

Weekly Overview of Learning

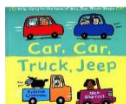
Year group: Reception Week beginning: Monday 13th November 2023

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. 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, earrings should be small studs and not hoops for health and safety reasons. Also, hair clips and hair accessories should be the burgundy school colours. This week is anti-bullying week and we can wear odd socks on Monday. On Friday it is children in need and the children can come to school in colourful or rainbow coloured clothes!

This half-term our topic is: Marvellous Machines
The focus story this week is: Car Car Truck Jeep



Moonster
Phonics

Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
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LI: We are learning to recognise the j grapheme.

We will revise all letters learned so far using the alphabet frieze. then introduce j and look at different objects containing j. Demonstrate the action: Jump like a Jack in a Box and say j, j, j. Next, trace j with a finger in the air. We will then watch the video 'Jill, Jack and Jen'. We will then download the activity and encourage the children to write CVC words and captions from the song. Finally, we will blend sounds to read j words and sort them into real and alien words on a categorising frame in the middle of the carpet.

Challenge: Children to make their own books about vehicles.



LI: We are learning to recognise the v grapheme.

We will review previous learning using theWe will introduce the v sound. Look at objects in the PowerPoint. Demonstrate the action: Pretend to be holding the steering wheel of a van and say vvvvvv. Next, trace v with a finger in the air. We will watch the video 'Vic the Vet' and ask if the children hear any words that contain the v sound. We will then write the words we can hear in the song.

Challenge: Children to continue to make their own books about vehicles.



LI: We are learning to recognise the w grapheme.

We will review previous sounds by playing Quick Write with j and v CVC words. We will then introduce w and demonstrate the action: Blow onto open hand, as if you are the wind, and say wh, wh.. Next, trace w with a finger in the air and practise writing it. We will then watch the 'Winning the Show' video. We will identify words that use the w grapheme and write the w words.

Challenge: Create an obstacle course in the construction area and write down the names of the children who win, use a stop watch so you can record times too.



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

We will begin by using the CVC blending powerpoint to practise blending the sounds we have been learning this week. We will then introduce x and demonstrate the action: Pretend to write the kisses at the end of a birthday card and say ks, ks, ks (xxx). Next, we will trace v with a finger in the air. Finally, we will use the Fix the Mix video to find words containing x. We will segment the sounds to spell the x words on our whiteboards.

Challenge: Children to write recipes for the home corner.



LI: We are revising recognising, blending and segmenting all the sounds learned so far.

We will use the Buried Treasure PowerPoint to practise blending to read words using j, v, w and x. We will then listen to the song Hug Our Pets and segment sounds to spell the words in the song. The words contain the sounds we have been learning so far this term.

Challenge: Children to write recipes in the outdoor kitchen, e.g. mix the mud, add 4 leaves.



Literacy

Book: Car Car Truck Jeep

Writing task: To complete our own vehicles book, e.g. It is a van, It is a truck, It is a bus, It is a jet.

Monday

LI. We are learning vocabulary to help us read our story 'Car, Car, Truck, Jeep'

We will explain that a vehicle is a special type of machine that moves people or things. It needs energy to move from petrol, diesel, electricity or a charged electric battery. Look inside the front cover of our new text. How many vehicles can you recognise?

Key Vocabulary: : car, truck, jeep, jet plane, motor bike, digger, van.

Key Questions: What is a vehicle? How are all our vehicles similar? How are they different? Do we agree/disagree?

Tuesday

LI. We are learning to use our vocabulary to talk about the story.

We will introduce the text for this week, read it, finish it and discuss it.

Key Vocabulary: car, truck, jeep, jet plane, motor bike, digger, van.

Key Questions: Which vehicle is your favourite and why?

Wednesday

LI. We are learning to write our own sentences.

The teacher will model looking at an image of a truck, saying the sentence and then writing the sentence "It is a van". We will turn to our talking partner and say what the teacher has done well, e.g. starting with a capital letter, hearing the sounds, finger spaces.

Key Vocabulary: : car, truck, jeep, jet plane, motor bike, digger, van.

Key Questions: What makes an excellent sentence? What should our success criteria be?

Thursday

LI. We are learning to write our own vehicles story.

We will remember our success criteria from yesterday to use My turn, Our turn, Your turn to write our own sentences for our own book.

My turn – the teacher will model looking at an image of a truck, saying the sentence and then writing the sentence "It is a truck".

Our turn – the teacher and children will write the sentence "It is a jet."

My turn – The children will then write "It is a bus" all by themselves.

Key Vocabulary: : car, truck, jeep, jet plane, motor bike, digger, van.

Key Questions: What have we done well? Have we achieved the success criteria?

Friday

Penpals Handwriting

LI. We are learning to form the letter c and a.

We will use the Penpals Handwriting software for our age group and click on 'show alphabet'. We will watch how to correctly form d and g, then practice on our whiteboards and on big paper.

Key Vocabulary: alphabet, pencil grip

Key Questions: How do we hold our pencil? Where should we start writing?

Theme: 1 2 3 4 5 Key texts:

Monday

LI. We are learning to find 4 and 5

Activity: Remind the children of our previous work finding one, two and three objects. Encourage the children to not count but subitise as you show them photographs of different amounts of objects to three. Then explain that four and five objects are just one more and two more than three. Show the children what four and five look like on a fives frame and tens frame. Encourage the children to look at different photographs of 4 and 5 and notice what they look like.

Vocabulary: one, two, three, four, five.

Key Questions: Is it more than three? Is it bigger than three? Is it less than three? How do you know?

Match the number.



Tuesday

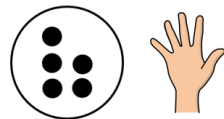
LI. We are learning to subitise 4 and 5

Activity: Encourage the children to notice numbers inside numbers. Explain that their brains won't be able to subitise amounts greater than 3 straight away, so we will need to see numbers inside the number. We will use our talking partners to talk about the numbers we can see inside the bigger number, e.g. I can see a 3 and a 2. I think there are 5 dots altogether. I can see a 4 and a 1. I think there are 5 altogether.

Key vocabulary:

Key Questions: What can you see? How do you see it?

How many dots?



Show the number on your fingers.

Wednesday

LI. We are learning to represent 4 and 5

Activity: Children to work in pairs. All pairs to be given 4 of the same size and colour object. Ask the children to find different ways to show 4, e.g. 2 and 2, 3 and 1. Compare. Repeat with 5 objects. Can we find different ways to show 4 and 5 larger objects, e.g. tyres in the construction area?

Key vocabulary:

Shape, circle, triangle, side, corner, straight, curve, same, different

Key Questions: How many are there altogether? How do you know?

How many different ways can you show 4?



I know there are 4 because
I can see 2 and 2

Thursday

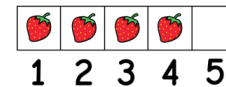
LI. We are learning to find one more than a number to 5.

Activity: Children to work with a partner. All pairs to have 5 identical objects and a fives frame. Remind the children that a fives frame is simply the top row of a tens frame. Encourage the children to put different amounts on the fives frame (without counting) and then show you one more.

Key vocabulary: one more, larger, greater.

Key Questions: What is one more? How many are there altogether? How do you know?

Give children a number to make on their five frame. Prompt them to point to that number on the number track.



Encourage children to show what is 1 more. How many are there now?

Friday

LI. We are learning to find one less than a number to 5.

Activity: Children to work with a partner. All pairs to have 5 identical objects and a fives frame. Remind the children that a fives frame is simply the top row of a tens frame. Encourage the children to put different amounts on the fives frame (without counting) and then show you one less.

Key vocabulary: one less, fewer, smaller amount.

Key Questions: What is one less? How many are there altogether? How do you know?



1 less than 5 is 4

<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 (Cornerstones History and Geography Focus)</p> 	<p style="text-align: center;">Understanding the world (Science, RE or Computing Focus)</p>  
<p>LI. 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 "When Santa got stuck up the chimney." We will learn the words and create our own actions. We will then discuss when we should have loud voices, quiet voices, high voices and low voices. Key vocabulary: louder, quieter, faster, slower, higher, lower. 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>Odd Socks Day and Anti-Bullying Week LI. We are learning to name an adult we will talk to if we are feeling worried or upset. Activity: We will begin by completing a whole class defining frame to discuss why we are all wearing odd socks today. We will then read the story of Willy the Wimp and discuss how he is feeling and why, first at the beginning of the story, then at the end of the story. We will then turn to our talking partners and discuss what had changed. We will realise that Hugh was kind and helpful. We will then discuss how we can be more like Hugh. Key vocabulary: Lonely, upset, unkind, difference, friends, smile, kind words, helpful. Key Questions: How does Willy feel? Why? What would you do to help?</p>	<p>LI. We are learning to develop our balancing, taking our weight on different body parts. Activity: Finding space: Children stand in their own safe space. They begin by walking around the area, moving in and out of each other. Can they move around in this space, changing direction and avoiding other people? Can they move around in the space in different ways e.g. jogging, skipping, jumping and side-stepping? We will then play the Watch out, croc! Game. The children will imagine they are travelling through a lake that has crocodiles in it. They will travel around the teaching area, when the teacher says 'watch out, croc', children freeze so that the crocodile doesn't see them. Children travel around the space using their: hands and feet back two hands and one foot feet</p>	<p>LI. We are learning to create natural paintbrushes using found objects. We are learning to use natural paint brushes and mud paint to create artwork. Activity: Last week we created our own natural paint bushes using sticks, feathers and leaves. This week we will create muddy artwork. We will discuss how much water we should add to create the best paintings. We will then paint on paper and newspaper. We will remind the pupils of the concept of abstract and figurative art. Which are they choosing to make? Key vocabulary: sticky, squelchy, glide sweep, wipe, dab, swirl 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>LI. We are learning to sort and categorize machines in different ways. Activity: We will look at lots of photographs showing different vehicles and explore different vehicle toys. We will show a large categorising frame in the centre of the carpet and talk to our partners about how we might sort the vehicles on the categorising frame. We will then display the Diggers, trucks and tractors picture cards and the range of toy diggers, trucks and tractors. We will invite the children to talk to a partner, name the vehicles and discuss the jobs they do. We will ask the children why they think the vehicles need to have such large wheels. Finally, we will provide the children with paper and drawing resources, such as 2B pencils and fine felt tip pens, to create close observational drawings of the vehicles. Encourage them to look carefully at the vehicles as they draw and include as much detail as they can.</p>	<p>LI. We are learning to identify similarities and differences and explain our thinking. Activity: In this activity, the children create aliens from playdough. They look at pictures of aliens in books for inspiration (e.g. The Aliens are coming!) to inspire them. We will then make a large categorising frame in the middle of our carpet to sort our alien creations. We will look for similarities and differences in the set of aliens. We decide on criteria to group them by, such as colour, shape, features etc., and group the aliens according to their chosen criteria. Key vocabulary: Same, different, colour names, fat, thin, spotty, stripy. Key Questions: Which parts do I need to make? Which part shall I make first? What shall I make next? How can I join the head to the body? What else can I try? How does that look so far?</p>

		<p>We will encourage them to squeeze their muscles to keep still and balanced.</p> <p>Key vocabulary: balance, muscles, body parts (hands, feet, back, stomach), sliding, jumping, spinning</p> <p>Key Questions: What is a balance and what do you think makes a good balance? Is it harder to balance on more or less body parts? Is it easier to balance on bigger or smaller body parts? How long do we need to hold a balance for? What helped you to keep still?</p>		<p>Key vocabulary: machine, digger, truck, tractor, wheel, axle, vehicle.</p> <p>Key Questions: What jobs do these vehicles do? Why do you think the wheels are so large? What is the difference between a tractor and a digger? What colours can you see on the vehicles? Look at the wheels. What patterns can you see on the tyres?</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 take turns in conversations, cooperate and share resources.

Activity 1:



Activity 2:



Activity 3:



Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.



Challenge: We use characteristics of effective teaching and learning to challenge the children in our setting.
Challenge for this week: Build a digger in a roadwork construction area.

