

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 20th 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 half-term our topic is: Marvellous Machines

The focus story this week is: Naughty Bus by Jan and Jerry Oke



Moonster
Phonics

Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to recognise the y grapheme.</u></p> <p>We will revise all letters learned so far using the alphabet frieze. then introduce y and look at different objects containing y. Demonstrate the action: Pretend to be eating yoghurt and say y, y. Next, trace y with a finger in the air. We will then watch the video 'Jazz Yum Yum'. We will then practise spelling the y words in the song, e.g. yes, yet, yum yum. Finally, we will make zig zag books at the writing table, writing y words to match the pictures.</p> <p>Challenge: Children to make their own signs for using the toilets correctly.</p>	<p><u>LI: We are learning to recognise the z and zz grapheme.</u></p> <p>We will review previous learning by playing quick write, with the children quickly writing cvc words containing y. .We will introduce the z and zz sound. Look at objects in the PowerPoint. Demonstrate the action: Put arms out at sides and pretend to be a bee, saying zzzzzz. Next, trace z with a finger in the air. We will watch the video from yesterday 'Jazz Yum Yum' and ask if the children hear any words that contain the z or zz sound. We will then write the words we can hear in the song. Finally, we will sort the z word cards into two piles, real and nonsense words.</p>	<p><u>LI: We are learning to recognise the qu grapheme.</u></p> <p>We will review previous sounds by using the interactive whiteboard. We will then introduce qu and demonstrate the action: Make a duck's beak with your hands and say qu, qu, qu. Next, trace qu with a finger in the air and practise writing it. We will then watch the 'Jazz Yum Yum' video again. We will identify words that use the qu grapheme and write the qu words (quit, liquid, quack).</p> <p>Challenge: Write a letter to a friend.</p>	<p><u>LI: We are learning to segment sounds to spell CVC words and write captions.</u></p> <p>We will begin by using the CVC blending powerpoint to practise blending the sounds we have been learning this week. We will then explain how letter names are different from their sounds. We will study the Letter Frieze and explain that the letters are ordered in the alphabet.. Finally, we will use the The Monster Alphabet video and point to the letters on the letter frieze as they are sung. We will use magnetic letters and practise putting them in the order of the alphabet.</p>	<p>INSET DAY NO SCHOOL</p>



Challenge: Children to make their own signs for following the rules in the dinner hall.



Challenge: Children to write a letter to someone who works at the school.



Literacy

Book: Naughty Bus

Writing task: To complete our own sentence about the Naughty Bus.

Monday

LI. We are learning to relate what is happening in our own story to our own lives.

Hook – we will have a toy bus wrapped up in wrapping paper. We will pass the parcel round and ask the children to guess what might be in the bus.

Turn to the first page of the story and read the words. We will notice that the child has a wrapped parcel and he also receives a toy bus.

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

Key Questions: What might be inside the parcel? Why do you think that?

Tuesday

LI. We are learning to relate what is happening in our own story to our own lives.

We will look at our homework on Tapestry. We will talk about all our bus journeys, where we all travelled to and who we were with.

Key Vocabulary: passengers, bus stop, reflection, handsome.

Key Questions: Which journey was your favourite and why?

Wednesday

LI. We are learning vocabulary to help us read our story 'Naughty Bus'

The teacher will clarify the meaning of different words in the text. We will then read the story of the Naughty Bus.

Key Vocabulary: passengers, bus stop, reflection, handsome.
Key Questions: What makes an excellent sentence? What should our success criteria be?

Thursday

LI. We are learning to sequence the events in the story.

We will talk to our partners about our story and discuss what happened at the beginning of the story, in the middle of the story and at the end of the story. Together, we will complete a sequencing frame.

Key Vocabulary: First, then, next, finally.

Key Questions: What happened at the beginning of the story? What happened at the end? Which part of the story is your favourite and why?

Friday

INSET DAY NO SCHOOL

Theme: 1 2 3 4 5 **Key texts:** Song – 5 Little Speckled Frogs

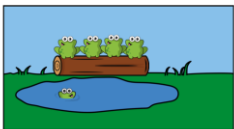
Monday
LI. We are learning to that numbers are made up of smaller numbers and these are called parts.

Activity: We will explain to the children that all numbers are made up of smaller numbers and these smaller numbers are called 'parts'. Learning to see the whole number and the smaller parts will help our number sense. We will learn the song '5 Little Speckled Frogs' using our fingers to show the numbers we are singing. Children will then sit in pairs, with a 5 frame and 5 double sided counters. We will sing the song again and this time the children will turn over the double sided counters to show how many frogs are still on the log and how many frogs have fallen in.

Vocabulary: full, not quite full, part, whole.

Key Questions: How many frogs are there altogether? How many frogs are missing? How do you know? Can you prove it? (I know there are 4 because I can see a 2 and another 2. I know there are 4 because there is one space on the 5 frame.)

4 is a part and 1 is a part.



Tuesday
LI. We are learning to recognise the parts of 5.

Activity: Today we will make a large 5 frame in the outdoor area. We will repeat 5 little speckled frogs song, with 5 children in the 5 frame (holding frog pictures). As we sing, one child at a time will leave the 5 frame. We will keep talking about how many frogs are in the fives frame and how many frogs are missing.

Key vocabulary: full, not quite full, part, whole, one less.

Key Questions: How many frogs are there altogether? How many frogs are missing?

Act out the rhyme again with four speckled frogs. Encourage children to talk about the parts they can see.



Use a five frame and double-sided counters to represent the frogs on the log and in the pool.

Wednesday
LI. We are learning to recognise the parts of 5.

Activity: Today we will play a game with two hoops and five children. The adult will ask different questions, e.g. Do you like apples? And the children will stand in the correct hoop. We will repeat with other questions. We will keep discussing how many children are in each hoop and how many children there are altogether. The teacher will model how to record this using pictures of hoops and pictures of children as well as writing numerals.

Key vocabulary: part, whole, altogether

Key Questions: What parts can you see? What is the whole?



Put children into groups of 4 or 5 and provide them with two hoops, labelled 'yes' and 'no'.

Ask children questions, for example, "Do you like apples?" Prompt children to move into the 'yes' or 'no' hoop.



How many children are in each hoop?

Thursday
LI. We are learning to show our thinking using mathematical marks.

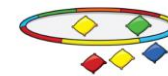
Activity: Today we will play a bean bag game outside, and the children will need to record their beanbag scores using paper and clipboards. We will remember how the adult recorded our maths yesterday, and explain that now it is the children's turn to draw pictures and write numerals to show their score.

The children will stand several metres away from their hoop. They will then attempt to throw 5 beanbags into the hoop. They will record their scores, showing how many beanbags were in the hoop and how many beanbags were outside the hoop. We will continue to discuss the parts and the whole (5).

Key vocabulary: part, whole, altogether

Key Questions: What parts can you see? What is the whole?

2 is a part and 3 is a part.
 The whole is 5.



Friday
INSET DAY NO SCHOOL

	<p>across as you may trip and not get up in time. We will then go to the road play space we have prepared and practise crossing the road safely, following the steps of the Green Cross Code. Key vocabulary: Road safety safe stop look listen wait think zebra crossing traffic island pedestrian. Key Questions: Why is it important to be safe when we cross the road? What do we do first? Next? Then?</p>	<p>children hopping over. Then, leaping over. Children also explore going from two feet to one foot. Key vocabulary: jump, landing, knees, hop Key Questions: Which shapes did you make when jumping? What did you need to do with your knees when landing? Which jump was the most difficult and why? How did you feel after doing lots of jumping and why is that good for your body?</p>	<p>Fast slow Dynamic loud quiet</p> <p>Key Questions: Tell me about your work. Can you show me which parts represent your feelings or where the music was faster or slower?"</p>		<p>rolling down the ramp? Why? How could we measure how far the vehicles travel? What do you think will happen if we make the ramp higher? Are you surprised by how far the vehicles travelled?</p>
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Some of the other opportunities for learning inside or in the outside area (based on pupil needs and interests):

L1. We are learning to blend sounds to read CVC words.

Activity 1: CVC word pirate coins Activity 2: sort monster phonics real and nonsense words . Activity 3: read CVC word and wash off.



L.I. We are learning to identify one more and one less.

Activity 4: cups with labels, e.g. You have 3. 1 more is...



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

Challenge for this week: Explore how far different vehicles travel down the ramps.



Active Learning

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



