

**AVANTI HALL**

# Primary Weekly Overview

**Primary Planning****Class: Reception****Week beginning: 8.2.21**

**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.



<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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## Phonics

<p><b>Learning Goal:</b> 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.</p> <p><b>Recap Set 1 Read, Write, Inc sounds: i g n</b> <b>Introduction video from Miss Greaves -</b> 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 ig, and in together and try 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. <b>(You will need paper and a pencil for this.)</b> We will look at a couple more green words and try to sound them out together.</p>	<p><b>Learning Goal:</b> 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.</p> <p><b>Recap Set 1 Read, Write, Inc sounds: i p t</b> <b>Introduction video from Miss Greaves -</b> 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 ip and it together and try 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. <b>(You will need paper and a pencil for this.)</b></p>	<p><b>Learning Goal:</b> 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.</p> <p><b>Recap Set 1 Read, Write, Inc sounds: o g p t</b> <b>Introduction video from Miss Greaves -</b> 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 og, op, and ot together and try 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. <b>(You will need paper and a pencil for this.)</b></p>	<p><b>Learning Goal:</b> 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.</p> <p><b>Recap Set 1 Read, Write, Inc sounds: u b g n t</b> <b>Introduction video from Miss Greaves -</b> We will start by recapping some previous letters and sounds. We will then look at these 5 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 ub, ug, un and ut together and try 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. <b>(You will need paper and a pencil for this.)</b></p>	<p><b>Learning Goal:</b> 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.</p> <p><b>Recap Set 1 Read, Write, Inc sounds: recap word families.</b> <b>Introduction video from Miss Greaves -</b> We will start by recapping some previous word families. We will recap the sounds and letter formation. The children will be asked to write words that are dictated to them (spellings) and then they can check their work to see if they are right. <b>(You will need paper and a pencil for this.)</b> We will look at a couple more green words and try to sound them out together.</p>
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Monday	Tuesday	Wednesday	Thursday	Friday
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	We will look at a couple more green words and try to sound them out together.	We will look at a couple more green words and try to sound them out together.	We will look at a couple more green words and try to sound them out together.	
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## English

<p><b>Learning Goal:</b> 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 begin to read words and simple sentences.</p> <p><b>Rhyming words and word families.</b> We will start by looking at a rhyming PowerPoint/Game to practice reading simple word families and/or sentences. Their main activity will be match pictures of words that rhyme, such as cat and rat. They can use the attached flashcards or make their own. Extension: Can they write their own sentences using a chosen word card? <b>(You may need paper, pencil and scissors for this.)</b></p>	<p><b>Learning Goal:</b> 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 begin to read words and simple sentences.</p> <p><b>Rhyming words and word families.</b> We will start by looking at a matching words that rhyme based on yesterday's activity. Their main activity will be to work out the odd one out in a rhyming word list. Can they work out which ones rhyme and which one doesn't fit? Extension: Can they write their own sentences using a word family? <b>(You may need paper and pencil for this.)</b></p>	<p><b>Learning Goal:</b> 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 begin to read words and simple sentences.</p> <p><b>Rhyming words and word families.</b> We will start by looking at a rhyming words to work out the odd one out based on yesterday's activity. Their main activity will be to read a variety of sentences based on different word families. They can choose a word family or aim for one that they have found difficult for more practice. Can they sound out the cvc word, then the sentence and finally can they work out which picture</p>	<p><b>Learning Goal:</b> 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 begin to read words and simple sentences.</p> <p><b>Rhyming words and word families.</b> We will start by looking at reading words and simple sentences based on yesterday's activity. Their main activity will be to read a variety of sentences based on different word families. They can choose a word family or aim for one that they have found difficult for more practice. They will need a dice which they will roll which will then choose the sentence they need to read. Can they play this as a</p>	<p><b>Learning Goal:</b> 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 begin to read words and simple sentences. To attempt to write short sentences in meaningful contexts.</p> <p><b>Rhyming words and word families.</b> We will start by looking at reading words and simple sentences based on yesterday's activity. The main activity today will be to use the picture cards from Monday to select from. They will choose a card and write a sentence with that word. Can they repeat with a few sentences? Extension: Can they look at the attached Nursery rhymes and</p>
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		<p>illustrates the sentence they have read?            Extension: Play the attached rhyming word game.  <b>(You may need paper and pencil for this.)</b></p>	<p>game with someone else at home with a different word family? Who can roll the dice and read all their sentences first? Maybe they could place a counter at the end of each sentence once they have read it?            Extension: Play the attached rhyming word game.  <b>(You may need paper and pencil for this.)</b></p>	<p>work out the rhyming words in each one?  <b>(You will need paper and a pencil for this.)</b></p>

<h2>Maths</h2>
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<p><b>Learning Goal:</b>            To be able to use everyday language related to time.  <b>Introduction to clocks and time – Day and Night.</b>  <b>Introduction video from Miss Greaves -</b>            We will begin by looking at a what day and night is. How do we know when it is day and when it is night? What different things happen during the day and night? What do we do during the day and night? The main activity will be to sort events between the day and night. They can either cut and paste activity cards or draw a day and night picture.</p>	<p><b>Learning Goal:</b>            To be able to use everyday language related to time.  <b>Introduction to clocks and time – Sequencing their day.</b>  <b>Introduction video from Miss Greaves –</b> We will begin by recapping on the different activities that occur during the day and night. We will then start to look at what different things we do during the day. The main activity will be to sequence different things that they do during the day in the correct order.</p>	<p><b>Learning Goal:</b>            To be able to use everyday language related to time.  <b>Introduction to clocks and time – Days of the week.</b>  <b>Introduction video from Miss Greaves -</b>            We will begin by discussing what different things we do during the day. Are these the same each day? Do they change on certain days? What days are there and what usually happens on these days.</p>	<p><b>Learning Goal:</b>            To be able to use everyday language related to time.  <b>Introduction to clocks and time – Different ways of showing time.</b>  <b>Introduction video from Miss Greaves -</b>            We will begin by reviewing day and night, sequences in a day and a timetable over a week. How do we keep track of what we do? Talk about calendars, timers, clocks etc. The main activity will be to use a minute timer to see what they can do in a minute. There will be some challenge</p>	<p><b>Learning Goal:</b>            To be able to use everyday language related to time.  <b>Introduction to clocks and time – What is a clock? Hickory Dickory Dock.</b>  <b>Introduction video from Miss Greaves -</b>            We will begin by recapping the different ways of keeping track of time and the different things that we managed to do in a minute yesterday. We will look at the Hickory, Dickory Dock song and introduce the clock. What does a clock look like? What does it have on it?</p>
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<p><b>(You will need paper, scissors, glue and a pencil for this.)</b> Extension: Can they label their pictures?</p>	<p><b>(You will need paper, scissors, glue and a pencil for this.)</b> Extension: Can they label their pictures?</p>	<p>The main activity will be to learn and sequence the days of the week. <b>(You will need paper, pencils and maybe glue for this.)</b> Extension: Can they create a timetable/calendar for the week that shows what they do on different days?</p>	<p>cards that they can choose from. Maybe they could challenge someone at home? <b>(You will need paper and pencil for this.)</b> Extension: Can they record their results?</p>	<p>The main activity will be to make a clock and write/stick the numbers on in the correct order. (We will keep this for future time activities). <b>(You will need paper, pencils and maybe glue for this.)</b> Extension: Can they copy different clocks on their own clock? They don't need to know what they mean at this stage.</p>

Topic				
<p><b>Learning Goal:</b> To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <b>Traditional stories – The Three Billy Goats Gruff.</b> To continue this Traditional stories topic we will listen to the story of The Three Billy Goats Gruff. Can they recap what happened in the story?</p>	<p><b>Learning Goal:</b> 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 clarify thinking, ideas, feelings and events. <b>Traditional stories – The Three Billy Goats Gruff.</b> We will begin by recapping the story from yesterday. We will talk about the Three Billy Goats Gruff and why they wanted to go across the bridge to the other side. The main task will be to make puppets from the story or to use toys to represent each</p>	<p><b>Learning Goal:</b> 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. <b>Wellbeing afternoon.</b></p> <ol style="list-style-type: none"> <li>1. Mindfulness activity – encouraging calm and peace.</li> <li>2. Physical activity to encourage exploration of feelings, opinions and interests.</li> <li>3. Relaxation activity, such as Yoga, to encourage focus and</li> </ol>	<p><b>Learning Goal:</b> To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To construct with a purpose in mind, using a variety of resources. <b>Traditional stories – The Three Billy Goats Gruff.</b> We will begin by recapping the story and will discuss the different characters in the story. What were they trying to do? Why was the troll wanting to stop them from going over the bridge? The main activity will be to make a scene for their puppets or toys at home. Can</p>	<p><b>Learning Goal:</b> To be able to talk about some of the things they have observed such as animals. <b>Traditional stories – The Three Billy Goats Gruff.</b> To finish this story, we will learn some facts about Goats. Where do they live? What do they eat? What do they like to do? What are baby Goats called? Can they tell someone something they have found out about Goats? Extension: Draw a Goat and write/dictate a short fact about it.</p>



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	<p>character. Can they retell the story to someone at home? They can see if they can answer questions about the story here:  <a href="https://www.tinytap.it/activities/g3a18/play/the-three-billy-goats-gruff">https://www.tinytap.it/activities/g3a18/play/the-three-billy-goats-gruff</a>  <b>(You may need paper, pencils and maybe glue for this.)</b></p>	<p>a feeling of wellbeing.</p>	<p>they make a bridge for the goats to go over?</p>  <p>Extension: Can they think of another way for the goats to get across? If they couldn't get across the bridge, what could they do instead?</p>	

Additional				
<p><b>Learning Goal:</b> To respond to instructions involving a two-part sequence. To maintain attention, concentrate and sit quietly during appropriate activity.</p> <p><b>Yoga</b> Today there will be a Cosmic Kids Yoga based on The Three Billy Goats Gruff to have a go at. Can they follow instructions?</p>	<p><b>Learning Goal:</b> To construct with a purpose in mind, using a variety of resources.</p> <p><b>Craft</b> The children can try to make a picture of the troll. Can they think about all the things they will need to put on his face? Will he need hair, a nose? What colour will his face be?</p> 	<p><b>Learning Goal:</b> 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.</p> <p><b>Wellbeing afternoon.</b>  (As above)</p>	<p><b>Learning Goal:</b> To maintain attention, concentrate and sit quietly during appropriate activity. To use talk to organise, sequence and clarify thinking and ideas.</p> <p><b>Cooking – food tasting.</b> Today the children can watch 'Big Cook, Little Cook' - <a href="https://www.youtube.com/watch?v=qrc2MzIMjwM">https://www.youtube.com/watch?v=qrc2MzIMjwM</a> And/or have a go at tasting Goats Cheese.</p>	<p><b>Learning Goal:</b> To begin to build a repertoire of songs and dances.</p> <p><b>Music and Song</b> Today we will share some songs and rhymes about the Three Billy Goats Gruff. Some that they are familiar with and some that are new that they can learn. Are they able to join in and remember the song in regards to the melody and vocabulary used?</p>



Monday	Tuesday	Wednesday	Thursday	Friday
	(You will need paper, paint, pencils and maybe glue for this.)			