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





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



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?

<u>Friday</u>

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?



Thursday

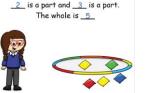
LI. We are learning to show our thinking using mathematical marks.

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?



Friday **INSET DAY NO SCHOOL**

sing up

Love learning, start singing

Personal, Social and Emotional development



Physical Development

Kapow

Art and DT

Understanding the world (Cornerstones History

world (Cornerstones History and Geography Focus)



Understanding the world (Science, RE or Computing Focus)

Discovery RE

Barefoot

** Computing at School

Singing Songs for Festivals 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 "Rudolf the Red Nose Reindeer." 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?

Road Safety Week

LI. We are learning to stay safe when we are crossing the road.

Activity:

We will begin by clarifying some ground rules for our class discussions. (We will listen to each other. We do not have to speak if we do not want to. We will not laugh at another person's suggestion.) We will discuss why it is important to be safe when we cross the road and the class teacher will introduce the green cross code.

- 1. Think find a safe place to cross the road.
- 2. Stop and wait when you approach a crossing, STOP before you are at the edge of the pavement. Do not step on to the road.
- 3. Look and listen LOOK for vehicles by looking right, left and right again. Listen for

vehicles too. You may be able to hear them before you see them. Be aware that bicycles

- and electric vehicles can be quiet but can also travel very fast.
- 4. Stop and wait think, is there enough time for you to cross the road safely? If traffic is coming, then let it pass.
- 5. Look and listen again
- Cross keep looking and listening when you walk straight across the road. Do not run

Gymnastics Unit 1 Session 4 LI. We are learning to jump and land safely.

Activity:

Children jog around the teaching area. On the different commands, children perform the following jumps, until the teacher says 'I see at dingo', at which time children stop being wallabies and continue jogging again.

- Wallabies jump as fast as you can.
- Wallabies jump a far as you can.
- Wallabies jump as high as you can.
- Wallabies jump as quietly as you can. Jog in space away from others. Bend your knees on landing, land on your toes first.

Main activity: Can they jump over their cone using two feet? Can they hop over their cone same foot to the same foot? Can they leap over their cone going from one foot to the other foot?



Children walk around the space. When they get to a camel's hump, they stop and jump over it. Repeat with

Painting and Mixed Media Session 3 Painting to Music LI. We are learning to respond to music through the medium of paint.

Activity: We will all listen to the first 20 seconds of the Audio file: Track 1.We will ask: "How does it make you feel? Is it happy or sad? Maybe it makes you feel differently?"We will then listen to the track again and ask the pupils to stand up and move to the music. "How would you dance to this music? Listen to it carefully – should you move quickly? Slowly? Jump around?" We will repeat with audio track 2 and 3. Finally, we will explain to the pupils that they will do some painting to music. This time, instead of dancing with their body, they will 'dance' with their paintbrush, moving it on the paper as they listen to the sound of the music. Show the pupils some of the different ways they could use their brush to respond to the music: long smooth strokes, short sharp dots, flicking paint, swirling, zig zags, etc. We will use Audio file: Track 4 as pupils paint.

Key vocabulary:

Happy sad Excited worried Sleepy tempo Marvellous Machines Session 4
Transport Through the Ages
LI. We are learning to compare
modern vehicles with vehicles in
the past.

Activity: We will look at lots of photographs showing old vehicles and modern vehicles. We will explain vocabulary and then complete a compare and contrast frame together, showing how vehicles are the same and how they are different.

Key vocabulary: old, modern, same, different, in the past
Key Questions: These pictures show an image of an old car and a modern car. What is the same about the cars and what is different? How do you think people travelled before cars were invented? Do you think the old cars travelled quickly? Do you think there were lots of cars on the roads in the past? How can we find out? How are modern trains different from old trains?

Science: LI. We are learning to represent scientific observations by mark making. We are learning to offer explanations for why things happen, making use of vocabulary, such as, because, then and next.

Activity:

In this activity, we will use a selection of tov vehicles. wooden planks, wooden blocks, a large roll of paper and marker pens. We will explain to the children that they will investigate how far the vehicles travel after rolling down a ramp and invite the children to predict which vehicle they think will travel the furthest, encouraging them to explain their reasoning. We will support the children to make a ramp on top of the roll of paper using the wooden plank and blocks. We will release the vehicles, one at a time, from the top of the ramp and mark how far they travel along the paper.

Key vocabulary:

Because...

Then...

Next...

Furthest...

Key Questions: Which vehicle will travel the furthest after

across as you may trip and not get up

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?

children hopping over. Then, leaping over. Children also explore going from two feet to one foot.

Key vocabulary: jump, landing, knees, hop

Kev 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?

Fast slow Dynamic loud quiet

Key Questions:

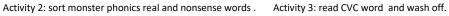
Tell me about your work. Can you show me which parts represent your feelings or where the music was faster or slower?"

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?

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

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

Activity 1: CVC word pirate coins







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.





