



Primary Planning: Reception.

Week beginning: 18.01.21

Planned focused learning for English / Phonics Maths, and Topic.


*activities may change slightly depending on how the children have responded to a previous activity.


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 18 th Jan	Tuesday 19 th Jan	Wed. 20 th Jan	Thursday 21 st Jan	Friday 22 nd Jan
<p>Phonics activity: LG – To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Read, Write, Inc letter z Introduction video from Miss Greaves - We will start by recapping some previous letters. We will then look at the new letter and learn the sound and rhyme. Can we find it again when we mix it with the other sounds we know? We will look at how to write the letter (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. You can practice these words again later in the day. Summary of the letter sound with phonic songs and squiggle it letter story. (You will need paper and a pencil for this.)</p>	<p>Phonics activity: LG – To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Read, Write, Inc letter ch Introduction video from Miss Greaves - We will start by recapping some previous letters. We will then look at the new letter and learn the sound and rhyme. Can we find it again when we mix it with the other sounds we know? We will look at how to write the letter (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. You can practice these words again later in the day. Summary of the letter sound with phonic songs.</p>	<p>Phonics activity: LG – To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Read, Write, Inc letter qu Introduction video from Miss Greaves - We will start by recapping some previous letters. We will then look at the new letter and learn the sound and rhyme. Can we find it again when we mix it with the other sounds we know? We will look at how to write the letter (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. You can practice these words again later in the day. Summary of the letter sound with phonic songs.</p>	<p>Phonics activity: LG – To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Read, Write, Inc letter x Introduction video from Miss Greaves - We will start by recapping some previous letters. We will then look at the new letter and learn the sound and rhyme. Can we find it again when we mix it with the other sounds we know? We will look at how to write the letter (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. You can practice these words again later in the day. Summary of the letter sound with phonic songs and squiggle it letter story. (You will need paper and a pencil for this.)</p>	<p>Phonics activity: LG – To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Read, Write, Inc letter recap day Introduction video from Miss Greaves - We will start by recapping some previous letters. We will then look at the new letters we have learnt this week. and learn the sound and rhyme. We will recap how to write these letters (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. You can practice these words again later in the day.</p>

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	<p>Literacy activity: LG – To be able to segment the sounds in simple words and blend them together. To begin to read words and simple sentences.</p> <p>Spelling and Writing CVC words -middle short a sound We will start by looking at the middle a PowerPoint and see if we can work out the letters we need to make the word. Their main activity will be to either complete a read and reveal task or complete a word building jigsaw. To summarise these words, the children will create their own words using the word machine and focusing on the middle a words. As they make a word they could have a go at writing them down to see how many they can make. Extension: Can they use these words in sentences? To finish, can they read some simple cvc word sentences?</p>	<p>Literacy activity: LG – To be able to segment the sounds in simple words and blend them together. To begin to read words and simple sentences.</p> <p>Spelling and Writing CVC words -middle short e sound We will start by looking at the middle e PowerPoint and see if we can work out the letters we need to make the word. Their main activity will be to either complete a read and reveal task or complete a word building jigsaw. To summarise these words, the children will create their own words using the word machine and focusing on the middle e words. As they make a word they could have a go at writing them down to see how many they can make. Extension: Can they use these words in sentences? To finish, can they read some simple cvc word sentences?</p>	<p>Literacy activity: LG – To be able to segment the sounds in simple words and blend them together. To begin to read words and simple sentences.</p> <p>Spelling and Writing CVC words -middle short i sound We will start by looking at the middle i PowerPoint and see if we can work out the letters we need to make the word. Their main activity will be to either complete a read and reveal task or complete a word building jigsaw. To summarise these words, the children will create their own words using the word machine and focusing on the middle i words. As they make a word they could have a go at writing them down to see how many they can make. Extension: Can they use these words in sentences? To finish, can they read some simple cvc word sentences?</p>	<p>Literacy activity: LG – To be able to segment the sounds in simple words and blend them together. To begin to read words and simple sentences.</p> <p>Spelling and Writing CVC words -middle short o sound We will start by looking at the middle o PowerPoint and see if we can work out the letters we need to make the word. Their main activity will be to either complete a read and reveal task or complete a word building jigsaw. To summarise these words, the children will create their own words using the word machine and focusing on the middle o words. As they make a word they could have a go at writing them down to see how many they can make. Extension: Can they use these words in sentences? To finish, can they read some simple cvc word sentences?</p>	<p>Literacy activity: LG – To be able to segment the sounds in simple words and blend them together. To begin to read words and simple sentences.</p> <p>Spelling and Writing CVC words -middle short u sound We will start by looking at the middle u PowerPoint and see if we can work out the letters we need to make the word. Their main activity will be to either complete a read and reveal task or complete a word building jigsaw. To summarise these words, the children will create their own words using the word machine and focusing on the middle u words. As they make a word they could have a go at writing them down to see how many they can make. Extension: Can they use these words in sentences? To finish, can they read some simple cvc word sentences?</p>

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	<p>Maths activity: LG – To begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.</p> <p>3D shapes Introduction video from Miss Greaves - To start we will look at the BBC video. https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zcstqqt We will recap the basic 3D shapes using the everyday shapes PowerPoint. Which ones do the children know already? The children will carry out a shape hunt around the house. How many can they find? For an extensions: They could write down how many of each shape they could find or make a tally as they hunt. We will watch a 3D shapes song to summarise these shapes.</p> <p>(You may need paper and a pencil for this.)</p>	<p>Maths activity: LG – To select a particular named shape.</p> <p>3D shapes Introduction video from Miss Greaves - We will begin with recapping the basic 3D shapes and the ones we found yesterday. Today the children will collect up some empty boxes and containers that they can find around the house such as empty cereal boxes, empty tubes etc. or use wooden blocks if they have them. Can they make models balancing, (not sticking as we need these shapes again tomorrow), on top of each other with these shapes? Which ones balance better than others? Do some fit together? Do some slide off? How tall can we make your model? What would happen if we turn it up the other way? We will play the 3D shapes PowerPoint quiz to summarise the names of these shapes.</p>	<p>Maths activity: LG – To begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.</p> <p>3D shapes Introduction video from Miss Greaves - We will begin with recapping the basic 3D shapes and the models that we made yesterday. Today the children will use the 3D shapes from yesterday to carry out an investigation. Can these 3D shapes roll or do they slide? If we turn them a different way, does it make a difference? Which shapes are better at rolling? Extension: can they record their results? We will play a 3D shapes quiz to summarise the names of these shapes.</p> <p>(You may need paper and a pencil for this.)</p>	<p>Maths activity: LG – To begin to use shapes appropriately for tasks.</p> <p>3D shapes Introduction video from Miss Greaves - We will start with recapping our 3D shapes and what happened in the experiment yesterday. If one of each of their 3D shapes are put in a bag or under a cloth, can they guess what each shape is by feeling them? Are they right? Today we will try to sort pictures of items in to groups of the same shape. This can be done physically with items at home if you are unable to print. How many of each shape did they have? Which shape did they have the most for? Which shape was the hardest to find? Extension: Can you describe a shape to someone at home and see if they can guess it? They will complete an online multiple choice quiz to check sides and corners.</p> <p>(You may need paper, scissors and a pencil for this.)</p>	<p>Maths activity: LG – To begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.</p> <p>3D shapes Introduction video from Miss Greaves - We will finish this week with recapping all the 3D shapes that we have looked at. Today we are going to explore how many faces, edges and corners each 3D shape has. Can they choose one shape at the time and count how many each one has? Extension: They could write down the number of faces, edges and corners each 3D shape has. We will recap 2D and 3D shapes in a quiz.</p> <p>(You may need paper and a pencil for this.)</p>

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	<p>Topic activity: LG – To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Traditional stories – Goldilocks and The Three Bears</p> <p>To start this Traditional stories topic we will listen to the story of Goldilocks and the Three Bears. Can they recap what happened in the story?</p>	<p>Topic activity: LG – To order two or three items by length or height.</p> <p>Traditional stories – Goldilocks and The Three Bears</p> <p>Today they will recap the story and then see if they can match the right sized item to the right sized bear. How do they know it is the right one? What is the difference between them? (You may need paper, scissors and glue for this.)</p>	<p>Wellbeing afternoon.</p>	<p>Topic activity: LG – To respond to instructions involving a two-part sequence.</p> <p>Traditional stories – Goldilocks and The Three Bears</p> <p>Today they will follow the instructions with an adult and make porridge. What do they have do to first? Do they like it cold, warm or hot? Which bear are they like? If the don't like porridge they could make a breakfast bear:</p> 	<p>Topic activity: LG – To be able to talk about some of the things they have observed such as animals.</p> <p>Traditional stories – Goldilocks and The Three Bears</p> <p>To finish this story, we will learn some facts about Bears. Where do they live? What do they eat? Can they tell someone something they have found out about bears? Extension: Draw a bear and write/dictate a short fact about their bear.</p>

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	<p>Optional extra activity: LG – To imitate movement in response to music.</p> <p>Action songs based on Bears</p> <p>Today there will be a physical dance/exercise activity to get them moving.</p>	<p>Optional extra activity: LG – To construct with a purpose in mind, using a variety of resources.</p> <p>Craft</p> <p>Today can they make three bears using tubes or something similar? There will be a video for ideas.</p> 	<p>Wellbeing afternoon.</p>	<p>Optional extra activity: LG – To show increasing control over an object and to show a preference for a dominant hand.</p> <p>Fine Motor activities</p> <p>Today there will be a dough disco activity that will help them to exercise their finger muscles which will help with their pencil/scissor grip and consequently their mark-making.</p>	<p>Optional extra activity: LG – To experiment with different ways of moving.</p> <p>Gross Motor/P.E. activities</p> <p>Today there will be a physical exercise activity to get them moving and to help them to remain active. They will need a teddy bear for this one!</p>