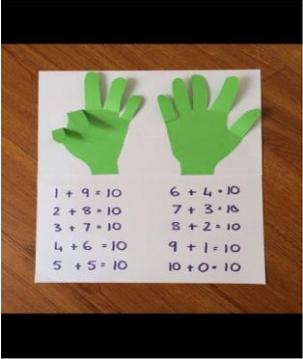
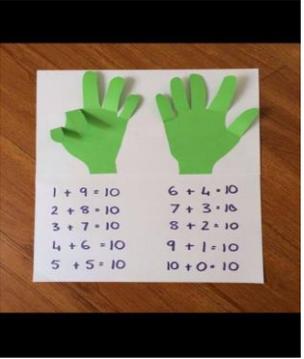


**Weekly Plan for Reception Class: Week 30 04-05-2020**

**Maths**

	<b>Gold</b>	<b>Silver</b>	<b>Bronze</b>
<b>Monday</b>	<p>This week we will be working on number bonds to 10 (pairs of numbers that add up to 10)</p> <p>Give your child 10 sweets/ pencils/bits of pasta/ buttons or whatever you have handy at home.</p> <p>Draw 2 circles on a piece of paper, ask your child to put some objects in one circle, and the rest in the other circle.</p> <p>Count how many there are in each circle and keep going back to the fact that there will be 10 all together as we started with 10.</p> <p>Repeat many times encouraging your child to split up their items in different ways but reinforce there will always be 10.</p>	<p>This week we will be working on number bonds to 10 (pairs of numbers that add up to 10)</p> <p>Give your child 10 sweets/ pencils/bits of pasta/ buttons or whatever you have handy at home.</p> <p>Draw 2 circles on a piece of paper, ask your child to put some objects in one circle, and the rest in the other circle.</p> <p>Count how many there are in each circle and keep going back to the fact that there will be 10 all together as we started with 10.</p> <p>Repeat many times encouraging your child to split up their items in different ways but reinforce there will always be 10.</p>	<p>This week we are going to be learning about pairs of numbers that make 5.</p> <p>Give your child 5 sweets/ pencils/bits of pasta/buttons or whatever you have handy at home.</p> <p>Draw 2 circles on a piece of paper, ask your child to put some objects in one circle, and the rest in the other circle.</p> <p>Count how many there are in each circle and keep going back to the fact that there will be 5 all together as we started with 5.</p> <p>Repeat many times encouraging your child to split up their items in different ways but reinforce there will always be 5.</p>
<b>Tuesday</b>	<p>Draw around your/your child's hands and cut them out.</p> <p>Stick them to a piece of paper with glue but leave the fingers unstuck.</p> <p>Show your child how to use this hand to help them with their number bonds. Count the fingers together and make sure they are secure with the fact there are ten.</p> <p>Place some fingers down and record underneath how</p>	<p>Draw around your/your child's hands and cut them out.</p> <p>Stick them to a piece of paper with glue but leave the fingers unstuck.</p> <p>Show your child how to use this hand to help them with their number bonds. Count the fingers together and make sure they are secure with the fact there are ten.</p> <p>Place some fingers down and record underneath how many</p>	<p>Repeat Monday's activity.</p>

	<p>many are down, then count how many are left up. Explain that these numbers together add up to 10. repeat the activity several times exploring number bonds to 10 and record like below if you wish.</p> 	<p>are down, then count how many are left up. Explain that these numbers together add up to 10. repeat the activity several times exploring number bonds to 10 and record like below if you wish.</p> 	
<p><b>Wednesday</b></p>	<p>Remind your child that this week we have been working on number bonds to ten. See if they can remember any pairs of numbers that make 10.</p> <p>Look at <a href="#">worksheet 1</a> together. Explain to your child that when you colour in each section of the rainbow the numbers at the bottom add up to 10.</p> <p>Complete the rainbow worksheet and write the pairs of number that make 10.</p>	<p>Remind your child that this week we have been working on number bonds to ten. See if they can remember any pairs of numbers that make 10.</p> <p>Look at <a href="#">worksheet 1</a> together. Explain to your child that when you colour in each section of the rainbow the numbers at the bottom add up to 10.</p> <p>Complete the rainbow worksheet and write the pairs of number that make 10.</p>	<p><a href="#">Worksheet 2</a></p> <p>Look at worksheet 2 with your child and discuss the numbers bonds to 5 again.</p> <p>Encourage them to count the spots and work out the missing numbers.</p>
<p><b>Thursday</b></p>	<p>Write down the numbers: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 on individual pieces of paper and turn them to face down so that the children can't see the number.</p> <p>Ask your child to pick up a card and turn it over. Ask them to read the number and think about which</p>	<p>Write down the numbers: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 on individual pieces of paper and turn them to face down so that the children can't see the number.</p> <p>Ask your child to pick up a card and turn it over. Ask them to read the number and think about which number goes with that to make 10.</p>	<p>Draw around your child's hand and cut it out.</p> <p>Count the fingers together. Use this to help your child understand that if we put some fingers down and keep some up the total always will make 5.</p>

	<p>number goes with that to make 10.</p> <p>Repeat so that your child does all cards.</p> <p>(your child may still need to rely on equipment to help them or the handprint poster they made on Tuesday which is fine as we don't expect them to know them all by memory.)</p>	<p>Repeat so that your child does all cards.</p> <p>(your child may still need to rely on equipment to help them or the handprint poster they made on Tuesday which is fine as we don't expect them to know them all by memory.)</p>	<p>Practice using the hand to learn the different pairs of numbers that make 5.</p>
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### Phonics

	<b>Gold</b>	<b>Silver</b>	<b>Bronze</b>
<b>Monday</b>	<p>Tell your child that they are going to learn a new sound this week. Our new sound is 'or' (as in the word fork). Listen to and learn the Jolly Phonics song that goes with the sound or. This is the same song that the children learned last week for the sound ee. The song makes use of both ee and or to make the sound of a donkey.</p> <p><a href="https://www.youtube.com/watch?v=W57mT4x488A">https://www.youtube.com/watch?v=W57mT4x488A</a></p> <p>Now read the story from <b>worksheet 5</b>. Some children may be able to read some of this story by themselves but don't worry if they can't. Just read it to them instead. Help your child to spot as many words containing the sound 'or' as they can.</p>	<p>Today we will be learning a new sound; j.</p> <p>Watch the video <a href="https://www.twinkl.co.uk/go/resource/t-l-53411-phase-three-phonemes-set-6-j-video">https://www.twinkl.co.uk/go/resource/t-l-53411-phase-three-phonemes-set-6-j-video</a> to help your child to pronounce the sound j properly and to hear it at the beginning of words. Encourage them to say the sound too.</p> <p>Now learn the j song by watching <a href="https://www.youtube.com/watch?v=6KXX6fCKWes">https://www.youtube.com/watch?v=6KXX6fCKWes</a></p> <p>Start working through the j workbook which you will find in <b>worksheet 9</b>. Just do two pages today and complete the rest tomorrow.</p>	<p>Today we will be learning a new sound; j.</p> <p>Watch the video <a href="https://www.twinkl.co.uk/go/resource/t-l-53411-phase-three-phonemes-set-6-j-video">https://www.twinkl.co.uk/go/resource/t-l-53411-phase-three-phonemes-set-6-j-video</a> to help your child to pronounce the sound j properly and to hear it at the beginning of words. Encourage them to say the sound too.</p> <p>Now learn the j song by watching <a href="https://www.youtube.com/watch?v=6KXX6fCKWes">https://www.youtube.com/watch?v=6KXX6fCKWes</a></p> <p>You may need to watch these videos several times until your child becomes familiar with them.</p>
<b>Tuesday</b>	<p>Listen to the song from yesterday again.</p> <p>Today we will work through the 'or' workbook that you</p>	<p>Watch both video clips from Monday again.</p>	<p>Watch both video clips from Monday again.</p>

	<p>will find in <b>worksheet 6</b>. There are 4 pages to complete. As you work your way through, encourage your child to read the phoneme 'or' and to listen to it within the different words.</p>	<p>Complete the j workbook (<b>worksheet 9</b>)</p> <p>Use <b>worksheet 10</b> to check whether your child can hear the sound j at the beginning of words. Say the words and ask your child to draw a circle around the picture if it begins with j.</p>	<p>Now play the matching game from <b>worksheet 11</b>. Help your child to say each of the j words and match the pictures to the same picture on their board.</p>
<b>Wednesday</b>	<p>Today we will play the same read and reveal game that we used last week encourage your child to read words with an 'or' sound. Cut out the read and reveal cards from <b>worksheet 7</b>. Fold over the end of each card so that the picture is hidden but you can still see the word. Encourage your child to read the word by sounding it out. Then open the flap to reveal the picture so that your child can check whether they read the word correctly.</p>	<p>Today we will be learning a new sound; v.</p> <p>Watch the video <a href="https://www.twinkl.co.uk/go/resource/t-l-53412-phase-three-phonemes-set-6-v-video">https://www.twinkl.co.uk/go/resource/t-l-53412-phase-three-phonemes-set-6-v-video</a> to help your child to pronounce the sound v properly and to hear it at the beginning of words.</p> <p>Now learn the v song by watching <a href="https://www.youtube.com/watch?v=iSQzhkzDSrk">https://www.youtube.com/watch?v=iSQzhkzDSrk</a></p> <p>Start working through the v workbook which you will find in <b>worksheet 12</b>. Just do two pages today and complete the rest tomorrow.</p>	<p>Today we will be learning a new sound; v.</p> <p>Watch the video <a href="https://www.twinkl.co.uk/go/resource/t-l-53412-phase-three-phonemes-set-6-v-video">https://www.twinkl.co.uk/go/resource/t-l-53412-phase-three-phonemes-set-6-v-video</a> to help your child to pronounce the sound v properly and to hear it at the beginning of words.</p> <p>Now learn the v song by watching <a href="https://www.youtube.com/watch?v=iSQzhkzDSrk">https://www.youtube.com/watch?v=iSQzhkzDSrk</a></p> <p>Watch both videos several times until your child becomes familiar with them.</p>
<b>Thursday</b>	<p>Today we will complete <b>worksheet 8</b> so that your child can have a go at writing words with the 'or' sound. <b>Worksheet 8</b> has 4 pages. You only need page 3. Page 4 has the answers. Look at each picture and decide whether it has an 'or' sound or not. If it has an 'or' sound, tell your child to colour it in. If it does not have an 'or' sound they should not colour it. Now help them to write each word. Remember there is one box for each sound, not for each letter, so</p>	<p>Watch both video clips from Wednesday again.</p> <p>Complete the v workbook (<b>worksheet 12</b>)</p> <p>Use <b>worksheet 13</b> to check whether your child can hear the sound v at the beginning of words. Say the words and ask your child to draw a circle around the picture if it begins with v.</p>	<p>Watch both video clips from Wednesday again.</p> <p>Complete pages 2 and 3 of the v workbook in <b>worksheet 12</b>.</p>

	both the o and r in 'or' go in the same box.		
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**Literacy**

	<b>Gold</b>	<b>Silver</b>	<b>Bronze</b>
<b>Monday</b>	<p>This week we will be continuing the theme of minibeasts.</p> <p>Show your child the You Tube clip 'The Very Busy Spider' or read the book if you have it.</p> <p><a href="https://www.youtube.com/watch?v=TfL0g-XRxnA">https://www.youtube.com/watch?v=TfL0g-XRxnA</a></p> <p>Draw a picture/make a spider using craft things you have at home.</p> <p>Have a go at writing a fact or two about spiders.</p> <p>For example; spiders have 8 legs. Spiders spin webs to catch food.</p> <p>Encourage your child to sound out as many of the letters as they can to write each word independently.</p>	<p>This week we will be continuing the theme of minibeasts.</p> <p>Show your child the You Tube clip 'The Very Busy Spider' or read the book if you have it.</p> <p><a href="https://www.youtube.com/watch?v=TfL0g-XRxnA">https://www.youtube.com/watch?v=TfL0g-XRxnA</a></p> <p>Draw a picture/make a spider using craft things you have at home.</p> <p>Have a go at writing something about spiders.</p> <p>For example; spiders have 8 legs.</p> <p>Encourage your child to sound out as many of the letters as they can to write each word independently. Your child may only hear the initial sound which is fine.</p>	<p>This week we will be continuing the theme of minibeasts.</p> <p>Show your child the You Tube clip 'The Very Busy Spider' or read the book if you have it.</p> <p><a href="https://www.youtube.com/watch?v=TfL0g-XRxnA">https://www.youtube.com/watch?v=TfL0g-XRxnA</a></p> <p>Draw a picture/ make a spider using craft things you have at home.</p> <p>See if your child is able to tell you anything that they know about spiders.</p> <p>Practice writing your name</p>
<b>Tuesday</b>	<p>Tell your child we are going to be thinking about The Very Busy Spider again today.</p> <p>Watch the You Tube clip again:</p> <p><a href="https://www.youtube.com/watch?v=TfL0g-XRxnA">https://www.youtube.com/watch?v=TfL0g-XRxnA</a></p> <p>Ask your child what the repeating line is each time in the story about the spider being too busy.</p>	<p>Tell your child we are going to be thinking about The Very Busy Spider again today.</p> <p>Watch the You Tube clip again:</p> <p><a href="https://www.youtube.com/watch?v=TfL0g-XRxnA">https://www.youtube.com/watch?v=TfL0g-XRxnA</a></p> <p>Ask your child what the repeating line is each time in the story about the spider being too busy.</p>	<p>Tell your child we are going to be thinking about The Very Busy Spider again today.</p> <p>Watch the You Tube clip again:</p> <p><a href="https://www.youtube.com/watch?v=TfL0g-XRxnA">https://www.youtube.com/watch?v=TfL0g-XRxnA</a></p> <p>Ask your child what the repeating line is each time in the story about the spider being too busy.</p>

	<p>See <b>worksheet 3</b></p> <p>Ask your child to colour themselves in and, in the speech bubble, write the repeating line 'she was very busy spinning her web.'</p>	<p>See <b>worksheet 3</b></p> <p>Ask your child to colour themselves in and, in the speech bubble, write the repeating line 'she was very busy spinning her web'.</p> <p>Ask your child to try and write the initial sound of each word themselves but after that help them to hear the other sounds.</p>	<p>Practise saying "she was very busy spinning her web" together.</p> <p>Practice writing your name</p>
<b>Wednesday</b>	<p>Show your child the powerpoint all about spiders which you will find in <b>worksheet 4</b>.</p> <p>Talk about what they know already about spiders and learn some facts together, you may also have some books you can share with your child or use Google to show them facts or pictures.</p> <p>Tell your child that over the next two days they are going to make a fact book/fact page all about spiders.</p> <p>Talk together about what facts they want to include and have a go at writing some down together. Remember to include pictures.</p>	<p>Show your child the powerpoint all about spiders which you will find in <b>worksheet 4</b>.</p> <p>Talk about what they know already about spiders and learn some facts together, you may also have some books you can share with your child or use Google to show them facts or pictures.</p> <p>Tell your child that over the next two days they are going to make a fact page all about spiders.</p> <p>Talk together about what facts they want to include and encourage your child to write the initial sounds for each word they wish to write on their own.</p>	<p>Go into your garden/ go for a walk.</p> <p>See how many spiders you can spot.</p> <p>On your walk encourage new vocabulary, talk about what the spider is like, how it moves, if its small/big. Encourage your child to repeat some of the key words to you.</p> <p>Practice writing your name</p>
<b>Thursday</b>	<p>See Wednesday</p>	<p>See Wednesday</p>	<p>Write down some key words about spiders:</p> <p>For example, spider, eight legs, webs and encourage your child to learn to read these words by sight.</p> <p>Practice writing your name</p>

