

Weekly Overview of Learning

Year group: Reception Week beginning: 11 September 2023

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 is Thinking Skills Week.)

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



Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>LI: We are learning the names of the different colours of the monsters in Monster Phonics Land.</u></p> <p>The teacher will show the children the different toy monsters and pass them round the circle.</p> <p>We will talk about the different colours we see, and then we will learn the Monster Rainbow song, found in the songs section of the foundations programme.</p> 	<p><u>LI: We are learning the names of the different monsters in Monster Phonics Land.</u></p> <p>The teacher will show the children the different toy monsters and pass them round the circle.</p> <p>We will then listen and begin to learn the monster phonics song in the songs section of the foundations programme.</p> 	<p><u>LI: We are learning to recognise the s grapheme.</u></p> <p>The teacher will show the action for the s grapheme: Weave hand in an s shape like a snake, and say ssss.</p> <p>We will show PowerPoint s.</p> <p>We will trace s with our finger in the air.</p> <p>We will look at objects with an initial and final 's' sound.</p> <p>We will watch the video 'Cat Sat on the Mat'. Can the children hear any words that begin or end in the letter s?</p>	<p><u>LI: We are learning to recognise the a grapheme.</u></p> <p>Children will recall the grapheme s using the flashcard.</p> <p>We will then learn the action for the a grapheme: Mouth open and wide, say a, a, a like you are very cold!</p> <p>We will then show PowerPoint a.and trace a with finger in the air.</p> <p>We will look at the object on the screen and ask the children to say what they are, emphasising the a sound. (The last slide has the a sound in the middle position in cat.)</p>	<p><u>LI: We are learning to recognise the t grapheme.</u></p> <p>Children will recall the grapheme s and a. We will sort objects beginning with s and a for the shop.</p> <p>The teacher will show the action for the t grapheme: Touch the teeth with your tongue and say t, t, t.</p> <p>We will then show PowerPoint t and trace t with finger in the air.</p> <p>We will look at the objects on the screen and ask the children to say what they are.</p>



Literacy



Book: Topsy and Tim Go To School

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

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>LI. We are learning to make marks and give meaning to marks– secret messages 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)!</p> <p>Key Vocabulary: secret message, paper, post it note, tape, envelope</p> <p>Key Questions: What message will you write? Who might you give it to?</p>	<p>LI. We are learning to make marks and give meaning to marks – friendly messages 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.</p> <p>Key Vocabulary: secret message, paper, post it note, tape, envelope</p> <p>Key Questions: What message will you write? Who might you give it to?</p>	<p>LI. We are learning to make marks and give meaning to marks – messages home The children will be shown how to write a message to someone at home and how to put it in an envelope.</p> <p>Key Vocabulary: letter, paper, envelope, stamp, mum, dad, brother, sister, grandma, grandpa, friend.</p> <p>Key Questions: What message will you write? Who might you give it to?</p>	<p>LI We are learning to make marks and give meaning to marks – birthday cards The children will be shown how to access a range of materials for making birthday cards (card, paper, envelopes). The adults will model writing a birthday message on a card and putting it inside an envelope.</p> <p>Key Vocabulary: card, paper, message, envelope.</p> <p>Key Questions: Who might you give it to? How old are they?</p>	<p>LI. We are learning to make marks in the outdoor areas and give meaning to marks . The children will be shown how to access a range of materials for making marks outside (buckets, brushes, rollers, chalk, clipboards, notebooks). The adults will model using the resources safely and tidying them up successfully when finished.</p> <p>Key Vocabulary: buckets, brushes, rollers, chalk, clipboards, notebooks.</p> <p>Key Questions: What do you need? How will you use it?</p>



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 will 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 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 to select the resources we need in the classroom – counting and subitising resources</p> <p>Activity: Today we will look closely at the things in the classroom we can use to help us with our counting and subitising.</p> <p>Key vocabulary: The names of different resources, e.g. tens frames, counters, pebbles, conkers, buttons, fir cones, beads, tape measure, stop watch.</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 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>

Thinking Skills Week Session 1

LI. We are learning that we have a brain and our brain grows when we learn new things.

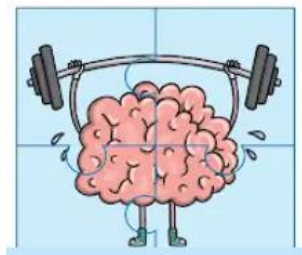
Activity: We will use a PowerPoint and read a story called Your Fantastic Elastic Brain.

Key vocabulary: brain, strong, learn, hard, easier.

Key Questions: How can we learn new things? How can we make our brain stronger?



Making our own brain headbands.



Sticking together the pieces to complete our brain jigsaws.

Thinking Skills Week Session 2

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.

Activity: We will read a little more of the book from yesterday. Then watch and learn the song "Keep Trying" on YouTube.



Key vocabulary:

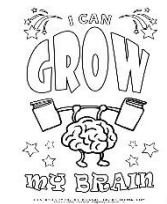
Neuron, Neural path/neural pathway, Keep trying, Persevere, Practice.

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)?



We will make neurons out of playdough or plasticine



We will make posters to show what we are learning about neurons and our brain.

Thinking Skills Week Session 3

LI. We are learning how to have a growth mindset and keep trying when things get difficult.

Activity: We will use the PowerPoint to learn about growth mindsets and fixed mindsets and we will then watch an episode of Bluey called "Bike" (Series 1, episode 11) where Bluey is finding it difficult to learn how to ride a bike. We will learn that it is ok to make mistakes and that things are always difficult at first but they get easier.



Key vocabulary:

Growth mindset, fixed mindset, keep trying, persevere, mistakes

Key Questions: How is Bluey feeling and why? What would you say to Bluey if you could?



We will make growth mindset flags.



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 combine a range of movements (Physical Development)

Activity: The children will set up their own race in the construction area. They will use a range of equipment and use stopwatches to time each other completing the course. The children will use clipboards to record everyone's times.



Key vocabulary:

Jump
Hop
Balance
Turn
First
Second
Third

Key Questions:

Who was faster? How do we know? How can we keep a record of our scores? What other equipment can we use to make the best race?

LI. We are learning to take turns in conversations.

Activity: The children will create their own stories using the airport and aeroplanes.



Key vocabulary: sky, ground, above, below, landing, taking off.

Key Questions: Where is your favourite place? Have you ever been on an aeroplane?

LI. We are learning to share toys with others.

Activity: The children will move the dinosaurs in different ways, working in a group with others.



Key vocabulary: my turn, your turn, please, thank you.

Key Questions: How might we solve the problem? How are you feeling? Why are you feeling that way?