

Weekly Overview of Learning

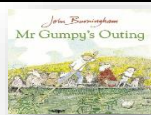
Year group: Reception Week beginning: Monday 9th October 2023

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 all clothing and water bottles have names on. Do sign up for the parent's phonics sessions happening soon. See Parent mail for more details.

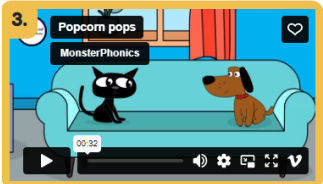




This half-term our topic is: Let's Explore!
The focus story this week is: Mr Gumpy's Outing





Moonster
Phonics

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to recognise the o grapheme.</u></p> <p>We will look at different objects containing o and identify the o sound. We will demonstrate the action for the o grapheme: Say 'o' and imagine lots of letter 'o's in the air. As you touch each one, later, say o. Next, we will trace o with a finger in the air.</p> <p>We will then watch the video 'Popcorn Pops'. The</p>	<p><u>LI: We are learning to recognise the c grapheme.</u></p> <p>We will review previous sounds learned by playing Quick Write.</p> <p>We will then introduce the c sound. We will demonstrate the action for the c grapheme: Make letter c shaped cat ears with hands saying c, c, c, cat. Next, we will trace the letter c with a finger in the air.</p>	<p><u>LI: We are learning to recognise the k grapheme.</u></p> <p>We will spot objects beginning with k and then the teacher will demonstrate the action for the k grapheme: k, k, k, kick the ball. Next, we will trace k with a finger in the air.</p> <p>We will watch the video 'Kim and Ken' and ask if the children can hear any words that use the k sound. We will write the letter k</p>	<p><u>LI: We are learning to recognise the ck grapheme.</u></p> <p>We will spot objects containing ck and then the teacher will demonstrate the action for the ck grapheme: Pick a packet of socks from your pocket and put them on, then click your fingers! Next, trace ck with a finger in the air.</p> <p>Next, we will trace ck with a finger in the air. We will watch the video 'Ticket in my Pocket'</p>	<p><u>LI: We are learning to read captions using the sounds we have learned so far.</u></p> <p>Children will recall the sounds we have learned so far using the grapheme flashcards on the Monster Phonics website.</p> <p>We will then use the Reading Captions PowerPoint. We will display the caption and sound-talk and read the first word. We will ask the children to repeat. We will then read the first 2 words. We will then continue with the next</p>

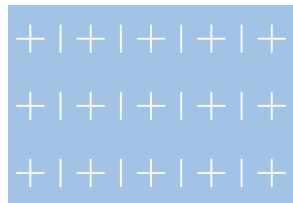
	<p>teacher will model how to segment the sounds to spell the CVC words that are in the song and then the children will complete the phoneme frames sheet on the Monster Phonics website.</p>	<p>We will watch the video 'Cute Cat.' and ask if the children hear any words that use the c sound. Then we will play a hoop game with three hoops and some letter cards from Monster Phonics website. We will take turns making c words from the song, jumping in each hoop to say the sounds and then blend them together to read the words.</p>	<p>on the board and write the k words that are in the song.</p> <p>Finally, we will play What's In the Box? Reading k words or segmenting sounds in k pictures.</p>	<p>and ask if the children can hear any words that use the ck sound. We will write the letters ck on the board and write the ck words that are in the song.</p> <p>Finally, we will use the blending powerpoint to blend sounds to read ck words in phoneme frames.</p>	<p>word. The adult will show the pictures. Which one does the caption belong to? We will then use the activity sheet to spell CVC words using the sounds we have learned so far.</p>
					

Literacy

Book: Mr Gumpy's Outing (Linked to our Cornerstones work from this week)

Writing task: To segment sounds to spell words containing s, a, t, p, i, n, m, d, g, o, c.







Monday	Tuesday	Wednesday	Thursday	Friday
<p>LI. We are learning to read Reception high frequency words.</p> <p>We will use the high frequency words powerpoint from the Monster Phonics website. We will show the o makes a Miss Oh No sound in 'no' and 'go' and a Cool Blue sound in 'to' and 'into'. We will explain the sound of 'th' in 'the'. This is a new sound for the children. Explain that even though it is tricky, it is a very important word as we use it so much, which is why we need to learn it. Finally,</p>	<p>LI. We are learning that new words can be understood by using them in new situations. (Linked to our Cornerstones work.)</p> <p>Share the story Mr Gumpy's Outing by John Burningham. As you read the story, introduce the children to vocabulary, such as squabble, bleat, trample and tease.</p> <p>Key Vocabulary: squabble, bleat, trample and tease.</p> <p>Key Questions: Do you think the children and animals will all behave themselves on the boat? What do</p>	<p>LI. We are learning that new words can be understood by using them in new situations. (Linked to our Cornerstones work.)</p> <p>Reread the story Mr Gumpy's Outing and encourage the children to join in using the language from the story.</p> <p>Key Vocabulary: squabble, bleat, trample and tease.</p> <p>Key Questions: Mr Gumpy says the children can come as long as</p>	<p>LI. We are learning to use the words we have learned in books to help us explain why things happen.</p> <p>We will read the story Mr Gumpy's Outing for the last time, answering questions about what is happening in the text.</p> <p>Provide the Mr Gumpy mask templates from the Cornerstones website and a hat for Mr Gumpy. Use a blue cloth to represent the river and create a boat using wooden blocks or a large box. Invite the children to choose a</p>	<p>Writing LI. We are learning to create plus signs using pencils.</p> <p>We will remember the wavy patterns and turrets we were making last week. We will then use the Pen pals software and go to handwriting patterns and the turrets section. We will all practice holding our pencils correctly and then make turrets marks on our paper.</p> <p>Key Vocabulary: wavy, turrets, plus signs,</p>








<p>we will talk about the second part of the word 'e' and explain that Tricky Witch is trying to trick us by changing the sound of e in 'the'.</p> <p>Key Questions What sound does it make in this word?</p>	<p>you think will happen when they are all being silly on the boat?</p>	<p>they don't squabble. What do you think 'squabble' means?</p>	<p>character from the story to play. We will discuss what is happening in the story and why those things are happening, using the questions below.</p> <p>Key Vocabulary: muck about</p> <p>Key Questions: Why doesn't Mr Gumpy want the rabbit to hop on the boat?</p> <p>Can you think of another way of saying 'muck about'?</p>	<p>Key Questions: Which marks are easier to make? Which marks are more difficult?</p> 
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Theme: Measure and Patterns **Key texts:** Pitter Pat and We're Going on a Bear Hunt

<p><u>Monday</u> LI. We are learning to build repeating patterns with body shapes. Activity: We will introduce to the class this week's learning objectives for Maths and explain that this week we will be making repeating patterns. We will explain the meaning of 'pattern, repeating, rule and copy' and add these mathematical terms to the Maths working walls. We will model to the class your pattern of blue, red, blue, red and explain the rule is to use blue and red – get the class to chant the colours as you use them - What will come next? Next model this by drawing shapes circle, square, circle, square. What will come next? Explain that today we are going to</p>	<p><u>Tuesday</u> LI. We are learning to recognise repeating patterns in songs and stories. Activity: Today we will recap the vocabulary and the body patterns from yesterday. We will then sing 'In and Out the Dusty Bluebells and read 'We're Going on a Bear Hunt', discussing what is repeating in the song and the story. Key vocabulary: Pattern, same, different, repeat, repeating, first, then, next Key Questions: What do you notice? Are the words a repeating pattern?</p>	<p><u>Wednesday</u> LI. We are learning to recognise repeating patterns in nature. Activity: Recap this week's objectives and key mathematical vocabulary. Blue tack some colours or shapes onto the board as a repeating pattern with mistakes. Today I have made some repeating patterns but I think I have made some mistakes; please can you help me fix them. Using the natural items, choose 2 objects from the pile to create a repeating pattern e.g., pebble, stick, pebble, stick. It is a repeating pattern because it copies itself over again. Key vocabulary: Pattern, same, different, repeat, repeating, first, then, next</p>	<p><u>Thursday</u> LI. We are learning to build repeating patterns with sounds. Activity: Recap this week's objectives and key mathematical vocabulary. Read 'Pitter Pitter Pat' by Joyce Hesselberth. Identify and discuss the different types of patterns in the book. We are going to create a sound pattern using 2 parts of our body, e.g., clap, stamp. Look and listen carefully. We are going to make a repeating pattern together – let's start with jump, clap, jump, clap - What comes next? Make up the next pattern together e.g., up, down / jump, hop / clap, clap, tuck / star, jump, hop. Remind the children it must follow a rule and repeat. Now we will choose two instruments to create a sound pattern. Look and listen carefully. Describe the pattern, e.g. tap,</p>	<p><u>Friday</u> LI. We are learning to identify and continue repeating patterns using objects. Activity: Recap this week's objectives and key mathematical vocabulary. We will explain that today we are going to play a repeating pattern game. We will remind the children that a repeating pattern has a rule and it is up to us to find out what the rule is. The teacher will blue tack some colours or shapes onto the board and ask which comes next - verbally saying the shapes or colours out loud as a class to identify what comes next. Then we will invite the children to come and create some patterns to show the rest of the class. Key vocabulary: Pattern, same, different, repeat, repeating, first, then, next Key Questions:</p>
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<p>create a shape pattern using our bodies e.g., sit, stand, sit, stand. Children to continue the patterns and create their own.</p> <p>Vocabulary: Pattern, same, different, repeat, repeating, first, then, next</p> <p>Key Questions: Can you tell what the repeating pattern is? What comes first? What comes next?</p> <p>What pattern can you see?</p>  <p>Copy the pattern.</p>	<p>Why? Why not?</p> <p>Play the circle game and sing the song <i>In and Out the Dusty Bluebells</i>. Children hold hands and raise their arms upwards to make arches.</p>  <p>Encourage children to notice the patterns in the song as they are weaving in and out.</p>	<p>Key Questions: Can you tell what the repeating pattern is? What comes first? What comes next?</p> <p>Go outside and model how to make simple large-scale patterns, such as stick, leaf, stick, leaf, stick, leaf.</p>  <p>Support children to copy the patterns and see if they can continue them. Encourage children to use loose parts to make simple patterns for a partner to copy and continue.</p>	<p>shake, tap, shake. Encourage the children to take turns performing their patterns to the class.</p> <p>Key vocabulary: Pattern, same, different, repeat, repeating, first, then, next</p> <p>Key Questions: can you tell what the repeating pattern is? What comes first? What comes next?</p>  <p>Provide children with a range of musical instruments. Use a drum or tambourine to tap out a simple beat, for example: tap, shake. Encourage children to copy the beat after you. Pick different children to be the leader and allow them to tap out a simple beat for the rest of the class to copy and follow.</p>	<p>Can you choose 2 objects from the pile to create your own repeating pattern? Can you describe your repeating pattern? What comes first? What comes next? What is the rule? Can you make a repeating pattern using 3 or more objects?</p>  <p>Show children a range of AB patterns in images and with real-life objects. Encourage children to say what they see.</p>  <p>Prompt children to carry on the pattern and encourage them to say what would come next.</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>The Sorcerer's Apprentice Week 1 LI. We are learning to begin to use musical terms, e.g. louder, quieter, faster, slower, higher, lower. Activity: We will listen to and join in the song 'Alice the Camel' and discuss if the music is fast or slow. We will then introduce 'The</p>	<p>LI. We are learning to recognise that everyone has the right to learn. We are learning to work together with others and consider other people's feelings. Activity: We will have Calm Me time and practice calm breathing. We will then bring Jigsaw Jenie in and say</p>	<p>Introduction to PE Unit 1 Session 4 LI. We are learning to use different travelling actions whilst following a path. Activity: The teacher will explain to the children that to get through the forest they will need to travel in different directions. Children will stand in their own safe space and begin by moving around the area, moving in and out of each other.</p>	<p>Drawing: Marvellous Marks Week 4 LI. To explore mark making using pencils. To create a simple observational drawing. Activity: We will bring the children to sit together at the table, with the flowers in the centre and explain to the children that today they will be using pencils</p>	<p>Let's Explore! Session 4 Where Have You Been? LI. We are learning that the weather, environment and living things are different around the world. Activity: For homework, we are asking the children to upload photographs from holidays and days out on Tapestry. Today we will</p>	<p>Awesome Autumn (Barefoot Computing Session 2) LI. We are learning to explain our journey through a maze. Activity: In this activity, children gather autumn leaves and help to create a life size leaf maze, leading to the</p>

<p>Sorcerers Apprentice'. We will talk with pupils about the different ways of moving in the space e.g. walk, skip, stomp, tiptoe, glide, scurry, run etc. and explain to children that you want them to tell the story of the music by the way they move. They will listen out for contrasts in the music, loud and quiet, fast and slow, long notes/short notes. Finally, we will listen to the music again and ask pupils to show you the following: loud music by stomping; quiet music by tiptoeing; long notes by gliding/sliding; short notes by scurrying.</p> <p>Key vocabulary: louder, quieter, faster, slower, higher, lower.</p> <p>Key Questions: What is a sorcerer? (A type of wizard/conjuror.) What is an apprentice? (Someone who is learning to do a job by observing or shadowing someone else.)</p>	<p>we found him crying all by himself. The teacher will ask, "What's wrong?" Jigsaw Jenie will whisper in the teacher's ear and explain to the class that Jigsaw Jenie was playing outside with friends and someone wanted to join their game but Jigsaw Jenie said no and the other child kept asking and asking and then Jigsaw Jenie hit him. We will explain to Jigsaw Jenie that the boy was probably very sad and upset because he wasn't allowed to play, but Jigsaw Jenie should have used words and not hands. We will share the book, 'Hands are not for hitting'.</p> <p>Key vocabulary: Kind hands</p> <p>Key Questions: Have you ever been hurt by someone else? Have you ever got cross and hit someone? How does it feel if someone won't let you play or join in with their game?</p> 	<p>(walking, running, side steps, backwards.) We will then play Freeze Shapes. We will tell the children that there is an ogre that lives in the forest. The ogre can't see people when they freeze and create a shape with their body. Ask the children to stand in their own space and make the following shapes: star, straight, tuck.</p> <p>when the teacher says 'the ogre is coming', children must quickly stop and create a shape with their body. Finally, we will play Follow Me. The children make one straight line behind the teacher and the teacher will lead them through the entrance of the forest. They must stay in this line and copy the travelling actions of the teacher. Different travelling actions will include: jumping over logs; hopping on lily pads; side stepping through the trees.</p> <p>Key vocabulary: Shapes: star, straight, tuck.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What travelling action was your favourite to do? Why is it important to keep a gap between you and the person in front of you? Which directions and shapes did you use today? 	<p>to draw an object. This is called observational drawing. We will use the presentation from Kapow to show the children some examples and explain that observing means looking carefully, so they will look carefully at an object and then draw what they can see.</p> <p>We will talk about the flowers and ask the children what they notice. Finally, we will give each child a pencil and a piece of paper and ask them to draw what they can see. As they do so, encourage them to think about all you just discussed – Is it leaning the right way? Have they included all the parts they can see?</p> <p>Key vocabulary: Colour, shape, size, thick and thin, dark and light marks.</p> <p>Key Questions: What colour is it? What shapes is it made up of? Which parts are bigger or smaller? Is it leaning a certain way? Can you name the different parts e.g. stem, leaves, petals etc.?</p> 	<p>provide time for the children to talk about the places they have visited. We will encourage the children to describe the location, what the weather was like and how they travelled. We will display a globe and the World map template. We will show the children the UK on the map and explain that this is the place in which we live. We will point out some of the countries that the children have visited.</p> <p>Key vocabulary: Map, Earth, journey, land, ocean.</p> <p>Key Questions: Are there places you visit every day? Do you mainly travel by car or on foot? Who walks to school? What do you go past on your way to school? Does it take a long time to get to school? Look at the maps and photographs. Can you point out the roads and houses?</p>	<p>'treasure', such as a bag of conkers in the centre. Children navigate through the maze to reach the treasure, using language of direction and position. Vocabulary cards will be used as prompts when mapping out their route to the centre. Mazes can also be created to have more than one option of reaching the centre, so children have to evaluate which one would be the best / quickest. The activity can then be adapted to create smaller mazes for vehicles or toys.</p> <p>Key vocabulary: Go forwards, go backwards, turn left, turn right, start, stop</p> <p>Key Questions: Where will you start? Which path will you take? Why? Which path would be best? How do you know?</p> 
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Some of the other opportunities for learning inside or in the outside area (based on pupil needs and interests):

L1. We are learning to create and continue patterns. We are learning to strengthen our finger muscles to help our writing.

Key vocabulary:

Finger muscles, squeeze, roll, ball, stretch, push.

Key Questions:

How can we make our finger muscles stronger?

Conker and tweezers autumn activity



Using tweezers to collect the little dinosaurs activity



Using tweezers to create Rangoli patterns



Additional mark making at the Messaging Centre (mark making table):

