

# Weekly Overview of Learning

Year group: Reception Week beginning: 25 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. 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 make sure all clothing and water bottles have names on. Thank you!

**This half-term our topic is:** Let’s Explore!

**The focus story this week is:** In Every House on Every Street

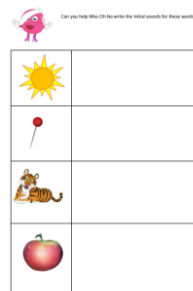


Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b><u>LI: We are beginning to blend the letter sounds learned so far (s, a, t, p, l, n)</u></b></p> <p>The teacher will use a sound bag containing real objects with the sounds we have learned so far.</p> <p>We will use the blending powerpoint to practise blending sounds together to read vc and cvc words containing the sounds we have learned.</p> <p>Finally, we will listen to the video ‘Open the Tin’ and find the words</p>	<p><b><u>LI: We are learning to write the graphemes representing letter sounds learned so far (s, a, t, p, l, n)</u></b></p> <p>The teacher will use a sound bag containing real objects with the sounds we have learned so far.</p> <p>Today we will practise writing the graphemes s, a, t, p, l, n. We will introduce writing ‘l’</p>	<p><b><u>LI: We are learning to blend sounds to read in, it and an.</u></b></p> <p>The teacher will show the High Frequency Word PowerPoint.</p> <p>We will blend to read the phonetic words, ‘in, ‘it’ and ‘an’. The teacher will explain how Tricky Witch has cast a spell on the s in ‘is’. It now makes a z sound! Yellow l makes the long l sound in the word ‘l’. We will explain to the children that this is a tricky but important word which we use a lot.</p>	<p><b><u>LI: We are learning to blend sounds to read tap, pat, sat, nap, sip, tip, pan, tan.</u></b></p> <p>We will use the high frequency words powerpoint again and we will then watch the video ‘What Shall We Do with Pippin the Sailor?’</p> <p>We will ask the children to sing along and add the actions for the CVC and VC words that they know.</p> <p>We will write the Set 1 and 2 words that are in the song: tap, pat, sat, nap, sip, tip, pan, tan. The teacher</p>	<p><b><u>LI: Revision Session We are learning to blend sounds to read CVC words in read the high frequency words in, it, an.</u></b></p> <p>We will sing along to the song ‘What Shall We Do with Pippin the Sailor?’ again, adding actions for the CVC and VC words we know.</p> <p>We will then play Pirate Letters. Each child has an s, a, t, p, i or n flashcard. Children say their sound out loud and sail around</p>

we have been blending in the song.



and Yellow I who makes this sound.



will model blending to read the words. We will then replay the video and point to the words when they are sung.

Finally, we will place 3 hoops on the floor. Place the grapheme needed for the word next to each hoop. Then ask a child to jump into each hoop in turn and shout the sound. As they jump out of the last hoop, they blend and shout out the word.



to locate other pirates with the same sound.

Finally, we will play high frequency word treasure hunt using the words we have learned so far.



## Literacy



**Book:** In Every House on Every Street

**Writing task:** To read and spell the words **pat, tap, nap, sip, tip, tan, sat, sit, pan.**

### Monday

LI. We are learning to listen to a story. (Linked to our Cornerstones work.)

We will share the story 'In Every House on Every Street' and talk about what is happening in the pictures.

**Key Vocabulary:** House, street, living room, bedroom, kitchen, bathroom.

### Tuesday

LI. We are learning to relate what is happening in a story to our own lives. (Linked to our Cornerstones work.)

We will share the story again and relate to our own experiences, we will talk about how our home is similar or how our home is different.

### Wednesday

LI. We are learning to segment sounds in the words **pat, tap, nap, sip, tip, tan, sat, sit, pan.** (Linked to our Phonics work.)

We will pretend to be robots and, when the teacher says a CVC word, we will segment the sounds in the CVC words, saying each sound in a robot voice.

### Thursday


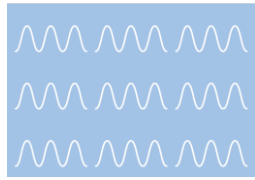
Writing LI. We are learning to spell the words **pat, tap, nap, sip, tip, tan, sat, sit, pan.** (Linked to our Phonics work.)

We will remember our robot arms activity yesterday and spell those words today. We will use our individual whiteboards to write down the three graphemes representing the sounds.

### Friday

Writing LI. We are learning to create wavy lines using pencils.


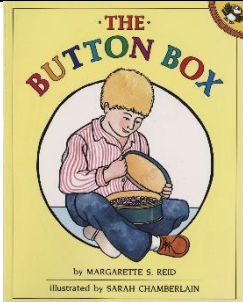
We will use the Penpals software and go to handwriting patterns and the wavy lines section. We will all practise holding our pencils correctly and then make wavy line marks on our paper.








<p><b>Key Questions:</b> what is happening in each room? Which room is your favourite?</p> 	<p><b>Key Vocabulary:</b> House, street, living room, bedroom, kitchen, bathroom.</p> <p><b>Key Questions:</b> What might you do in the kitchen/bathroom/bedroom/living room? Which room is your favourite?</p>	<p><b>Key Vocabulary:</b> segment, phoneme (sound)</p> <p><b>Key Questions:</b> How many phonemes can you hear? Which phoneme is first? Which phoneme is last?</p>	<p><b>Key Vocabulary:</b> segment, grapheme (letter)</p> <p><b>Key Questions:</b> What does the word begin with? How many letters are there altogether?</p>	<p><b>Key Vocabulary:</b> wavy</p> <p><b>Key Questions:</b></p> 
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**Theme:** Match, Sort and Compare    **Key texts:** All Sorts and The Button Box

<p><u>Monday</u>  <b>LI. We are learning to sort objects into different groups by looking at their colour.</b>  <b>Activity:</b>  We will explain that this week we will be sorting objects into different groups and in different ways. The way we sort them will be the 'sorting rule'. Objects can be sorted into groups such as colour, size or shape. We will explain the meaning of '<b>sorting, comparing and rules</b>'. Read the story 'All Sorts'. Recall how the character Frankie loved to sort things in lots of different ways. One of the ways was by colour. Provide 2 sorting hoops/mats in different colours. Challenge</p>	<p><u>Tuesday</u>  <b>LI. We are learning to sort objects into different groups by looking at their shape.</b>  <b>Activity:</b> Read the story 'All Sorts' again, looking at the different ways the character Frankie sorts objects. Today we are going to do some more sorting. This time we are going to sort things by their shape. Our sorting rule is to sort things by shape. Introduce two of the shape monsters, they are very hungry but only like to eat things that are the same shape as them. Challenge the children to go on a shape hunt, looking for objects to match the shape of the monsters. Mix them all up in a pile and</p>	<p><u>Wednesday</u>  <b>LI. We are learning to compare the amounts in our groups.</b>  <b>Activity:</b> The teacher will explain that, in the 'All Sorts' story, Frankie even sorted people. Have a look at your class friends. Ask children to decide on a sorting rule and split themselves into 2 groups accordingly. Count the number of children in each group and compare. Use the language of 'more', 'less', 'fewer', 'most', 'least' when comparing each group. Decide which has the most/least. Make a tally chart to record the answers.  <b>Key vocabulary:</b>  same, sort, compare, rules, same, different</p>	<p><u>Thursday</u>  <b>LI. We are learning to begin to create our own sorting rules.</b>  <b>Activity:</b> Today the children will collect some items to sort into different categories. They will go on an Autumn treasure hunt. The teacher will then draw two chalk circles and have group items. Discuss what kinds of groups/rules there are and why the children think so e.g., colour, size, object type.  <b>Key vocabulary:</b>  same, sort, compare, rules, same, different   <b>Key Questions:</b>  Think carefully about the things you will collect. Will you be able to sort them into different sorting rules? I</p>	<p><u>Friday</u>  <b>LI. We are learning to create our own sorting rules.</b>  <b>Activity:</b> Read 'The Button Box' and discuss the different ways buttons were sorted or could have been sorted by the boy. Have a go at sorting buttons into different groups yourself.   <b>Key vocabulary:</b>  same, sort, compare, rules, same, different   <b>Key Questions:</b>  How can you describe the ways they have been sorted? What are the sorting rules?</p>
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<p>the children to go on a colour hunt to find objects that match the 2 colours. Mix them all up in a pile and children can work together to sort them into the corresponding hoops/mats.</p> <p><b>Key vocabulary:</b> same, sort, compare, rules</p> <p><b>Key Questions:</b> How have you sorted the objects? Are there any other ways you could sort them?</p>	<p>children can work together to sort and post them into the corresponding shape monsters. Model the sentence “I have sorted these objects into squares/circles” etc.</p> <p><b>Key vocabulary:</b> same, sort, compare, rules</p> <p><b>Key Questions:</b> How have you sorted the objects?</p>	<p><b>Key Questions:</b> Can you think of different ways you could sort each other? (Girls/boys, hair colour, skirt/trousers). How many children in each group?</p>	<p>wonder if you could work out what my groups are? What are the sorting rules?</p> <p>Can you tell me how I have sorted my buttons?</p> 	
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<p>Music</p> 	<p>Personal, Social and Emotional development</p> 	<p>Physical Development</p> 	<p>Art and DT</p> 	<p>Understanding the world (Cornerstones)</p> 	<p>Understanding the world (RE or Computing Focus)</p>  
<p><b>I've Got a Grumpy Face Week 2</b></p> <p><b>LI. We are learning to compose new actions and lyrics for the song.</b></p> <p><b>Activity:</b> We will recap singing the song from last week and finishing the verse with the corresponding action (e.g. grumpy etc.).</p> <p>Then we will create a 'question-and-answer' singing game based around</p>	<p><b>LI. We are learning to start to recognise and manage our feelings</b></p> <p><b>Activity:</b> We will have Calm Me time and practise calm breathing using our special chime bar. We will sing our song “Together As One”. Look at photographs of children showing different emotions. Pass round our jigsaw shape Jigsaw Jenie and complete the sentences “I was happy when...” “I was angry when...” We will then discuss what we can do to</p>	<p><b>Introduction to PE Unit 1 Session 2</b></p> <p><b>LI. We are learning to move safely and stop with control.</b></p> <p><b>Activity:</b> We will play a range of pirate games to help us learn how to stop with control, e.g. Catch the captain game. To play, all children start at one end of the teaching area. The coach will choose one child to be the captain, who starts at the opposite end of the teaching space. The children ask ‘Captain, what time is dinner?’</p>	<p><b>Drawing: Marvellous Marks Week 2</b></p> <p><b>LI. We are learning to investigate making marks with felt tipped pens.</b></p> <p><b>Activity:</b> We will allow the pupils some time to explore freely the marks they can make without a specific outcome in mind. We will support the pupils as they make marks, avoiding asking them what they are drawing but rather commenting on what they</p>	<p><b>Let's Explore! Session 2 On Every Street</b></p> <p><b>LI. We are learning that a community is a group of people who live together or share a space.</b></p> <p><b>Activity:</b> Share the story <i>In Every House, on Every Street</i> by Jess Hitchman. Encourage the children to look closely at the pictures and explore what happens in each room. Support the children to make connections with their lives. At the end of the story, use the pull-out</p>	<p><b>Who Am I? Session 1</b></p> <p><b>LI. We are learning to talk about our family and our community.</b></p> <p><b>Activity:</b> We will introduce Bertie Owl as our special ‘wise’ friend who will help us learn in RE. We will place the photograph cards of activities children might do with their families into a small box or bag so the children cannot see them.</p>

'I've got a grumpy face' for the questions and 'I've got a grumpy face. It looks like this' for the answers. Change the words to 'Can you pull a face? Can you tap your head?' etc. Invite children to sing a question of their own.

Then the children will think of other parts of the body, an expression, or emotion that could be used to create new verses for the song (e.g., 'two flapping hands', 'two blinking eyes', 'a sleepy face', 'a sad face', 'ten wiggling fingers' etc.). Write down the children's suggestions (you'll need these again in Lesson 3) and decide together on suitable actions.

**Key vocabulary:**

**Pitch:** shape (contour), high/low

**Structure:** call-and-response

**Tempo:** beat

**Timbre:** hard/soft, scratchy/smooth, etc.

**Key Questions:**

How might you change the words in our song? Can you think of a different question we could sing?

feel better if we are feeling sad or angry. We will explain that we all have a job as part of our class to be kind friends. We will introduce the phrase "If you see someone without a smile give them one of yours." Finally, we will play a game of pass the smile.

**Key vocabulary:**

Happy, angry, sad, excited.

**Key Questions:**

Why do you think these children are feeling happy/angry/excited/sad, etc?

Captain calls out a time of day. For example, '5 o' clock, Arrggghh!' The children then do the same number of steps forward as the time called out by the captain. The captain can turn around whenever they like and the children must stop and freeze straight away. If they are caught moving by the captain, the captain will send them back to their cabin and they start again at the start line. The first child to tag the captain is the winner. Repeat the game again with that child as the captain.

*Teacher note: stay at the front with the captain to help them.*

Freeze like a statue when the captain turns around.

**Key vocabulary:**

Stop  
control

**Key Questions:**

What do you need to do to be safe when moving around others? What helps you to stop quickly and with control?



are doing: "You've used so many different colours! I can see orange, green and blue." We will then tell the pupils that you will use your felt tips to make patterns and demonstrate how to use the felt tip to draw a zig zag and as you do so, say:, "Zig, zag, zig, zag!" We will ask the pupils to copy us with their own felt tips, repeating the phrase as they mark make. Finally we will repeat with different types of lines and patterns, e.g. circles: "Round and round we go!"

**Key vocabulary:**

thin  
long  
thick  
Wavy  
squiggly

**Key Questions:**

How many different marks can we make? Can you think of another way to use the pen?

section to explore who lives inside each of the houses on the street. Invite the children to draw pictures of their house and family, doing their favourite activities. Encourage the children to talk about their drawings, and write down what they say on sticky labels. Use the pictures and children's quotes to add to an 'Our street' display.

**Key vocabulary:**

street, town, village, community, map

**Key Questions:**

The family do different activities in each room of the house. Which room do you like the best?

What activities do you enjoy doing with your family at home?

Do you have a favourite room in your house?

Which room in your house are you going to draw?



One child at a time will come and select a picture from the box/bag and we will try to act out what is on the card without making a sound. Can the rest of the children guess what the activity is? We will ask the children who they might do all these things with. Can they think of an activity that they love to do with their family that is special? Put children into pairs and ask them to tell each other what it is they like doing with their family. The children feed back to the class. Teacher to write all the different ideas on the board. Look at all the different ideas on the board, talk about how this makes us unique as we all have different special things that we do with our families.

**Key vocabulary:**

Families, special

**Key Questions:**

Who is special to you at home? What things do you do with your family that are special to you?

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

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

Activity 1: The children will select a pirate coin with a CVC word on it. They will blend the sounds together to read the word. If the word is a real word they will put it in the treasure chest.

Activity 2: The children will use the alphabet stones to create our CVC words in the bottle shapes.

#### Key vocabulary:

Real, fake, not real, blend.

#### Key Questions:

Is this word a real word?

