

Weekly Overview of Learning

Year group: Reception Week beginning: 9th 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. If there are any questions, please email your child's class teacher.

Reminders

Please make sure all jumpers and water bottles have your child's names on. Thank you!

This half-term our topic is: Let's Explore! (Also, this week we are continuing Thinking Skills Week.)

The focus story this week is: Topsy and Tim Go to School

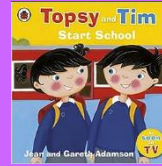


This week we will complete phase 1 aspect 7 activities and Monster Phonics assessments. As soon as all the Reception children have arrived we will begin phase 2 activities.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>LI: I can understand sound talk to say a word. I can understand and identify words by blending. (blending)</u></p> <p>The adult will explain how Tricky Witch has a very magical broomstick. If she says her special magic spell and sounds out a word, it will magically appear on her broomstick.</p> <p>She loves to ride around Monster Phonics Land on her broomstick collecting lots of words. The adult will show the picture of Monster Phonics Land. Today she needs your help to make her magic spell work.</p> <p>The adult will explain to the children that they are going to say Tricky Witch's magic spell and sound out a</p>	<p><u>LI: I can understand sound talk to say a word. I can copy and speak in sound talk. I can count or clap the phonemes in a word. (segmenting)</u></p> <p>As yesterday, the adult will explain how Tricky Witch has a very magical broomstick. If she says her new special magic spell and sounds out a word, it will magically appear on her broomstick.</p> <p>She loves to ride around Monster Phonics Land on her broomstick collecting lots of words. The adult will again show the picture of Monster Phonics Land and explain how today she needs your help to make her magic spell work.</p>	<p><u>LI: I can understand sound talk to say a word. I can understand and identify words by blending. (body blending)</u></p> <p>We will share the 'Head, Shoulders, Knees and Toes' book with the children encouraging them to join in with the actions and song. Use the questions at the back of the book to support your discussion.</p> <p>We will explain that today we are going to learn about words linked to our bodies. We will ask the children to look at each other's faces/head. 'What can they see?' Allow time to discuss and feedback ideas.</p> <p>We will point to a part of your body, e.g. head/nose/mouth (anything that</p>	<p><u>LI: I can understand sound talk to say a word. I can understand and identify words by blending. (blending)</u></p> <p>We will place a selection of 5 to 6 objects/pictures in the box or bag prior to starting the activity.</p> <p>We will show the children Tricky Witch's magic box/bag. 'Tricky Witch has been practising her magic spells. Can we help her?' She says her spell and then something will appear in her magic box/bag. Tricky Witch says a spell, sounds out a word and it appears in her box.</p> <p>We will say the first part of the spell. Encourage the children to join in once familiar. 'I'm Tricky Witch, my spells are great,</p>	<p><u>LI. I can copy and speak in sound talk. I can count or clap out the phonemes in CVC words. I can understand sound talk to say a word. (segmenting)</u></p> <p>We will place a selection of 5/6 objects/pictures in the box or bag prior to starting the activity and then arrange the corresponding picture cards in front of the box/bag visible to the children.</p> <p>We will show the children Tricky Witch's magic box/bag. Tricky Witch says a spell, sounds out a word and it appears in her box. Can we help her? She will say her spell and we will sound talk a word. If we get the magic right the same object will appear in her box/bag.</p>

<p>word from the Monster Phonics Land picture. If they listen carefully and blend the sounds correctly the picture will appear on the broomstick. The adult will select one of the picture cards but not show it to the children.</p> <p>She will say the spell:</p> <p><i>Listen carefully one, two, three</i> <i>Blend correctly and you will see a...p-i-g</i></p> <p>Sound out the word. e.g., p-i-g leaving a short gap between each sound. Encourage the children to say the word and identify the object. All the children should then repeat the sounds and blend them together. It is important that they do this and don't simply listen to the adult sound talking.</p> <p>Once the children have repeated the sounds and said the full word. Place the picture on the broomstick.</p> <p>The adult will repeat with different pictures.</p>	<p>Today the task is slightly different. The adult will explain to the children that they are going to say Tricky Witch's magic spell and say a word from the picture of Monster Phonics Land. If they say the sounds correctly in the word the picture will appear on the broomstick. The adult will select one of the picture cards and show it to the children. E.g., <i>Tricky Witch wants to collect a bin.</i></p> <p>Say the spell: <i>Listen carefully one, two, three</i> <i>Say the sounds and you will see a...bin...b-i-n!</i></p> <p>The adult will model how to sound out the word. e.g., b-i-n leaving a short gap between each sound. Encourage the children to say the word and then say each sound in turn. All the children should then repeat the word and say the sounds together. Encourage the use of my go, our go, your go.</p> <p>Once the children have repeated the word and said the sounds in sequence, the adult will place the picture on the broomstick.</p> <p>The adult will repeat with different pictures.</p>	<p>can be split into up to 3 sounds – n-o-se, h-ea-d, m-ou-th). Ask the children if they can sound out this body part. Complete the first one by using 'My go, our go, your go'.</p> <p>We will repeat this with different parts of the body. As you cover different words, ask the children to place the labels on the outline of the body. Discuss any misconceptions they might have linked to where body parts are.</p> <p>We will sing along to the 'Head, Shoulders, Knees and Toes' Monster Phonics book. Can they still sing the song and miss out parts of the body, like in the book?</p>	<p><i>'I'll sound out a word and then wait!'</i> Sound out the word. e.g., c-a-t leaving a short gap between each sound</p> <p>We will now say the final part of the spell: <i>'It will appear inside my magic box, you will see, we'll close our eyes and count to three, 1, 2, 3 – what can you see?'</i> We will repeat the sound talk c-a-t and encourage the children to say the word and identify the object. All the children should then repeat the sounds and blend them together. It is important that they do this and don't simply listen to the adult sound talking. Once the children have repeated the sounds and said the full word, we will pull the object/picture from the box/bag.</p>	<p>With the box in front of us, we will ask a child to select a CVC picture card. We will ask the child to name the object in the picture. We will get all the children to practise sound talking using 'my go, our go, your go'. We will encourage the children to then clap and count the number of sounds in the word e.g., c-a-t, 1, 2, 3.</p> <p>We will say - Let's say Tricky Witch's magic spell. Say the first part of the spell together. <i>'I'm Tricky Witch, my spells are great, I'll sound out a word and then wait!'</i> Children sound out the word together. Now say the final part of the spell: <i>'It will appear inside my magic box, you will see, we'll close our eyes and count to three, 1, 2, 3 – what can you see?'</i> We will put our hand in the box and pull out the object.</p>
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Literacy



Book: Topsy and Tim Go To School (read during Reading Aloud sessions)

Writing task: Getting to Know You – phonics activities and mark making activities

Monday

L1. We are learning to make marks and give meaning to marks – get well soon cards

The children will be shown how to write a message to a friend who is not feeling well.

Key Vocabulary: card, paper, envelope, stamp, mum, dad, brother, sister, grandma, grandpa, friend.

Key Questions: What message will you write? What picture would look nice next to your message?

Tuesday

L1. We are learning to make marks and give meaning to marks – birthday cards

The children will discuss their birthdays, how old they are and how old they will be when they next have a birthday. They will then look at different examples of cards and be shown how to create their own.

Key Vocabulary: four, five, card, balloons, cake.

Key Questions: What message will you write? What number shall we put on the front of our cards?

Wednesday

L1. We are learning to make marks and give meaning to marks– welcome messages (group 2 children)

The children will be shown how to access a range of materials for writing messages (the sticky labels, tape, paper, envelopes, note books, post-it notes). The adults will model writing secret messages and then hiding them (e.g. putting them up sleeves and in shoes)!

Key Vocabulary: secret message, paper, post it note, tape, envelope

Key Questions: What message will you write? Who might you give it to?

Thursday

L1. We are learning to make marks and give meaning to marks – friendly messages (group 2 children)

The children will be shown how to access a range of materials for writing messages (the sticky labels, tape, paper, envelopes, note books, post-it notes). The adults will model writing friendly messages on tape and stickers and then putting them on our friend's or our teacher's jumper.

Key Vocabulary: secret message, paper, post it note, tape, envelope

Key Questions: What message will you write? Who might you give it to?

Friday

L1. We are learning to make marks and give meaning to marks – messages home (group 2 children)

The children will be shown how to write a message to someone at home and how to put it in an envelope.




Key Vocabulary: letter, paper, envelope, stamp, mum, dad, brother, sister, grandma, grandpa, friend.

Key Questions: What message will you write? Who might you give it to?



Theme: Getting to know you (White Rose)

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>LI. We are learning a range of number songs which will help us with our maths learning this year.</p> <p>Activity: Today we remember our work from last week and continue to sing numbers songs where the numbers are increasing and getting larger. E.g. 1, 2, 3, 4, 5 Once I Caught a Fish Alive and 1, 2, Buckle My Shoe.</p> <p>Key vocabulary: Number names, one more, getting bigger. We will use objects and number frames to help us see the amounts we are singing about.</p> <p>Key Questions: Which number will come next? How do you know?</p>	<p>LI. We are learning a range of number songs which will help us with our maths learning this year.</p> <p>Activity: Today we will continue to sing numbers songs where the numbers are decreasing and getting smaller. E.g. Five Little Ducks, Five Little Speckled Frogs, Ten Green Bottles.</p> <p>Key vocabulary: Number names, one less/fewer, getting smaller. We will use objects and number frames to help us see the amounts we are singing about.</p> <p>Key Questions: Which number will come next? How do you know?</p>	<p>LI. We are learning that it is faster to subitise than count small amounts of objects.</p> <p>Activity: Today we will learn that we can subitise instead of counting small amounts of objects. The adult will show images of groups of objects and real groups of objects on a tray. We will realise that we do not have to say the number names in order and point to each object when there are only small amounts. We will realise that our brain already recognise the amount in front of us.</p> <p>Key vocabulary: Number names, subitise, count.</p> <p>Key Questions: How many are there? How do you know?</p>	<p>LI. We are learning to select the resources we need in the classroom – shape and measures resources</p> <p>Activity: Today we will look closely at the things in the classroom we can use to help us learn about shape and measures.</p> <p>Key vocabulary: The names of different resources, e.g. beads, building blocks, magnetic shapes, weighing scales, measuring tape, metre sticks.</p> <p>Key Questions: How can this help us with our learning this year?</p>	<p>LI. We are learning to select the resources we need in the outdoor classroom.</p> <p>Activity: Today we will look closely at the things in the outdoor area we can use to help us with our maths learning.</p> <p>Key vocabulary: The names of different resources, e.g. stop watches, measuring tape, fir cones, conkers, leaves, twigs, pebbles.</p> <p>Key Questions: How might we use this? How can this help us with our learning this year?</p>

<p>Jigsaw PSHE Introduction to the class charter</p>	<p>Thinking Skills Week Session 4</p>	<p>Thinking Skills Week Session 5</p>	<p>Thinking Skills Week Session 6</p>
<p>LI. We are learning that we are part of a class community. We are learning that we have rights and responsibilities in our class community.</p> <p>Activity: We will look at the different cards containing the UN rights of the child. The adult will explain what each right means and the accompanying action. For example, we all have the right to not be hurt but this means we must say kind words and have kind hands when we are playing with the other children. The adult will then ask the children to vote for the rights that they want to focus on this year in Reception.</p> <p>Key vocabulary: right, action, vote.</p> <p>Key Questions: What rights should we focus on this year? What kind of classroom would you like this year?</p>	<p>LI. We are learning that we have a brain and our brain grows when we learn new things.</p> <p>Activity: Today we are going to look at the Thinking About our Thinking powerpoint to learn about thinking and metacognition. The adult will show the children our metacognition display so that the children know they can refer to it whenever they need to remember what we are learning about today.</p> <p>Key vocabulary: brain, thinking, metacognition.</p> <p>Key Questions: How can we learn new things? How can we make our brain stronger?</p> 	<p>LI. We are learning that we have neurons in our brain and our neural paths get stronger when we practice something or keep trying again and again.</p> <p>Activity: We will continue to learn and sing the song “Keep Trying” on Youtube.</p> <p>Key vocabulary: Neuron, Neural path/neural pathway, Keep trying, Persevere, Practice.</p> <p>Key Questions: How can we make our neural path(way)s stronger? What did the children do in the song? Did they give up or did they keep trying (persevere)?</p> 	<p>LI. We are learning how to have a growth mindset and keep trying when things get difficult.</p> <p>Activity: We will use the sesame street video to learn about growth mindsets and the power of yet. Several Sesame Street characters make mistakes, including Cookie Monster, who is disappointed when he burns his cookies. They express fixed mindset beliefs, like, “I’ll never get it right!” There is then a song with lyrics which include: “You didn’t get it yet, but you’ll make it soon I bet.” “Just breathe, don’t lose control; keep trying and you’ll reach your goal!”</p> <p>Key vocabulary: Growth mindset, fixed mindset, keep trying, persevere, mistakes</p> <p>Key Questions: How is Cookie Monster feeling and why? What would you say to Cookie Monster if you could?</p> 

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

LI. We are learning to use our fine motor skills to pick up objects

Activity: The children will play a game where they collect pom poms using tweezers, trying to beat the adult or their friends.



LI. We are learning to look after the living things in our environment.

Activity: The children are extremely interested in the insects to be found in the outdoor area! We will collect them and describe them. Finally, we will talk about how we have to look after them and return them safely to the place where we found them. (lower case foam letters to be used, not capital letters)



LI. We are learning to join different materials together to make kites

Activity: Some of the children are very excited about making their own kites. We will encourage the children to collect the resources they need (e.g. string, wool, paper straws, card, paper, ribbon, masking tape, sellotape, glue sticks) to create their own kites.

Key vocabulary: join, masking tape, sellotape, glue sticks

Key Questions: What can we use to join the materials together? Which way might work best?

