

Weekly Overview of Learning

Year group: Reception Week beginning: Monday 6th 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 make sure all children are wearing black school shoes in the classroom when it is not a PE day. (Children are welcome to come to school in wellington books when it is a rainy day and get changed when they arrive.) Also, hair clips and hair accessories should be the burgundy school colours.
We are changing our PE day! From now on, PE will take place on Tuesdays! Please come to school in your PE kit on Tuesdays and wear normal school uniform on Mondays.

This half-term our topic is: Marvellous Machines

The focus story this week is: The Most Magnificent Thing by Ashley Spires



Moonster
Phonics

Week 7	Monday	Tuesday	Wednesday	Thursday	Friday
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LI: We are learning to recognise the f and ff grapheme.

We will revise all letters learned so far using the alphabet frieze. then introduce f and look at different objects containing f. Demonstrate the action: Bite your lip, allowing some air to pass through and pretend to be a pufferfish saying f, f, f, f. Explain that there are two ways of writing f grapheme. We can write the sound as f but sometimes at the end of a word, it is spelt ff, for example, huff. Next, trace the f with a finger in the air. We will then watch the video 'Fun Fit'. We will then download the activity and encourage the children to write CVC words and captions from the song.

Challenge: Children to write and create fitness posters.



LI: We are learning to recognise the l and ll grapheme.

We will review previous learning by playing quick write and quickly writing VC and CVC words using f and ff from yesterday. We will introduce the l sound. Look at objects in the PowerPoint. Demonstrate the action: Pretend to lick a lollipop and say l, l, l, l, l. Next, trace l with a finger in the air. Explain that there are two ways of writing the l grapheme. We can write it as the letter l but sometimes at the end of a word, it is spelt ll, for example, bell. We will watch the video 'The Monster Show' and ask if the children hear any words that contain the l sound. We will then write the words we can hear in the song.

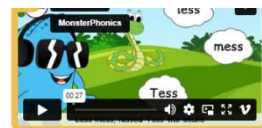
Challenge: Children to write signs for the reading area.



LI: We are learning to recognise the ss grapheme.

We will review previous sounds using a feely bag beginning with different initial sounds. We will then recap the s sound. We will demonstrate the action: Weave hand in an s shape like a snake, and say ssss. Next, trace s with a finger in the air. Explain that there are two ways of writing the s grapheme. We can write it as s but sometimes at the end of a word, it is spelt ss, for example, mess. We will then watch the 'Less Mess' video. We will identify words that use the ss grapheme and write the Set 5 words that are in the song: less mess, hiss (hissed), Tess, fuss, boss.

Challenge: Children to write signs asking children to tidy up so there is less mess.



LI: We are learning to segment sounds to spell CVC words and write captions.

We will begin by revising all the sounds we have learned so far. We will then use the Fun Fit video from Monday again. We will display and discuss the pictures showing what happened in the video. The teacher will ask the children to help write a caption for each picture. We will use My turn, Our turn, Your turn as an approach to support the children as they begin to write captions.

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

get fit in the fog



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. We will then use the Captions powerpoint. We will display and discuss what happened in The Monster Show video again. We will write captions to show what happened at different points in the song.

Challenge: Children to write a letter to Mrs Norton.



Literacy

Book: The Most Magnificent Thing



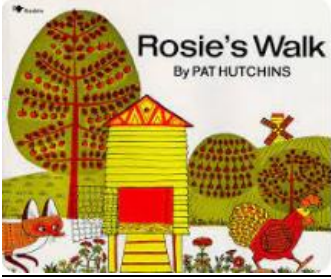

Writing task: To write captions about our machine models using s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss.







<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>LI. We are learning vocabulary to help us read our story 'The Most Magnificent Thing', Share the new display with the children and highlight the vocabulary we will need to know when we read 'The Most Magnificent Thing'. Key Vocabulary: magnificent, regular, assistant, tinkers, measures, examines. square, round, antennae. Key Questions: What might this word mean? How might we find out?</p>	<p>LI. We are learning to use our vocabulary to talk about the story. We will introduce the text for this week, read it and discuss it. Key Vocabulary: proud, angry Key Questions: How is the character feeling? Why?</p>	<p>LI. We are learning to use our new vocabulary in spoken sentences. We will all sit in a circle with our models we have made for our new machines project. (Either holding them or on the display). Key Vocabulary: proud, machine, laptop, washing machine, robot, mobile phone, car, bus. Key Questions: How did you make your creation? What are you proud of?</p>	<p>LI. We are learning to segment the sounds we have been learning to spell words in our Diwali cards. We will use the my turn, our turn, your turn strategy to segment and spell words we need to use in our Diwali cards, e.g. To mum and dad, From (my name). Key Vocabulary: blend, segment Key Questions: What phoneme does this word start with? How many phonemes can you hear altogether?</p>	<p>Penpals Handwriting LI. We are learning to form the letter c and a. We will use the Penpals Handwriting software for our age group and click on 'show alphabet'. We will watch how to correctly form c and a, then practice on our whiteboards and on big paper. Key Vocabulary: alphabet, pencil grip Key Questions: How do we hold our pencil? Where should we start writing?</p>



Theme: Circles and Triangles **Key texts:** Circle by Mac Barnett. Rosie's Walk by Pat Hutchins.

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>LI. We are learning to identify and name circles and triangles. Activity: Introduce to the class this week's learning objectives for Maths. Explain that this week we will be learning about shape. Explain the meaning of 'shape, circle, curve, same and different'. Let's learn about a round</p>	<p>LI. We are learning to compare circles and triangles. Activity: We will have a range of shapes in our mystery box. Together, we will look at the different shapes and sort them in different ways on the carpet, making a large categorising frame. (e.g. sort by shape, sort by colour, sort by size, sorted by material.)</p>	<p>LI. We are learning to find shapes in our environment. Activity: We will remind the children of all the work we have done earlier in the week and begin to sort photographs of real circular and triangular objects in the environment in a categorising frame. Finally, we will go on a circle hunt around the school finding our own circle and triangle</p>	<p>LI. We are learning words we can use to describe position. Activity: We will explain that today we are learning about positional language; these are words that tell us where to go or where something is. We will give examples, I am sitting on a chair, you are sitting next to your friend.... We will read the story 'Rosie's Walk' by Pat Hutchins. There are positional</p>	<p>LI. We are learning to describe the position of objects. Activity: The teacher has hidden teddy bear somewhere in the classroom. The children will go on a bear hunt to find him, talking about where he was hiding using our vocabulary from yesterday.</p>

<p>shape..... Introduce the story 'Circle' by Mac Barnett and Jon Klassen https://www.youtube.com/watch?v=tYbGVMgVU1Q</p> <p>Explain that a circle is a flat shape that is perfectly round. Hold up a hula hoop and discuss what the shape might be called. Explain that it is a circle and circles have one curved edge that goes all the way around. We will then say that a triangle has three straight sides and three corners.</p> <p>Vocabulary: Shape, circle, triangle, side, corner, straight, curve, same, different</p> <p>Key Questions: Can you see any circles/triangles? Do they all look the same? What is the same/different about them?</p>	<p>Key vocabulary: Shape, circle, triangle, side, corner, straight, curve, same, different</p> <p>Key Questions: How else can we sort these shapes? How are they the same? How are they different?</p> <p>Place a range of circles and triangles in a box.</p>  <p>Prompt children to select a shape from the box. Explore how the shapes can be sorted by size and type.</p>	<p>shapes. The children can take photographs using the class Ipads and add these photographs to the ones we were looking at, at the start of the lesson.</p> <p>Key vocabulary: Shape, circle, triangle, side, corner, straight, curve, same, different</p> <p>Key Questions: What shape is this? How do you know? What shapes do you see?</p> 	<p>words in the story that describe Rosie's walk around the farmyard. We will discuss them.</p> <p>Key vocabulary: in, on, under, over, above, next to and below'</p> <p>Key Questions: What positional language did you hear in our story?</p> 	<p>Key vocabulary: in, on, under, over, above, next to and below'</p> <p>Key Questions: Play 'Where's my teddy?' Hide a teddy in different positions around the classroom or outside.</p>  <p>Ask children to use positional language to describe where they find teddy.</p>
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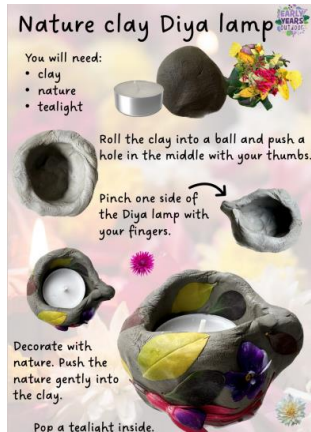
<p>Music</p> 	<p>Personal, Social and Emotional development</p> 	<p>Physical Development</p> 	<p>Art and DT</p> 	<p>Understanding the world (Cornerstones History and Geography Focus)</p> 	<p>Understanding the world (Science, RE or Computing Focus)</p> 
<p>Singing Songs for Festivals LI. We are learning to sing with a sense of shape of the melody. Activity: It will soon be Diwali. We will learn some songs to help us think about that special time of</p>	<p>Celebrating Difference Session 1 LI. I can identify something I am good at and understand everyone is good at different things Activity: We will learn the Jigsaw Song: 'There's a Place'. The teacher will have a special box full of things</p>	<p>Gymnastics Unit 1 Session 2 LI. We are learning to create shapes with our bodies. Activity: We will play an activity called "Squirrels". We will look at pictures of woodland animals and</p>	<p>Painting and Mixed Media Session 2 Outdoor Painting LI. We are learning to create natural paintbrushes using found objects. We are learning to use natural paint brushes and mud paint to create artwork.</p>	<p>Marvellous Machines Session 2 What do Machines Do All Day? LI. We are learning that a machine is a human made device.</p>	<p>RE: Diwali LI. We are learning explain why Diwali is a special celebration for our Sikh and Hindu friends and compare this celebration to celebrations in our own lives.</p>

<p>year for our Sikh friends and Hindu friends. E.g. Makaton There Was a Princess Long Ago from Singing Hands.</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>they are good at and enjoy, e.g. what book they love to read, their favourite food, special teddy. The teacher will show the children and explain why these things are special. We will then sit the children in a circle and ask the children to think about what they are good at in school. We will go around the circle and ask children to say what they are good at doing in school. If appropriate, we will ask the children to collect the item and place it in the middle of the circle e.g. I am good at Playdoh (put Playdoh in middle). Look at the collection of items and talk about how we are all good at different things and that we should be proud of our achievements.</p> <p>Key vocabulary: Good, same, difference</p> <p>Key Questions: Are we all good at/do we like the same things? Are the objects all the same?</p>	<p>discuss. The children will then imagine they are squirrels and move around the space. The coach will then teach the following actions:</p> <ul style="list-style-type: none"> • squirrels on the move: children run around the teaching space • squirrels up the tree: children stand on the spot and pretend to climb a tree • squirrels have found some nuts: children sit in a small tuck shape <p>Finally, we will copy and create the shapes from last week – the tuck shape, the straight shape, the star shape.</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>Activity: This week we are collecting materials and objects from nature to make painting tools. We will have a range of natural objects available such as feathers, grass, flower buds or heads, leaves, twigs, pine cones. We will show the children a real paintbrush and your natural paintbrushes and then give each pupil a stick and ask them to select an object or group of (the same) objects to create their paintbrush. We will then show the children how to mix mud and water to make mud paint and allow the pupils to experiment with various ratios of mud and water to see which most closely resembles paint. Finally, we will create muddy artwork. We will paint on paper and newspaper. We will remind the pupils of the concept of abstract and figurative art. Which are they choosing to make?</p> <p>Key vocabulary: sticky, squelchy, glide sweep, wipe, dab, swirl</p> <p>Key Questions: I wonder what will happen if I add more water to the mud? I wonder how we can make a thicker paintbrush? Tell me about your painting. What does it feel like to paint using mud? Is it abstract or figurative?</p>	<p>Activity: We will display the Cornerstones Marvellous machines picture cards and invite the children to share what they know about machines and how they help us. We will encourage the children to talk about the machines and the jobs they do. We will provide paper and drawing resources for the children to draw their favourite machine and offer sound mats for the children to label or write about their drawing if they choose.</p> <p>Key vocabulary: machine, communicate, technology, battery, electricity, sound, vibration</p> <p>Key Questions: What is a machine? How do machines work? Do machines work on their own? How do machines help us? Some machines need people to hold them so that they work. Can you think of machines that you hold? Some machines need people to ride in them. What machines do you ride inside? Can you think of a machine that you push? What machine do you use a lot? What do you think life would be like without machines?</p>	<p>Activity: We will look on a calendar at when Diwali is celebrated and which season it is in and use the opportunity to talk about seasonal changes the children have noticed and the hours of daylight reducing. The darkness is well suited to the fireworks, sparklers, candles and lights associated with Diwali celebrations. We will then remember our work on maps last half term and look at a local map and point out important places in the community, such as buildings of worship and local clubs. We will talk about how Diwali is an important festival that is celebrated by Hindus, Sikhs and use the EYFS All About Diwali powerpoint to look at real photographs and learn facts about the festival. We will learn the story of Rama and Sita. Finally, we will read the story of Dipal's Diwali and talk about our own families.</p> <p>Key vocabulary: Hindu, Sikh, temple, gurdwara, Rama, Sita, Diwali, diva.</p> <p>Key Questions: What special celebrations do we have with our family? How is Diwali similar? How is it different?</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: Making divas at the playdough tables



Activity 2: This links with our Kapow art lesson also.



Activity 3: Making Rangoli patterns (use tweezers too!)



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

Challenge for this week: Build a bridge for Rama and Sita. Make the strongest, longest bridge you can Keep trying when things get difficult!

Active Learning

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

