

Weekly Plan for Reception Class: Week 27 30-03-2020

Maths

	Gold	Silver	Bronze
Monday	<p>This week we will focus on using the outdoors for our Maths work. If the weather is not too good, you can adapt these activities and do them indoors instead.</p> <p>Today, give your child 10 different containers. They could be sandwich bags, cups, bowls, flowerpots or any other small container. Number the pots 11,12,13,14,15,16,17,18,19 and 20. Tell your child to go outside and collect anything that they want to put in the pots. For example, they may like to put 11 blades of grass in the container labelled 11 and 12 tiny stones in the container labelled 12. Help your child to count carefully and accurately, making sure that they say one number for each object they collect.</p>	<p>This week we will focus on using the outdoors for our Maths work. If the weather is not too good, you can adapt these activities and do them indoors instead.</p> <p>Today, give your child 10 different containers. They could be sandwich bags, cups, bowls, flowerpots or any other small container. Number the pots 1,2,3,4,5,6,7,8,9 and 10. Tell your child to go outside and collect anything that they want to put in the pots. For example, they may like to put 3 blades of grass in the container labelled 3 and 7 tiny stones in the container labelled 7. Help your child to count carefully and accurately, making sure that they say one number for each object they collect.</p>	<p>This week we will focus on using the outdoors for our Maths work. If the weather is not too good, you can adapt these activities and do them indoors instead.</p> <p>Today, give your child 10 different containers. They could be sandwich bags, cups, bowls, flowerpots or any other small container. Number the pots 1,2,3,4,5,6,7,8,9 and 10. Tell your child to go outside and collect anything that they want to put in the pots. For example, they may like to put 3 blades of grass in the container labelled 3 and 7 tiny stones in the container labelled 7. Help your child to count carefully and accurately, making sure that they say one number for each object they collect.</p>
Tuesday	<p>Play a collecting game. More than one child of different ages could play this together. If not, an adult could help. Give your child a small container such as a plastic flowerpot or a cup. Tell them that they have 1 minute to collect as many stones as they can. Time 1 minute and send the children to see how many stones they can collect in one minute. Once the minute is ended, challenge them to carefully count how many stones they have found. Encourage them to count carefully, saying one</p>	<p>Play a collecting game. More than one child of different ages could play this together. If not, an adult could help. Give your child a small container such as a plastic flowerpot or a cup. Tell them that they have 1 minute to collect as many stones as they can. Time 1 minute and send the children to see how many stones they can collect in one minute. Once the minute is ended, challenge them to carefully count how many stones they have found. Encourage them to count carefully, saying one number for each stone.</p>	<p>Give your child a small container such as a flowerpot or a cup. Tell them to find as many stones as they can. Time them for 1 minute. At the end of the minute, ask them to count how many they have found. Encourage your child to count accurately, saying one number for each stone.</p> <p>Repeat this game. This time, see if they can collect even more stones in one minute.</p>

	<p>number for each stone. Compare how many stones each person has found. Who has more and who has less? How many more do they have? You could repeat this game several times, each time asking your child to find a different object.</p>	<p>Compare how many stones each person has found. Who has more and who has less? You could repeat this game several times, each time asking your child to find a different object.</p>	
<p>Wednesday</p>	<p>Longer and shorter. More than one child can play this game at the same time or your child can play the game with you. Challenge your child to find the longest stick that they can find outside. When they have found their stick, compare all the sticks that everyone has found and find out whose is the longest and whose is the shortest. Send your child to find another stick. This time, show them one of the sticks that has already been collected and say “can you find one that is shorter than this?” or “can you find one that is longer than this?” When your child has finished collecting sticks, you could use them to build a shelter for a cuddly toy. While you are building, use lots of size language such as short, long, longer, longest to help your child to talk about the size of the different sticks.</p> 	<p>Longer and shorter. More than one child can play this game at the same time or your child can play the game with you. Challenge your child to find the longest stick that they can find outside. When they have found their stick, compare all the sticks that everyone has found and find out whose is the longest and whose is the shortest. Send your child to find another stick. This time, show them one of the sticks that has already been collected and say “can you find one that is shorter than this?” or “can you find one that is longer than this?” When your child has finished collecting sticks, you could use them to build a shelter for a cuddly toy. While you are building, use lots of size language such as short, long, longer, longest to help your child to talk about the size of the different sticks.</p> 	<p>Longer and shorter. More than one child can play this game at the same time or your child can play the game with you. Challenge your child to find the longest stick that they can find outside. When they have found their stick, compare all the sticks that everyone has found and find out whose is the longest and whose is the shortest. Send your child to find another stick. This time, show them one of the sticks that has already been collected and say “can you find one that is shorter than this?” or “can you find one that is longer than this?” When your child has finished collecting sticks, you could use them to build a shelter for a cuddly toy. While you are building, use lots of size language such as short, long, longer, longest to help your child to talk about the size of the different sticks.</p> 
<p>Thursday</p>	<p>Counting on and back to 20. Use a piece of chalk to draw 20 circles on the ground. Inside each circle, write a number from 1-20.</p>	<p>Counting on and back to 10. Use a piece of chalk to draw 10 circles on the ground. Inside each circle, write a number from 1-10.</p>	<p>Counting on and back to 10. Use a piece of chalk to draw 10 circles on the ground. Inside each circle, write a number from 1-10. Encourage</p>

	<p>Encourage your child to hop or jump from one circle to the next, saying the number of the circle that they are standing in. They could also try going backwards from 20-1 to practise saying their numbers in reverse order.</p> 	<p>Encourage your child to hop or jump from one circle to the next, saying the number of the circle that they are standing in. They could also try going backwards from 10-1 to practise saying their numbers in reverse order.</p> 	<p>your child to hop or jump from one circle to the next, saying the number of the circle that they are standing in. They could also try going backwards from 10-1 to practise saying their numbers in reverse order.</p> 
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<p>Friday</p>	<p>One more and one less. Have a teddy bears picnic. Help your child to find two cuddly toys/teddy bears and tell them that they are going to have a pretend picnic. Find some objects in the garden that can be pretend food such as a leaf, a pinecone, a pebble or a stick. Give both bears the same number of objects (for example they may have 3 things each). Tell your child that now they would like one more. Ask them to work out how many they will have now. Count the objects to check that your child is correct. Play this game several times, each time starting with a different number of objects. Now tell them that a hungry bird is going to swoop down and take one thing from each bear. How many will they have now? See if they can work it out without</p>	<p>One more and one less. Have a teddy bears picnic. Help your child to find two cuddly toys/teddy bears and tell them that they are going to have a pretend picnic. Find some objects in the garden that can be pretend food such as a leaf, a pinecone, a pebble or a stick. Give both bears the same number of objects (for example they may have 3 things each). Tell your child that now they would like one more. Ask them to work out how many they will have now. Count the objects to check that your child is correct. Play this game several times, each time starting with a different number of objects. Now tell them that a hungry bird is going to swoop down and take one thing from each bear. How many will they have now? See if they can work it out without counting, then count to check their answer.</p>	<p>One more and one less. Have a teddy bears picnic. Help your child to find two cuddly toys/teddy bears and tell them that they are going to have a pretend picnic. Find some objects in the garden that can be pretend food such as a leaf, a pinecone, a pebble or a stick. Give both bears the same number of objects (for example they may have 3 things each). Tell your child that now they would like one more. Ask them to work out how many they will have now. Count the objects to check that your child is correct. Play this game several times, each time starting with a different number of objects. Now tell them that a hungry bird is going to swoop down and take one thing from each bear. How many will they have now? See if they can work it out without counting, then count to check their answer.</p>
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Phonics

	Gold	Silver	Bronze
Week 27	<p>This week we will be practising reading and writing the Phase 3 tricky words that the children need to read and spell by the end of Reception. Over the next 5 days, work your way gradually through the workbook (Worksheet 6), practising reading and writing the tricky words. Remind your child that they are called tricky words because they can't be sounded out in the normal way and we have to learn how to read and write them from memory. Please remember that reading and spelling these words is an expectation for the end of Reception. We are still in March/April so do not worry if your child is still finding them difficult. This is all part of the process of gradually learning them.</p>	<p>This week we will be practising reading and writing the Phase 2 tricky words that the children need to read and spell by the end of Reception. Over the next 5 days, work your way gradually through the workbook (Worksheet 7), practising reading and writing the tricky words. Remind your child that they are called tricky words because they can't be sounded out in the normal way and we have to learn how to read and write them from memory. Please remember that reading and spelling these words is an expectation for the end of Reception. We are still in March/April so do not worry if your child is still finding them difficult. This is all part of the process of gradually learning them.</p>	<p>This week, work through the s,a,t,p workbook (worksheet 8) to help your child to hear the sounds at the beginning of words and to read words with these sounds in.</p>
Additional Phonics Activities	<p>There are lots of different, imaginative ways that you can help your child to practise their tricky words this week. Try writing them in lots of different ways: using a paintbrush dipped in water on a wall or pavement, using chalk, tracing the shape of the letters on your child's arm or leg with your finger and see if they can guess what you are writing, cutting</p>	<p>There are lots of different, imaginative ways that you can help your child to practise their tricky words this week. Try writing them in lots of different ways: using a paintbrush dipped in water on a wall or pavement, using chalk, tracing the shape of the letters on your child's arm or leg with your finger and see if they can guess what you are writing, cutting up the words and putting them</p>	<p>Practise hearing these sounds at the beginning of words. When your child is playing, look for toys that begin with these letters, for example "Teddy, t is for teddy". Look for objects around your house that begin with these letters or food that your child is eating.</p>

	up the words and putting them back together again like a jigsaw puzzle. Keep practising these words in lots of different ways to help your child to remember them. When you are reading a story, look for these words in the text. Point them out to your child or see if they can find them themselves.	back together again like a jigsaw puzzle. Keep practising these words in lots of different ways to help your child to remember them. When you are reading a story, look for these words in the text. Point them out to your child or see if they can find them themselves.	
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Literacy

	Gold	Silver	Bronze
Monday	<p>This week we will be focusing on the story 'Goldilocks and the 3 Bears'. If you have the story read it to your child, if not watch a video on you tube. https://www.youtube.com/watch?v=0oUP2PFfeOi8</p> <p>Talk to your child about what happened first in the story, what happened after that etc. Encourage your child to get the order of the story correct.</p> <p>Print out the story ordering cards (worksheet 1) and put them in order talking the story through as you do it. If you have no printer, simply talk about the story and get your child to say what happens in the correct order.</p>	<p>This week we will be focusing on the story 'Goldilocks and the 3 Bears'. If you have the story read it to your child, if not watch a video on you tube. https://www.youtube.com/watch?v=0oUP2PFfeOi8</p> <p>Talk to your child about what happened first in the story, what happened after that etc. Encourage your child to get the order of the story correct.</p> <p>Print out the story ordering cards (worksheet 1) and put them in order talking the story through as you do it. If you have no printer, simply talk about the story and get your child to say what happens in the correct order.</p>	<p>This week we will be focusing on the story 'Goldilocks and the 3 Bears'. If you have the story read it to your child, if not watch a video on you tube. https://www.youtube.com/watch?v=0oUP2PFfeOi8</p> <p>Talk to your child about what happened first in the story, what happened after that etc. Encourage your child to get the order of the story correct.</p>
Tuesday	<p>Read the story or watch the you tube clip of 'Goldilocks and the 3 bears' again.</p> <p>Ask you child 'who is the main character in the story?'</p>	<p>Read the story or watch the you tube clip of 'Goldilocks and the 3 bears' again.</p> <p>Ask you children 'who is the main character in the story?'</p> <p>Talk about what Goldilocks does in the story.</p>	<p>Read the story or watch the you tube clip of 'Goldilocks and the 3 bears' again.</p> <p>Download worksheet 4, (Goldilocks cutting and scissor skills worksheet) and ask your child to practice using scissors</p>

	<p>Talk about what Goldilocks does in the story.</p> <p>Children draw a picture of Goldilocks and write 2 sentences explaining what she does in the story.</p>	<p>Children draw a picture of Goldilocks and write a caption describing something she does in the story.</p> <p>For example, eats porridge or breaks a chair. (Parents, you could write it for your child and your child could copy the words underneath)</p>	<p>to cut out the picture and tell you what each picture is.</p> <p>If you have no printer you can draw a picture of 3 different sizes bears and Goldilocks and ask your child to try and cut them out.</p>
Wednesday	<p>Tell your child that today we are thinking again about the character Goldilocks and talk about what things she did that weren't the right choices.</p> <p>For example, went into someone's house, broke a chair, ate some porridge and slept on someone else's bed.</p> <p>Tell your child that if someone has been naughty, sometimes we need to find them to tell them off and make them say sorry.</p> <p>Explain that we can make a wanted poster and stick it up in the house so others know who they are looking for.</p> <p>Use worksheet 2 and fill in the wanted poster. If you have no printer you can draw a simple box as a wanted poster and your child can describe what Goldilocks did.</p>	<p>Download worksheet 4. (Goldilocks cutting and scissor skills worksheet) and ask your child to practice using scissors to cut out the picture and tell you what each picture is.</p> <p>If you have no printer you can draw a picture of 3 different sizes bears and Goldilocks and ask your child to try and cut them out.</p>	<p>Make flashcards of the key words from the story:</p> <p>Porridge Mummy Bear Daddy Bear Baby Bear Goldilocks</p> <p>Read the words together.</p>
Thursday	<p>Tell your child that today they are going to pretend to be Goldilocks and they need to write a letter to the bears to say sorry for what they did.</p> <p>Show your child how to start a letter</p>	<p>Tell your child that today they are going to pretend to be Goldilocks and they need to write a letter to the bears to say sorry for what they did.</p> <p>Show your child how to start a letter</p>	<p>Use worksheet 5:</p> <p>Goldilocks and the Three Bears Word and Picture Matching Worksheet.</p>

	<p>To/ Daddy, Mummy and Baby Bear Or use worksheet 3</p> <p>Discuss a sentence or two your child could write to the bears on the letter and ask them to have a go at sounding it out and writing it.</p>	<p>To/ Daddy, Mummy and Baby Bear Or use worksheet 3</p> <p>Discuss what Goldilocks might want to say.</p> <p>Ask your child to have a go at writing sorry, writing any of the sounds they can hear.</p>	
Friday	<p>Ask your child how you think Baby Bear felt in the story and why?</p> <p>Ask your child to draw a picture of baby bear and help them to draw a Large speech bubble.</p> <p>Ask your child to write a sentence or two saying how he felt</p> <p>For example, 'I am sad because my porridge is all gone'.</p>	<p>Ask your child how you think Baby Bear felt in the story and why?</p> <p>Ask your child to draw a picture of baby bear and help them to draw a large speech bubble.</p> <p>Ask your child to write a sentence saying how he felt</p> <p>For example, 'I am sad'</p>	Practice writing your name several times