

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 30th October 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 book bags are in every day.
Do remember to not put water bottles in the book bags as they sometimes leak and spoil the books!

This half-term our topic is: Marvellous Machines
The focus story this week is: Marvellous Machines by Jane Wilsher



Moonster
Phonics

Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to recognise the h grapheme.</u></p> <p>We will review previous sounds learned using a feely bag with objects beginning those sounds. We will then introduce h and look at different objects containing h. We will demonstrate the action: Pretend that you are holding a hot bun. Say h, h, h. Next, we will trace h with a finger in the air. We will then watch the video 'Has a Hat'. We will then download the activity</p>	<p><u>LI: We are learning to recognise the b grapheme.</u></p> <p>We will review previous learning by playing quick write and quickly writing CVC words using the sounds we have learned previously. We will then introduce the b sound. We will demonstrate the action for the b grapheme: Pretend a balloon has burst, b, b, b, b... bang. We will watch the video 'Bug in a Bed' and ask if the children hear any words that contain the b sound. We will then write the words we can hear in the song. (Set 5</p>	<p><u>LI: We are learning to blend sounds to read CVC words and captions.</u></p> <p>We will begin by blending sounds on phoneme frames to read CVC words. Next, we will use My turn, Our turn, Your turn to read captions. The teacher will model how to read captions: – Sound-talk and read the first word. – Ask the children to repeat. – Now read the first 2 words. – Continue with the next word.</p>	<p><u>LI: We are learning to segment sounds to spell CVC words and write captions.</u></p> <p>We will begin by blending sounds on phoneme frames to read CVC words. We will then use the Captions PowerPoint, we will display and discuss the picture. The teacher will ask the children to help write a caption for the picture (e.g. a cat in a hat). We will ask them to say</p>	<p><u>LI: We are revising recognising, blending and segmenting all the sounds learned so far.</u></p> <p>We will use the Buried Treasure PowerPoint to practise blending to read. We will then use the Captions PowerPoint. We will display and discuss the picture, then ask the children to help write a caption for the picture. Children will then write captions to tell the story in The Bug in the Bed song from earlier in the</p>

and encourage the children to write CVC words and captions from the song.



Challenge: Children to write captions for the song.

words that are in the song: big, bug, beg, bed, bag, bus, bun.)



Challenge: Children to write captions for the song.

Show the pictures. Which one does the caption belong to?
– Check if the caption matches the picture that goes with it. Finally, the children will match captions with pictures.



Challenge: Children to write captions and signs for the role play area.

the caption all together a couple of times and then say it again to their partners. The children will then say the first word, what letters are needed. The teacher will remind the children that a space is needed between words and put a mark where the next word will start. We will continue until we have written the caption.

Challenge: Children to write captions and signs for the outside areas.

week. **Challenge:** Children to write a letter to their friends.



Literacy

Book: Marvellous Machines

Writing task: To write captions about the machines in our house using s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b

Monday

LI. We are learning to read high frequency words.

Finally, we will use the high frequency word powerpoint to introduce the high frequency words for week 6. Explain that Tricky has changed the s in 'his' to a z sound. Miss Oh No makes the o sound in 'oh' and the h is a silent ghost (it makes no sound). The other new words this week are simple decodable words that we can blend to read.

Key Vocabulary: his, oh

Key Questions What sound does Miss Oh No make? What has Tricky Witch changed?

Tuesday

LI. We are learning vocabulary to help us talk about different machines.

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

Key Vocabulary: Machine, washing machine, microwave, toaster, oven, dishwasher, car, bus, truck, TV.

Key Questions What is a machine? Which machines have you got in your house? Which machines can you see outside? Which machine helps you the most?

Wednesday

LI. We are learning to use our new vocabulary in spoken sentences.

We will all sit in a circle with images of different machines in the centre. We will go round the circle and say which machine is our favourite and why.

Key Vocabulary: blend, segment

Key Questions: Which machine helps you the most? (e.g. It is a bus.)

Thursday

LI. We are learning to segment the sounds we have been learning to spell machine words.

We will use the my turn, our turn, your turn strategy to segment and spell machine words. The teacher will write a page in her own "book" – It is a bus. It is a truck. It is a TV.

Key Vocabulary: blend, segment

Key Questions: What phoneme does this word start with? How many phonemes can you hear altogether?

Friday

LI. We are revising all the shapes and symbols we have learned so far.

We will talk to a partner about all the shapes and symbols we have been drawing in our sessions so far this year. We will explain that we can use the symbols to write a secret code.

Key Vocabulary: wavy, turrets, plus signs,

Key Questions: What do you think my secret code says? Can you create a secret code for you and your friend?

Monday
LI. We are learning to find 1 more than a number to 3.

Activity:
 We will begin by revisiting our learning from last week (subitising 1, 2 and 3). We will then read The Gingerbread Man. The teacher will use counters on a tens frame and a tower of cubes to show that on each page, one more character comes to help. Finally, we will take turns to tell our own stories where we add one more character at a time.

Vocabulary:
 One more, after.

Key Questions: How many?
 • How many now? • What is 1 more than ? • What is the number after ?

Represent the 1 more pattern using cubes.

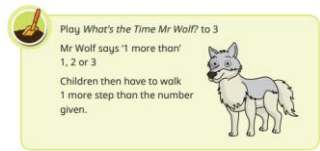


Tuesday
LI. We are learning to find 1 more than a number to 3.

Activity: We will begin by revisiting our learning from last week (subitising 1, 2 and 3). Then we will learn the game "What's the time Mr Wolf?" but the wolf will add a challenge by saying "one more than 1/2/3". Use counters on a tens frame and a tower of cubes to check we did the correct number of steps in the game.

Key vocabulary:
 Altogether count one two three

Key Questions:
 How many? • How many now?
 • What is 1 more than ? • What is the number after ?



Wednesday
LI. We are learning to find 1 less than a number to 3.

Activity: We will begin by revisiting our learning from last week (subitising 1, 2 and 3). Then we will introduce the idea of one less using the story "A Squash and a Squeeze". We will use counters and tens frames, towers of cubes to show the one less pattern. We will then make up and act out our own one less stories using counters, tens frames and cube towers.

Key vocabulary:
 One less, before.

Key Questions: • How many? • How many now? • What is 1 less than ? • What is the number before ?

Act out a story with a 1 less pattern.

Represent how many characters you have each time using counters or cubes.



Thursday
LI. We are learning to find 1 less than a number to 3.

Activity: We will begin by revisiting our learning from last week (subitising 1, 2 and 3).

We will then sing the song Three Little Speckled Frogs and use counters, tens frames and cube towers to show the one less pattern in the song. .

Key vocabulary:
 One less, before.

Key Questions: • How many? • How many now? • What is 1 less than ? • What is the number before ?

Model the rhyme *Three Little Speckled Frogs* with the children. Use both children and props at the front of the class to emphasise the 1 less pattern and the amount decreasing. Children can then build towers with cubes to represent the frogs and when they are jumping into the pool.

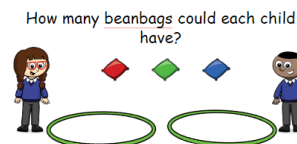


Friday
LI. We are beginning to learn the composition of 1, 2 and 3.

Activity: We will begin by revisiting the learning from last week on subitising 1, 2 and 3. We will then learn that all numbers are made up of parts. We will read the story of the three billy goats gruff, noticing that there are three goats altogether and can see a one and a two, a two and a one, a one and a one and a one. Finally, we will play a game with three bean bags and two hoops and show the different ways we can show three.

Key vocabulary:
 Parts

Key Questions:
 • How many different ways can you make 1/2/3? • How can you show 2/3 in a different way? • How many did you count? How do you know? • What number have I made? Can you make the same number in a different way?



<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>The Sorcerer's Apprentice Week 3 LI. We are learning to retell the story of Fantasia. Activity: We will watch and explain the three parts of the story in the Disney animation:</p> <ol style="list-style-type: none"> 1. Mickey is tired of hard work and decides to put the wizard's hat on and have some fun/mischief to make his job easier. 2. Mickey dreams that he is a powerful wizard and can control the planets and stars and water. He wakes up and finds that the room is filled with water. Things have gone wrong because he tried to use magic without being fully trained. The broomstick brings more and more water. 3. Mickey thinks it's all over, but the broken wooden pieces begin to come alive again and turn into more 	<p>PANTS week session 1. LI. We are learning to recognise and repeat the Talk Pants rules. Activity: We will introduce the Talk PANTS song. We will suggest that they could pretend to act like dinosaurs and move around the room as they continue to listen. Repeat the song often, so that the children become familiar and can sing along. Once they are familiar with the words, the key messages can be developed. For example, using the call and response mode to embed learning, the children can respond as follows: Teacher: if some asks to see under your pants just tell them... Children: NO! Teacher: ...what's in yourbelongs only to you Children: PANTS! Teacher: ...your pants cover up your... Children: private parts! Teacher: ...tell someone</p>	<p>Gymnastics Unit 1 Session 1 LI. We are learning to copy and create shapes with our bodies. Activity: We will practice moving in different ways through the rainforest. We will then learn the basic shape tuck, straight and star using themes of the rainforest. Teacher to demonstrate with the children copying. Tuck shape: a curled shape. As small as the rocks on the rainforest floor. Straight back, toes pointed, legs together not crossed. Straight shape: a tall narrow shape. As tall as the trees in the rainforest. <i>Teacher note: this shape can be completed standing up or lying down.</i> Legs together, hands apart, legs and arms straight. Star shape: a wide shape. As wide as the rivers that run through the rainforest. Legs and arms extended, arms in line with shoulders.</p>	<p>Painting and Mixed Media Session 1 Finger Painting LI. We are learning to explore paint using finger painting. Activity: This week we will set up an area in which the children can finger paint freely. We will establish some painting rules: 1. One finger per colour. If you would like to use the same finger with a different colour, you must first clean your finger. 2. If you would like to colour mix, you can do so on your own paper or on a clean tray. Children will lead their own painting exploration and offer support and vocabulary suggestions as they do so: "This paint feels so silky and smooth!" At the end of the session, we will discuss the fact that everyone chose to paint something different and that all the paintings are unique.</p>	<p>Marvellous Machines Session 1 Helping Ted LI. We are learning to identify products that use electricity to make them work. Activity: Watch the Marvellous machines video and discuss how machines help us. Encourage the children to talk about the various machines they have in their homes. Tell the children that they will use machines to make some healthy snacks to share. You could make smoothies using a blender, popcorn using a microwave, toast using a toaster or waffles in a waffle maker. Take photographs of the children preparing and making the snacks, before setting the table and sharing the snacks. Key vocabulary: Machine, electricity, battery</p>	<p>PANTS week session 2 LI. We are learning to apply the Pants rules to real life. Activity: We will tell the children a story - Pantosaurus likes to go to the swimming pool but doesn't like to wear the swimming clothes that Dinomummy makes him wear. They feel tight and itchy. Pantosaurus wants to take them off. "But you have to wear them," Dinomummy says. We will ask the children: Why do you think that Pantosaurus has to wear them? (To keep warm/to cover his private parts.) What would happen if he didn't wear them? (People would see his private parts/he could get cold/someone might try to touch his private parts.) Pantosaurus decides that it is a good idea for him to wear his swimming clothes</p>

<p>brooms with buckets of water. Just then, the wizard returns, sees this, waves his hands and fixes the situation.</p> <p>We will ask questions about the story, e.g. Why does Mickey tiptoe away at the end? We will then discuss how the music help tell the story.</p> <p>Key vocabulary: louder, quieter, faster, slower, higher, lower.</p> <p>Key Questions: Can children use some music vocabulary to describe the features/contrasts (e.g. louder/quieter, faster/slower, higher/lower)?</p>	<p>you... Children: trust and like to speak to! Referring to the song, we will ask children whom Pantosaurus tells: his teacher and Daddy. Discuss that these are adults who Pantosaurus trusts; they are his safe adults. We can recognise safe adults as being someone that we trust and like to speak to.</p> <p>We will encourage children to share their ideas about how they can recognise a safe adult, for example: A safe adult is someone who:</p> <ul style="list-style-type: none"> • listens to us • we like to talk to • shows that they care about our safety • shows that they care about our feelings • we feel comfortable with • can help us. <p>Key vocabulary: Safe, trusted adult</p> <p>Key Questions: Who is your trusted adult?</p>	<p>Rainforest game: Finally, we will play a rainforest game with the teacher calling out different actions for the children to copy: jumping frogs, jaguar, river, tree, rock.</p> <p>Key vocabulary: Tuck, straddle, star, pike, arch, dish</p> <p>Key Questions: What different shapes have you learnt? Can you describe the shapes? How long were you asked to hold the shapes? Why is this important?</p>	<p>Introduce the words abstract and figurative:</p> <p>Abstract – a piece of art that does not represent an object and is not trying to show any one particular thing.</p> <p>Figurative – a piece of art that shows a particular object, for example a boat, a dog or a beach.</p> <p>Key vocabulary: Silky, smooth, slippery, slimy, wet, glossy, glistening, shiny, sticky, squelchy, glide, wipe, dot, dab</p> <p>Key Questions: What does it feel like? Is it abstract or figurative?</p>	<p>Key Questions: How do machines help us? What machines do you use at home? What job does a microwave do?</p>	<p>as he knows his private parts are private, and happily puts them on.</p> <p>Key vocabulary: Private parts.</p> <p>Key Questions: Why does Pantosaurus have to wear his swimming costume?</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 use our strong fingers successfully for real, practical purposes.

Activity 1: Using child friendly hammers and pegs to decorate pumpkins. Activity 2: Using tweezers to remove pumpkin seeds.

Activity 3: Using spoons to scoop



Challenge:

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

Challenge for this week: Planting seeds and seedlings in the garden area. What will our plants need to grow healthily? What will happen next?

