



Primary Planning

Class: Reception

Week beginning: 1.2.21

Outline: This document outlines all planned learning for English, Maths, Topic, R.E, P.E, P.S.H.E, Craft and Yoga.

All lessons can be found on google classrooms where there is guidance and support to accompany each lesson. In addition, two recorded Assemblies are available each week. One will be delivered by Mr Arnold and the other will follow the whole school assembly theme.

Reading: 'Teach your monster to read'. Reception key words – learn to recognise, read and spell/write. PhonicsPlay activities. Oxford Owl Reading books. Epic books.

Monday

Tuesday

Wednesday

Thursday

Friday

Phonics

Learning Goal:

To link sounds to letters, naming and sounding the letters of the alphabet. To be able to segment the sounds in simple words and blend them together and to know which letters represent some of them.

Recap Set 1 Read, Write, Inc sounds: a t n

Introduction video from Miss Greaves -

We will start by recapping some previous letters and sounds. We will then look at these 3 letters and recap the rhyme, the sound and the letter formation. We will practice our handwriting and letter formation. Using these sounds, we will start to put at and an together and try to think of words that we think are part of these word families.

Learning Goal:

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Recap Set 1 Read, Write, Inc sounds: a r y

Introduction video from Miss Greaves -

We will start by recapping some previous letters and sounds. We will then look at these 3 letters and recap the rhyme, the sound and the letter formation. We will practice our handwriting and letter formation. Using these sounds, we will start to put ar and ay together and try to think of

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Recap Set 1 Read, Write, Inc sounds: a g p

Introduction video from Miss Greaves -

We will start by recapping some previous letters and sounds. We will then look at these 3 letters and recap the rhyme, the sound and the letter formation. We will practice our handwriting and letter formation. Using these sounds, we will start to put ag and ap together and try to

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Recap Set 1 Read, Write, Inc sounds: e d n t

Introduction video from Miss Greaves -

We will start by recapping some previous letters and sounds. We will then look at these 4 letters and recap the rhyme, the sound and the letter formation. We will practice our handwriting and letter formation. Using these sounds, we will start to put ed, en and et together and try

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Spelling and Phonics recap day: recap the word families taught so far.

Introduction video from Miss Greaves -

We will start by recapping some previous letters and sounds. We will then look at some of the word families we have looked at so far. Can they use their knowledge of sounds to write words that go with a range of pictures? We will remind them of the letter formation that they need.



Monday	Tuesday	Wednesday	Thursday	Friday
<p>They could make their own word cards with words that have this ending. (You will need paper and a pencil for this.) We will look at a couple more green words and try to sound them out together.</p>	<p>words that we think are part of these word families. They could make their own word cards with words that have this ending. (You will need paper and a pencil for this.) We will look at a couple more green words and try to sound them out together.</p>	<p>think of words that we think are part of these word families. They could make their own word cards with words that have this ending. (You will need paper and a pencil for this.) We will look at a couple more green words and try to sound them out together.</p>	<p>to think of words that we think are part of these word families. They could make their own word cards with words that have this ending. (You will need paper and a pencil for this.) We will look at a couple more green words and try to sound them out together.</p>	<p>(You will need paper and a pencil for this.) We will look at a couple more green words and try to sound them out together.</p>

English				
<p>Learning Goal: To be able to continue a rhyming string. To be able to segment the sounds in simple words and blend them together and to know which letters represent some of them. To attempt to write short sentences in meaningful contexts. Rhyming words and word families. (at, an, words) We will start by looking at a rhyming PowerPoint/Game to practice reading simple word families and/or sentences. Their main activity will be to read the word cards for each word family (they can use the attached flashcards or make their own). Can they sort them in to families and</p>	<p>Learning Goal: To be able to continue a rhyming string. To be able to segment the sounds in simple words and blend them together and to know which letters represent some of them. To attempt to write short sentences in meaningful contexts. Rhyming words and word families. (ar, ay words) We will start by looking at a rhyming PowerPoint/Game to practice reading simple word families and/or sentences. Their main activity will be to read the word cards for each word family (they can use the attached flashcards or make their own). Can they sort them</p>	<p>Learning Goal: To be able to continue a rhyming string. To be able to segment the sounds in simple words and blend them together and to know which letters represent some of them. To attempt to write short sentences in meaningful contexts. Rhyming words and word families. (ag, ap words) We will start by looking at a rhyming PowerPoint/Game to practice reading simple word families and/or sentences. Their main activity will be to read the word cards for each word family (they can use the</p>	<p>Learning Goal: To be able to continue a rhyming string. To be able to segment the sounds in simple words and blend them together and to know which letters represent some of them. To attempt to write short sentences in meaningful contexts. Rhyming words and word families. (ed, en, et words) We will start by looking at a rhyming PowerPoint/Game to practice reading simple word families and/or sentences. Their main activity will be to read the word cards for each word family (they can use the</p>	<p>Learning Goal: To link sounds to letters, naming and sounding the letters of the alphabet. To be able to segment the sounds in simple words and blend them together and to know which letters represent some of them. Rhyming words and word families recap and summary so far. We will start by looking at some of the word families we have looked at so far. Can they use their knowledge of sounds to identify 2-3 words that rhyme/go together? They will be given some sentences that have a picture in</p>



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<p>words that rhyme with the same ending? They will then complete the cut and stick sentence activity in which they have to put the correct word family word in to make the sentence. This could be done by writing the sentence out with the correct word in instead. Extension: Can they write their own sentences using their word cards? They could start to make their own chart of rhyming words/word families – see attached picture on the assessment) (You will need paper, scissors, glue and a pencil for this.)</p>	<p>in to families and words that rhyme with the same ending? They will then complete the cut and stick sentence activity in which they have to put the correct word family word in to make the sentence. This could be done by writing the sentence out with the correct word in instead. Extension: Can they write their own sentences using their word cards? They could start to make their own chart of rhyming words/word families – see attached picture on the assessment) (You will need paper, scissors, glue and a pencil for this.)</p>	<p>attached flashcards or make their own). Can they sort them in to families and words that rhyme with the same ending? They will then complete the cut and stick sentence activity in which they have to put the correct word family word in to make the sentence. This could be done by writing the sentence out with the correct word in instead. Extension: Can they write their own sentences using their word cards? They could start to make their own chart of rhyming words/word families – see attached picture on the assessment) (You will need paper, scissors, glue and a pencil for this.)</p>	<p>attached flashcards or make their own). Can they sort them in to families and words that rhyme with the same ending? They will then complete the cut and stick sentence activity in which they have to put the correct word family word in to make the sentence. This could be done by writing the sentence out with the correct word in instead. Extension: Can they write their own sentences using their word cards? They could start to make their own chart of rhyming words/word families – see attached picture on the assessment) (You will need paper, scissors, glue and a pencil for this.)</p>	<p>place of a word. Can they write the sentence and then spell the word that needs to complete it? Extension: There will be differentiated sentences that range from one word substituted with a picture to 2-3 words substituted which they will need to replace with a word. (You will need paper and a pencil for this.)</p>

Maths

<p>Learning Goal: To be able to find the total number of items in two groups by counting all of them. In practical activities and discussion, begin to use the vocabulary involved in adding.</p>	<p>Learning Goal: To be able to find the total number of items in two groups by counting all of them. In practical activities and discussion, begin to use the vocabulary involved in adding.</p>	<p>Learning Goal: To be able to find the total number of items in two groups by counting all of them. In practical activities and discussion, begin to use</p>	<p>Learning Goal: To be able to find the total number of items in two groups by counting all of them. In practical activities and discussion, begin to use</p>	<p>Learning Goal: To be able to find the total number of items in two groups by counting all of them. In practical activities and discussion, begin to use the vocabulary involved in adding.</p>
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Monday	Tuesday	Wednesday	Thursday	Friday
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<p>Introduction to addition. Introduction video from Miss Greaves - We will begin by looking at a dinosaur PowerPoint that shows what happens when we put two groups together. For the main activity the children will use number cards or 2 dice to choose 2 numbers. They will then count out the two groups and record them on their number sentence sheet. They will then put the two groups together and see how many they have in total. (You will need paper, dice or number cards and a pencil for this.) Extension: Can they write their own addition sentences, maybe extending to using 2 number cards up to 10?</p>	<p>Practical addition. Introduction video from Miss Greaves - We will begin by recapping our addition sums yesterday. We will look at an addition video to remind ourselves how to add two groups together. The main activity will be to use Lego/Duplo blocks to add solve simple addition sums to 5 and then 10. Can they write the number sentences out for each one? (You will need paper, blocks and a pencil for this.) Extension: Can they make up their own addition sentences using different groups of blocks? How can they record it?</p>	<p>the vocabulary involved in adding. Visual and Written addition. Introduction video from Miss Greaves - We will begin by recapping our addition work from yesterday. We will look at how a sum can be shown pictorially based on how we have used items at home to solve of number sentences. The task today will be to match a picture representation of a sum to the written version. Can they make the link between what a sum looks like with objects and how it is written? (You will need paper, pencils and maybe glue for this.) Extension: Can they illustrate their own number sentences?</p>	<p>the vocabulary involved in adding. Bonds to 5. Introduction video from Miss Greaves - We will begin by recapping our addition sums yesterday. We will look at the ladybird PowerPoint with Miss Greaves and look at what happens when we use 5 items and split them in to two groups. The main activity will use a ladybird and buttons to split 5 between the two wings and then writing their number sentence to show what they have done. (You will need paper, buttons and pencil for this.) Extension: Can they solve the word problems for bonds to 5?</p>	<p>Bonds to 10. Introduction video from Miss Greaves - We will begin by recapping our addition sums yesterday. We will remind ourselves how we managed to split the 5 between the ladybirds wings. The main activity will use a ladybird again and buttons to split 10 between the two wings and then writing their number sentence to show what they have done. (You will need paper, buttons and pencil for this.) Extension: Can they solve the word problems for bonds to 10?</p>
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Topic

<p>Learning Goal: To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Learning Goal: To begin to use vocabulary and forms of speech that are increasingly influenced by their experiences of books. To use talk to organise, sequence and</p>	<p>Learning Goal: To be confident to speak to others about own needs, wants, interests and opinions. To be able to describe</p>	<p>Learning Goal: To respond to instructions involving a two-part sequence. To use talk to organise, sequence and clarify</p>	<p>Learning Goal: To be able to talk about some of the things they have observed such as animals. Traditional stories – The Little Red Hen.</p>
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<p>Traditional stories – The Little Red Hen. To continue this Traditional stories topic we will listen to the story of Little Red Hen. Can they recap what happened in the story?</p>	<p>clarify thinking, ideas, feelings and events. Traditional stories – The Little Red Hen. We will begin by recapping the story from yesterday. We will talk about the Little Red Hen and what she had to do throughout the story. Can they remember what happened in the correct order? The main task will be to cut and stick pictures from the story in the correct order. To avoid printing, the children could draw their own pictures or dictate the story to an adult. (You will need paper, paint, pencils and maybe glue for this.)</p>	<p>themselves in positive terms and to talk about abilities. Wellbeing afternoon.</p> <ol style="list-style-type: none"> 1. Mindfulness activity – encouraging calm and peace. 2. Physical activity to encourage exploration of feelings, opinions and interests. 3. Relaxation activity, such as Yoga, to encourage focus and a feeling of wellbeing. 	<p>thinking, ideas, feelings and events. Traditional stories – The Little Red Hen. We will begin by recapping the story and will discuss the different characters in the story. What was the Little Red Hen trying to do? What steps did she follow to make it? Main activity – Can they make their own bread? We will watch the ‘Come Outside’ video on bread. Extension: Can they explain to someone else how they made their bread and what they needed? (You will need ingredients for this.)</p>	<p>To finish this story, we will learn some facts about hens. Where do they live? What do they eat? Can they tell someone something they have found out about Hens? Extension: Draw a Hen and write/dictate a short fact about it.</p>

Additional				
<p>Learning Goal: To maintains attention, concentrate and sit quietly during appropriate activity. To use talk to organise, sequence and clarify thinking and ideas. Playing games Today the children can print or play a Little Red Hen bingo game or</p>	<p>Learning Goal: To construct with a purpose in mind, using a variety of resources. Craft The children can try to make their own handprint hen. They could print their hand or draw and cut around their hand.</p>	<p>Learning Goal: To be confident to speak to others about own needs, wants, interests and opinions. To be able to describe themselves in positive terms and to talk about abilities. Wellbeing afternoon.</p>	<p>Learning Goal: To show increasing control and to show a preference for a dominant hand. To hold a pencil near point between first two fingers and thumb and use it with good control. Fine Motor activities</p>	<p>Learning Goal: To begin to build a repertoire of songs and dances. Music and Song Today we will share some songs and rhymes about hens. Some that they are familiar with and some that are new that they can learn.</p>



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they can play an online memory game:	Extension: Can they label their Little Red Hen with words such as, feathers, beak etc? (You will need paper, paint, pencils and maybe glue for this.)	(As above)	Today there will be a pencil control activity that will help them to exercise their finger muscles as well as helping them to have more control over their pencil.	Are they able to join in and remember the song in regards to the melody and vocabulary used?