calls a particular colour, all the children should stand in a hoop with that colour. Then the coach will ask the children to move in different ways around the hoops but still stand in the correct colour when called. Examples of pet movements could be:</p> <ul style="list-style-type: none"> • cats: travel on hands and knees • horses: gallop 	<p>L1. We are learning to create our own collages using mixed media. The children will be presented with a range of materials and resources. They will use them to follow their own creations using their own ideas for joining the materials together, e.g. pva glue, glue sticks, tape.</p> <p>Key vocabulary: collage, join, material, fabric, paper, card, foil.</p>	<p>L1. We are learning to communicate what we are making as we build our creations. Innovate challenge: Last week we read the story Rosie Revere Engineer and we came up with our own ideas for a marvellous machine to show at the Marvellous Machines Activity: This week we will make our marvellous machines. As we build, we will talk about our ideas and what our machine will do when it is finished.</p>	<p>L1. We are learning to ask and answer question about the Christian celebration of Christmas Activity: In this activity we will show children pictures of a Christmas tree in someone's home and discuss why this family might have a tree in their house at this time of year. We will then discuss how having an evergreen tree in a Christian home reminds Christians of life, even when it is cold and there are not many plants growing or alive outside at the moment!</p>

<p>quiet voices, high voices and low voices.</p> <p>Key vocabulary: louder, quieter, faster, slower, higher, lower.</p> <p>Key Questions: 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>their home is like. Do they have photos up? What colour is their bedroom, etc.? We will highlight how our homes are special to us and unique.</p> <p>Key vocabulary: same, different, unique, special</p> <p>Questions: What would a home look like? Are all homes the same? Are any houses similar to where they live or are they different?</p>	<ul style="list-style-type: none"> ● rabbits: jump ● snakes: slither on tummy or back ● dogs: travel on hands and feet <p>The children will then use cones and hoops to put two animal movements together. We will ask the children to imagine they are pets who have been left home alone. The children will move around the teaching area as a pet of their choice. When they get to a cone, they jump over it. When they get to a hoop, they travel around it. We will encourage the children to explore travelling on different body parts. Then we will encourage the children to balance in a hoop and hop over a cone. The children will be challenged to use different travelling movements each time and balance on a different body part and hold each balance for 5 seconds.</p> <p>Key vocabulary: linking actions, balance, muscles, body parts (hands, feet, back, stomach)</p> <p>Key Questions: How many actions did you have in your sequence? Can you share your favourite balance and why it was your favourite?</p>	<p>Key Questions: I wonder how we could fix this piece of (mixed media) to our pictures? Tell me about your collage/model/piece of art.</p>	<p>Key vocabulary: Invention Machine Job Task</p> <p>Key Questions: What task/job will your machine do? What will it be made of? Who will use it?</p>	<p>We will then listen to the story of the first Christmas.</p> <p>Key vocabulary: Jesus, Christian, Christianity, Son of God</p> <p>Key Questions: What can you see? Why might there be a tree in the room?</p>
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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.

Activity 1: folding, using tweezers to drip green liquid on coffee filters, then adding sequins and using hole punch. Activity 2: creating our own reindeer food



Challenge: We use characteristics of effective teaching and learning to challenge the children in our setting.

Challenge for this week: Design and create your own inventions for our convention.

e.g. a robot to help complete chores at home or a special type of transport that can go under the sea or fly in the sky.

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

