

Weekly Plan for Reception Class: Week 26 23-03-2020

Maths

	Gold	Silver	Bronze
Monday	<p>Today we will be talking about the days of the week and trying to remember them in the correct order. Watch the You Tube video of the story of The Very Hungry Caterpillar https://www.youtube.com/watch?v=75NQK-Sm1YY&safe=true</p> <p>Retell the story together. Use the pictures from worksheet 1 to help you. You may like to print these pictures and cut them out. If you do not have a printer, you child can point to them on the screen.</p> <p>As you retell the story, remind your child of the order of the days of the week by saying “which day did the caterpillar pop out of the egg?” “which days comes after that?” “which day did the caterpillar eat 5 oranges?” etc.</p> <p>You can also encourage your child to count at the same time by asking questions such as “how many strawberries did the caterpillar eat?” “how many different things did the caterpillar eat on Saturday?”</p>		<p>This week we will practise counting objects with 1:1 correspondence. This means that the children need to say one number for each object to ensure that they are counting accurately.</p> <p>Take 10 different containers (for example, 10 cups or 10 bowls) Place a small piece of paper on each container with a number from 1-10 on it. See if your child can accurately count the correct number of objects into the container (you could use pencils, sweets, clothes pegs or any other small objects). The children will repeat this activity every day.</p>
Tuesday	<p>Watch the video of The Very Hungry Caterpillar again https://www.youtube.com/watch?v=75NQK-Sm1YY&safe=true</p> <p>Today we are going to see if we can remember the order of the days of the week. Either print the days of the week cards on worksheet 2 or you could easily make your own by writing the seven days of the week on seven pieces of paper.</p> <p>Practise reading these words together. Remind your child to look at the first letter of each word to help them to remember which word is which. Point out that Tuesday and Thursday both begin with T but that you can distinguish between the two as Tuesday has a ‘T’ and Thursday has a ‘Th’. Likewise, Saturday and Sunday both begin with s, but you can tell them apart by looking at the beginning three letters ‘Sat’ and ‘Sun.’</p> <p>Place the days of the week cards on the table in front of you and work together to put them in the right order. Ask your child lots of questions such as, “if it is Tuesday today, what day will it be tomorrow? And what day was it yesterday?” “Which day comes after Thursday?” “Which day comes before Saturday?” Now see if your child can remember the days of the week in order without looking at the cards.</p>		See Monday
Wednesday	<p>Practise saying the days of the week in the correct order to help your child to remember them.</p> <p>Today we are going to be thinking about different times of the day: Morning, afternoon, evening and night time.</p>		See Monday

	<p>Talk about some of the things that your child does on a typical day and say whether they happen in the morning, afternoon, evening or at night time.</p> <p>Cut out the pictures from worksheet 3 and ask your child to place them in the correct box on worksheet 4. If you do not have a printer, you could do this activity by looking at the pictures on worksheet 3 and saying whether they are more likely to happen in the morning, afternoon, evening or night time.</p>	
Thursday	<p>Practise saying the days of the week in the correct order to help your child to remember them.</p> <p>Today we are going to thinking about the words “before” and “after”. Use the sequencing cards from worksheet 5. Cut out the cards and use the middle card from each sequence. Put it in front of your child and ask them to choose the card that comes “before” and the card that comes “after”. If you do not have a printer, you could show your child the cards and ask them to describe what is happening in each picture, using the words “before” and “after”, for example, “what does the apple look like before someone takes a bite?” and “what does the apple look like after someone has finished eating it?”</p>	See Monday
Friday	<p>Practise saying the days of the week in the correct order to help your child to remember them.</p> <p>Today we will be thinking about the months of the year. Use worksheet 6 to show your child that there are 12 months in the year. Practise saying the names of the months of the year in order. Do this several times to help your child to get used to hearing the names of the different months of the year.</p> <p>Make a family calendar using worksheet 7. Tell your child which month different members of the family have their birthday in and ask them to draw a picture of each person in the correct box. Now do the same for special events in the year such as Christmas, Halloween, Easter, etc. If you do not have a printer you may be able to draw a simple chart for your child to use to draw their pictures.</p>	See Monday

Phonics

	Gold	Silver	Bronze
Monday	<p>Today we are revising the sound ‘ng’. Remind your child that ‘ng’ is a sound that we find at the end of words. Use worksheet 11 to complete the ‘ng’ workbook. This workbook will last for</p>	<p>For the whole of this week, the children will be working their way through the CVC Word Activity Booklet which you will find under worksheet 14. The aim is to help your child to hear all three sounds in each word and to practise</p>	<p>Play a game of ‘What’s that noise?’ Listen to different noises around the house, for example, the television, the washing machine, the sound of a person talking, a phone ringing. Talk about the sounds</p>

	two days and will also be Tuesday's phonics activity. If you do not have a printer, you could do the same activities on a piece of paper or in an exercise book.	reading and writing them. If you are unable to print the booklet, you can do most of the activities by looking at them on the computer screen or writing the words on a piece of paper. I suggest that your child does 2-3 pages per day.	that you can hear and help your child to recognise what is making each sound.
Tuesday	Today we will continue to revise the sound 'ng'. Remind your child that 'ng' is a sound that we find at the end of words. Complete the 'ng' workbook found in worksheet 11 . If you do not have a printer, you could do the same activities on a piece of paper or in an exercise book.	See Monday	Play 'copy the rhythm'. Use your hand or a wooden spoon to tap out a simple rhythm on an upturned box or saucepan. See if your child can copy the rhythm and tap it back to you.
Wednesday	Today we will revise the sound 'th'. Remind your child that 'th' is a sound that can be found at the beginning of some words and at the end of some words. Use worksheet 12 to complete the 'th' workbook. This workbook will last for two days and will also be Thursday's phonics activity. If you do not have a printer, you could do the same activities on a piece of paper or in an exercise book.	See Monday	Sing "Old Macdonald Had a Farm" (see worksheet 15). Practise making the different animal noises with your child.
Thursday	Complete the 'th' workbook found in worksheet 12 . If you do not have a printer, you could do the same activities on a piece of paper or in an exercise book.	See Monday	Play 'Guess the animal noise'. Make different animal noises and ask your child to identify which animal they are supposed to be. Ask your child to try making the noises themselves. You could hiss like a snake or oink like a pig, for example.
Friday	Use worksheet 13 to revise 'ng' and 'th' that we have been learning this week. Ask your child to have a go at writing the words under each picture by sounding	See Monday	Play the same 'copy the rhythm' game that you played on Tuesday. If your child was good at copying the rhythms that you played, you could try making the rhythms more complicated this time.

	<p>them out. Make sure they think carefully about whether each word is a 'th' word or an 'ng' word. If you do not have a printer, your child could write the words on a piece of paper.</p>		
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Literacy

	Gold	Silver	Bronze
Monday	<p>This week we will be making a book all about pets. Fold 2 sheets of A4 paper in half (the same way that a Birthday card is folded). On the front, write the word 'Pets' in big, colourful letters. Then draw a picture of some pets. This could be a pet that you already have or a pet that you would like to have.</p> <p>Each day this week, we will make a new page for the book. Today's page will be all about dogs. Turn to the first page and write the word 'Dogs' at the top of the page. Either draw a picture of a dog or print a picture of a dog from Google Images and stick it on the page. Now write one or two sentences about dogs. You could write something that you already know about dogs, or you could find out something new by searching on the internet for information about dogs. When the children write their sentences, it is important that they sound out the words themselves and do not copy them, even if this means that they spell</p>	<p>This week we will be making a book all about pets. Fold 2 sheets of A4 paper in half (the same way that a Birthday card is folded). On the front, write the word 'Pets' in big, colourful letters. Then draw a picture of some pets. This could be a pet that you already have or a pet that you would like to have.</p> <p>Each day this week, we will make a new page for the book. Today's page will be all about dogs. Turn to the first page and write the word 'Dogs' at the top of the page. Either draw a picture of a dog or print a picture of a dog from Google Images and stick it on the page. Now write a sentence about dogs. You could write something that you already know about dogs, or you could find out something new by searching on the internet for information about dogs. When the children write their sentence, it is important that they sound out the words themselves and do not copy them, even if this means that they spell them incorrectly. Encourage your child to start their writing on the left-hand</p>	<p>This week we will be learning to name different pets. Make a 'pets' book with your child. Look at pictures of different pets on the internet. You could either print pictures of different pets to stick in your book or, if you don't have a printer, you could have a go at drawing them. Encourage your child to have a go at saying the name of each pet. Write the word next to each picture and encourage your child to read the word. Try to increase their vocabulary by using simple phrases about pets; for example, a brown dog, a small cat, a baby rabbit.</p>

	<p>them incorrectly. Encourage your child to start their writing on the left-hand side of the page and to leave a finger space between each word.</p>	<p>side of the page and to leave a finger space between each word.</p>	
Tuesday	<p>Today we will make the next page in our 'Pets' book. Page two will be all about cats. Write 'Cats' at the top of the page. Draw or print a picture of a cat. Write two sentences about cats, just like you did yesterday.</p>	<p>Today we will make the next page in our 'Pets' book. Page two will be all about cats. Write 'Cats' at the top of the page. Draw or print a picture of a cat. Write a sentence about cats, just like you did yesterday.</p>	<p>Today we will continue to make the book about pets by looking for new pictures of pets and learning their names. You could add these new pets to the ones you have already put in the book.</p>
Wednesday	<p>Today we will make the next page in our 'Pets' book. Page three will be all about rabbits. Write 'Rabbits' at the top of the page. Draw or print a picture of a rabbit. Write two sentences about rabbits, just like you did yesterday.</p>	<p>Today we will make the next page in our 'Pets' book. Page three will be all about rabbits. Write 'Rabbits' at the top of the page. Draw or print a picture of a rabbit. Write a sentence about rabbits, just like you did yesterday.</p>	<p>Today we will continue to work on our book about pets. Think about finding 2 or 3 pictures of different dogs and ask your child some questions, for example, "which dog is the biggest?" "Which dog is black?"</p>
Thursday	<p>Today we will make the next page in our 'Pets' book. Page four will be all about fish. Write 'Fish' at the top of the page. Draw or print a picture of a fish. Write two sentences about fish, just like you did yesterday.</p>	<p>Today we will make the next page in our 'Pets' book. Page four will be all about fish. Write 'Fish' at the top of the page. Draw or print a picture of a fish. Write a sentence about fish, just like you did yesterday.</p>	<p>Today we will continue to work on our book about pets. Choose some more unusual pets such as a chameleon, a snake, a parrot or a chinchilla. Use these pets to teach your child some new vocabulary.</p>
Friday	<p>Today we will make the next page in our 'Pets' book. Page five will be all about a pet of your choice. You could choose a snake, a budgie, a guinea pig, a horse, a rat or any other pet you can think of. Write the name of your pet at the top of the page. Draw or print a picture of your pet. Write two sentences about your pet, just like you did yesterday.</p>	<p>Today we will make the next page in our 'Pets' book. Page five will be all about a pet of your choice. You could choose a snake, a budgie, a guinea pig, a horse, a rat or any other pet you can think of. Write the name of your pet at the top of the page. Draw or print a picture of your pet. Write a sentence about your pet, just like you did yesterday.</p>	<p>Today we will continue to work on our book about pets. Look for a picture of a cat. Help your child to name the different body parts of the cat. Do they know which part is the tail, ears, nose, legs, paws, whiskers. Encourage them to find the same part on their own body, or to recognise that cats have some body parts that people do not, for example, the tail.</p>

