

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 27th 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: No Bot the Robot



Moonster
Phonics

Week 9 (end) /Week 10 (beginning)	Monday	Tuesday	Wednesday	Thursday	Friday
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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: Use examples of excellent sentences and success criteria to write silly sentences using j, v, w and x.



LI: We are learning to recognise the ch grapheme.

We will review previous learning using the alphabet frieze. We will introduce the ch sound. Look at objects in the PowerPoint. Demonstrate the action: to be chilly, shiver and say ch, ch, ch. Next, trace ch with a finger in the air. We will eat a square of chocolate and watch the video 'Such Kind Cats' and ask if the children hear any words that contain the ch sound. We will then write the words we can hear in the song.
 We will then complete a yes/no activity, with the teacher displaying a question and the children nodding their heads or shaking their heads.

Challenge: Use examples of excellent sentences and success criteria to write yes/no questions using ch words.



LI: We are learning to blend sounds to read ch words.

We will review previous sounds by playing Quick Write with qu and ch. words. We will then remember the ch grapheme and action. We will practise blending the sounds to read the words in the song 'Such Kind Cats' chin, chop, chicken, chug, check, such, chill, much, rich. We will then replay the video and point to the words when they are sung. Finally, we will read the HFW PowerPoint. We will explain that Cool Blue makes the long oo sound in the word 'too'. Tricky Witch changes the sound of er in 'her' and ar in 'are'. The word 'are' also ends in a silent e. The word 'with' is phonetic, ending with the th(v) sound.

Challenge: Use examples of excellent sentences and success criteria to write silly sentences using ch words.



LI: We are learning to recognise the sh grapheme.

We will revise previous learned so far using the buried treasure PowerPoint. Children will sort real and nonsense words containing ch. We will then introduce sh and look at different objects containing sh. We will demonstrate the action: Pretend to tell the baby to go to sleep, saying sh, sh, sh. Next, we will trace sh with a finger in the air. We will then watch the video 'Off on a Ship'. We will listen for words containing sh and do the sh action whenever we hear a word with sh. Finally, the teacher will model blending to read the sh words ship, shell, shop, fish, crash, bash, hush.

Challenge: Use examples of excellent sentences and success criteria to write silly sentences using sh words.



LI: We are learning to blend sounds to read sh words.

We will review our learning yesterday by playing Quick Write with ch and sh grapheme. We will practise blending the sounds to read the words in the song 'Off on a Ship': ship, shell, shop, fish, crash, bash, hush. We will then replay the video and point to the words when they are sung. Finally, we will use my turn, our turn, your turn to write sentences for the Off on a Ship video.
Challenge: Use examples of excellent sentences and success criteria to write sentences for our own Off on a Ship song.



Literacy

Book: No Bot the Robot

Writing task: To write our own sentences using the sounds we have learned.

Monday

Pen pals Handwriting

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

Key Vocabulary: alphabet, pencil grip
Key Questions: How do we hold our pencil? Where should we start writing?

Tuesday

LI. We are learning to listen to the words in a story.

We will look at the front cover and discuss what we can see and what we notice. We will point out more challenging vocabulary, try to work out the definitions with our talk partners and explain what it means.

Wednesday

LI. We are learning to predict what might happen next in the story.

We will introduce the text for this week and read it, up to the part where the robot needs a new bottom part. The children will talk to their talk partners, predict what his new bottom will look like and draw the part on their individual whiteboards.

Thursday

LI. We are learning to write simple using the sounds we have learned.

We will use my turn, our turn, your turn to write sentences about Nobot the Robot, e.g. I can see a big robot. I can see a red robot. I can see a sad robot.

Key Vocabulary: robot, sparks, explode, surprised, embarrassing, heavy, light.

Friday

LI. We are learning to identify tricky words to, the, go, you.




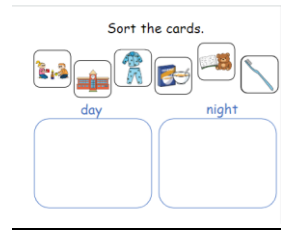

We will read the story ending, and then give out word cards. All children will have a tricky word card containing to, the, go and you. We will read the text a second time. When the children hear their word in the text, they will hold up their word card.

Key Vocabulary: to, the, go, you.

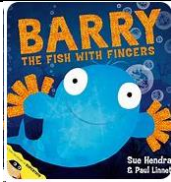
	<p>Key Vocabulary: robot, sparks, explode, surprised, embarrassing, heavy, light.</p> <p>Key Questions: What do these words mean? Can you use the word in a sentence?</p>	<p>Key Vocabulary: robot, sparks, explode, surprised, embarrassing, heavy, light.</p> <p>Key Questions: What might happen next? Where could they find a new bottom part?</p>	<p>Key Questions: What can you see? How many words are there in your caption?</p>	<p>Key Questions: What does your word begin with? Which sound has Tricky Witch changed to make the word tricky?</p>
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Theme: 1 2 3 4 5 **Key texts:**

<p><u>Monday</u> L1. We are learning to identify and name shapes with 4 sides. Activity: We will go on a shape hunt around the classroom and find different 2D shapes. We will sort them into two hoops, those with 4 sides and those without. NB. We will explain that a rectangle is a shape with 4 corners. A square is therefore a special type of rectangle where all sides are the same length. Vocabulary: Square, rectangle, sides, corners. Key Questions: Hide a range of squares, rectangles, circles and triangles and provide 2 hoops.</p>  <p>Prompt children to find and sort the shapes into those that have 4 sides and those that do not.</p>	<p><u>Tuesday</u> L1. We are learning to combine shapes with 4 sides. Activity: Today we will all explore what we can do with a large square of paper. We will practise folding the paper in different ways to make different shapes with 4 sides. If the shapes have 4 sides all the same length we have made a square. Key vocabulary: Square, rectangle, sides, corners. Key Questions: This is a rectangle. How do you know?</p>  <p>Provide children with paper shapes. Prompt them to notice that when we fold a shape, we can see shapes inside the shape. Encourage children to predict what shapes they will make.</p>	<p><u>Wednesday</u> L1. We are learning to identify shapes in the environment. Activity: Today we will look at photographs of real objects, describing them and naming them with our talk partners. Key vocabulary: Square, rectangle, sides, corners. Key Questions: This is a square. How do you know? What shapes do you see?</p>  <p>I can see a <u>square</u>.</p>	<p><u>Thursday</u> L1. We are learning to compare key events in our day. (Day and Night) Activity: We will talk to our talking partners about our day, what we do in the daytime and what we do at night-time. We will sort different activities into the correct place on the table. Key vocabulary: Key Questions:</p> 	<p><u>Friday</u> L1. We are learning to identify shapes in our environment. Activity: Today we will go on a shape hunt around the school, looking for rectangles and squares. Encourage children to take photographs of the shapes they see on iPads. Key vocabulary: Square, rectangle, sides, corners. Key Questions: This is a square. How do you know?</p> 
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<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.</p> <p>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 "Little Donkey." 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.</p> <p>Key vocabulary: louder, quieter, faster, slower, higher, lower.</p> <p>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>LI. We are learning that being different makes us all special.</p> <p>Activity: Today we will talk to our talking partners about the things we enjoy doing, e.g. playdough, Lego, going to the park. We will discuss how we all like doing different things and we are all different – that's what makes us special. We will then read stories like Naked Trevor and Barry the Fish with Fingers to learn more about how being different from each other is a good thing and we can be happy with who we are.</p> <p>Key vocabulary: similarities, differences, unique, special.</p> <p>Key Questions: Is it ok to be different and like doing different things? Does it matter if your friend likes something and you don't?</p> 	<p>LI. We are learning to develop our balancing, taking our weight on different body parts.</p> <p>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?</p> <p>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:</p> <ul style="list-style-type: none"> hands and feet back two hands and one foot feet 	<p>LI. We are learning to create collaboratively using ideas from stories or our own experiences.</p> <p>The adult will display the Robot picture cards and explain that people often give robots a human form. We will encourage the children to discuss the images and describe the features they can see. We will then explain that we are going to work as a group to create a 3-D robot model. We will provide the practical resources and support children in naming the 3-D shapes, such as cube, cuboid, cylinder and sphere. We will invite the children to select resources to represent the robot's body, legs, arms, and head. Finally, we will ask the children what other features they would like to add, such as antennae or buttons. Encourage the children to describe the robot and explain what jobs it can do.</p> <p>Key vocabulary: cylinder, cube, cuboid, antennae</p> <p>Key Questions: Can you describe the shapes from which the robots are made? Which shape would make a good head for the robot? What shapes have you used to</p>	<p>LI. We are learning that a robot is a machine that does a task. We are learning that robots only do what a person has built them to do.</p> <p>Activity: This week we will be reading stories about robots, e.g. Harry and the Robots, No-bot the Robot. We will read the stories and talk about what happens in them. We will then look at photographs of robots and we will look at beebots. We will then talk to partners and discuss what a robot actually is and what a robot does. The adult will write down our ideas on a robot defining frame.</p> <p>Key vocabulary: robot, instructions, job, task, program.</p> <p>Key Questions: How does Bernard lose his bottom? Where does Bernard find his bottom in the end? Do you think Bernard will lose something else? What is a robot? What do robots do?</p>	<p>LI. We are learning that materials have different properties. We are learning to sort magnetic and non-magnetic materials through play and exploration.</p> <p>Activity: In this activity we will handle and explore magnets. We will talk about what we notice. The adult will explain that magnets have an invisible force that pulls on some metals. We will have a variety of materials in our tuff spot and invite the children to work out which materials are magnetic and which ones are not. We will complete a large categorising frame on the carpet to show what we have found out.</p> <p>Key vocabulary: Magnet, force, metal, magnetic.</p> <p>Key Questions: What happens when you place magnets next to each other? Is a magnet sticky? Try and put the same coloured end of the magnets next to each other. What can you feel? What materials do you think will be magnetic?</p>



We will encourage them to squeeze their muscles to keep still and balanced.

Key vocabulary: balance, muscles, body parts (hands, feet, back, stomach), sliding, jumping, spinning

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?

make your robot? What job would you like the robot to do?

Do you think all metals are magnetic?



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

LI. We are learning that materials have different properties. We are learning to blend sounds to read words.

Activity 1: Investigate magnets and different materials. Activity 2: Blend sounds on word rocks to help the dinosaurs.



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

Challenge for this week: Program a beebot robot to move in different directions. **LI. We are learning that a robot only does what a person tells it to do.**



Playing and Exploring

Children investigate and experience things and 'have a go'.

- I can recognise that my actions have an effect on the world, so I like to repeat them.
- I can make choices and explore different resources and materials.
- I can plan and think ahead about how I will explore or play with objects.
- I can guide my own thinking and actions by asking to repeat or play.
- I can make independent choices.
- I can bring my own interests and preferences into my play settings.
- I can respond to new experiences when they are brought to my attention.