



Primary Weekly Overview

Primary Planning

Class: Reception

Week beginning: 1.3.21

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

Phonics activity:

LG – To link sounds to letters, naming and sounding the letters of the alphabet.

Read, Write, Inc sound - long oo

Introduction video from Miss Greaves -

We will start by recapping some previous letters.

We will then look at the new letters and learn the sound and rhyme – Poo at the Zoo?

Can we find it again when we mix it with the other sounds we know?

We will look at how to write the sound and some of the words that contain this sound. (Green word cards). To finish we will see if we can write a short sentence together with this sound.

(You will need paper and a pencil for this.)

Phonics activity:

LG – To link sounds to letters, naming and sounding the letters of the alphabet.

Read, Write, Inc sound – short oo

Introduction video from Miss Greaves -

We will start by recapping some previous letters.

We will then look at the new letters and learn the sound and rhyme – Look at a book?

Can we find it again when we mix it with the other sounds we know?

We will look at how to write the sound and some of the words that contain this sound. (Green word cards). To finish we will see if we can write a short sentence together with this sound.

Phonics activity:

LG – To link sounds to letters, naming and sounding the letters of the alphabet.

Read, Write, Inc sound - ar

Introduction video from Miss Greaves -

We will start by recapping some previous letters.

We will then look at the new letters and learn the sound and rhyme – Start the car.

Can we find it again when we mix it with the other sounds we know?

We will look at how to write the sound and some of the words that contain this sound. (Green word cards). To finish we will see if we can write a short sentence together with this sound.

Phonics activity:

LG – To link sounds to letters, naming and sounding the letters of the alphabet.

Read, Write, Inc sound - or

Introduction video from Miss Greaves -

We will start by recapping some previous letters.

We will then look at the new letters and learn the sound and rhyme – Shut the door.

Can we find it again when we mix it with the other sounds we know?

We will look at how to write the sound and some of the words that contain this sound. (Green word cards). To finish we will see if we can write a short sentence together with this sound.

Phonics activity:

LG – To link sounds to letters, naming and sounding the letters of the alphabet.

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 sounds that we have learnt this week. We will recap how to write these sounds and some of the words that contain them.

(You will need paper and a pencil for this.)

Extensions: Follow up sentence work/games with these sounds.



Monday	Tuesday	Wednesday	Thursday	Friday
<p>We will Look at a couple red words to finish. You can practice these words again later in the day. Summary of the letter sound with phonic songs.</p>	<p>(You will need paper and a pencil for this.) We will Look at a couple red words to finish. You can practice these words again later in the day. Summary of the letter sound with phonic songs.</p>	<p>(You will need paper and a pencil for this.) We will Look at a couple red words to finish. You can practice these words again later in the day. Summary of the letter sound with phonic songs.</p>	<p>(You will need paper and a pencil for this.) We will Look at a couple red words to finish. You can practice these words again later in the day. Summary of the letter sound with phonic songs.</p>	

English				
<p>Learning Goal: To be able to extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Dinosaurs – Carnivores, Herbivores and Omnivores. We will recap what we have learnt about dinosaurs last week. What features did they have? Can we remember any of their names? Where would we see certain dinosaurs? Today we will discuss what we think they would eat. We will learn what Carnivore, Herbivore and Omnivore means. Today we will sort normal animals into these categories to reinforce what these terms mean.</p>	<p>Learning Goal: To be able to extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Dinosaurs – Carnivores, Herbivores and Omnivores. Today we will recap what Carnivore, Herbivore and Omnivore means. We will review the activity that we completed yesterday and what group we put them in. We will look at some dinosaurs and see what they would have eaten. Today, we will sort some dinosaurs in to these three categories and explain why we have put them in to these groups.</p>	<p>Learning Goal: To attempt to write short sentences in meaningful contexts. Dinosaurs – Carnivores, Herbivores and Omnivores. We will recap the names of some of the dinosaurs we looked at yesterday and remind ourselves of some of their features, such as ling neck, horns etc. The activity today will be to pick a dinosaur (draw or cut and stick) and underneath write something like this: This dinosaur is called a It is a..... It eats They can repeat this a few times.</p>	<p>Learning Goal: To be able to write own name and other things such as labels, captions. Dinosaurs – Time periods and writing lists. We will recap the vocabulary related to Carnivores, Herbivores and Omnivores. Today we will look at the different time periods that dinosaurs existed in. We will look at which dinosaurs lived in which time period. The children will sort dinosaurs into these groups and write a list of which dinosaurs they have put in each group. We will be teaching the children how to write a list and how to use the</p>	<p>Learning Goal: To be able to write own name and other things such as labels, captions. Dinosaurs – Timeline labels. We will recap the vocabulary related to the different time periods that dinosaurs lived in. We will also recap how to write a list. We will look at some dinosaurs and work out where they would go on a timeline. (This will link with the Maths session for today) The main activity will be to cut and stick (or draw) dinosaurs on a timeline that show the different time period that they belong to. Can they label the dinosaur with its name.</p>



Monday	Tuesday	Wednesday	Thursday	Friday
<p>Extension: Can they write a sentence for each term to explain what it means? (You may need paper and a pencil for this.)</p>	<p>Extension: Can they write a sentence for a dinosaur stating which group they are in and what they eat? (You may need paper and a pencil for this.)</p>	<p>Extension: They could try to make sure that they have a dinosaur for each category. (You may need paper and a pencil for this.)</p>	<p>commas to separate each name. Extension: Can they write a caption to go with each group explaining what it is? (You may need paper and pencil for this.)</p>	<p>Extension: Can they add whether it is a Carnivore, Herbivore or Omnivore in addition to its name. (You will need paper and a pencil for this.)</p>

Maths

<p>Learning Goal: To be able to use everyday language related to time. To measure short periods of time in simple ways. Is able to order and sequence familiar events. Introduction to timelines. Introduction video from Miss Greaves - We will begin by recapping on the different ways of measuring time we looked at last half term and how to make the o'clock time with both an analogue and digital clock. We will introduce the term 'timeline' as a way of showing how things happen over time. We will listen to the story – Froggy Gets Dressed: https://www.youtube.com/watch?v=UveFBZ6Nn-c We will think about what we do in the morning and the steps we take to get dressed or brush our teeth.</p>	<p>Learning Goal: To be able to use everyday language related to time. To measure short periods of time in simple ways. Is able to order and sequence familiar events. Introduction to timelines. Introduction video from Miss Greaves – We will begin by recapping the idea of a sequence to show the order that something happens. We will look at the terms; First, Next and Last. What do they mean and how do they relate to a set of pictures? The main activity will be to sequence their own set of pictures using the vocabulary above. Can they label each one with First, Next and Last. Extension: Can they work out what happens first, next and last from a set of pictures?</p>	<p>Learning Goal: To be able to use everyday language related to time. To measure short periods of time in simple ways. Is able to order and sequence familiar events. Introduction to timelines. Introduction video from Miss Greaves - We will begin by recapping the terms; First, Next and Last. Discuss the order of these words? Do they need to be used in a particular order? We will think about what happens to us after we are born and how we grow. Can the children use the terms, baby/infant, child, adult? How can we tell from a set of</p>	<p>Learning Goal: To be able to use everyday language related to time. To measure short periods of time in simple ways. Is able to order and sequence events. Introduction to timelines. Introduction video from Miss Greaves - We will begin by recapping a timeline for a human in regards to how they grow. We will recap the words First, Next and Last. We will then look at a timeline showing dates on a line. We will discuss how some timelines show what happens over a long period of time and we use dates to show when they happen. We will look at the blank timelines for space</p>	<p>Learning Goal: To be able to use everyday language related to time. To measure short periods of time in simple ways. Is able to order and sequence events. Introduction to timelines. Introduction video from Miss Greaves – We will begin by recapping what a timeline is and how the dates show what happens over time. We will learn about the different time periods associated with the dinosaurs and the order they appear on a timeline. We will have a look at some of the dinosaurs and work out which time period they were associated with. The main activity will be to create their own dinosaur timeline and place some</p>
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Monday	Tuesday	Wednesday	Thursday	Friday
<p>The main activity will be to sequence a small group of pictures to show the order that something is completed. Extension: Can they label each picture to say what is happening? (You will need paper, scissors, glue and a pencil.)</p>	<p>(You will need paper, scissors, glue and a pencil.)</p>	<p>pictures which is which? What order do they need to be in? The main activity will be to sequence a set of pictures of a human growing up. Can they put them in the correct order? Extension: Can they label each picture to say what is happening? (You will need paper, scissors, glue and a pencil.)</p>	<p>travel and how the dates that these events happened match the dates on the timeline in the correct order. The children will complete the space travel timeline by matching the dates on the pictures to the dates on the timeline. Extension: Can they make a timeline with dates from their own life or someone in their family? (You will need paper, scissors, glue and a pencil for this.)</p>	<p>dinosaurs correctly on the timeline. Extension: Can they add whether it is a Carnivore, Herbivore or Omnivore in addition to its name. (You will need paper, scissors, glue and a pencil for this.)</p>

Topic				
<p>Learning Goal: To be able to construct with a purpose in mind, using a variety of resources. Dinosaurs – making a diorama For this weeks topic work you will need a cardboard box/shoe box/tissue box to create a diorama. We will be adding a different part each day over the week. Today we will make sure we have our box and decide which way round we want it. Cut out anything</p>	<p>Learning Goal: To be able to construct with a purpose in mind, using a variety of resources. Dinosaurs – making a diorama Today we will add anything to the background. You could use branches for trees, moss for bushes, or you could use coloured paper for volcanos or rocks and boulders. Please see the pictures for examples.</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. 1. Mindfulness activity – encouraging calm and peace. 2. Physical activity to encourage exploration of</p>	<p>Learning Goal: To be able to construct with a purpose in mind, using a variety of resources. Dinosaurs – making a diorama Today we will look at the foreground. They could use small stones, lego trees, sand, soil or screwed up paper for bushes. Please see the pictures for examples.</p>	<p>Learning Goal: To be able to construct with a purpose in mind, using a variety of resources. Dinosaurs – making a diorama To finish this our diorama we need to add dinosaurs. They could use toy dinosaurs, lego or construction bricks to make one, use playdough or use the attached template to make a freestanding one to add.</p>



Monday	Tuesday	Wednesday	Thursday	Friday
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<p>if needed and get the background covered or painted ready for the rest of the week. There will be examples of different types uploaded to Google Classroom and a template if you would prefer to cut and stick. Use books and pictures to look for ideas and to see what it would have looked like.</p> 		<p>feelings, opinions and interests. 3. Relaxation activity, such as Yoga, to encourage focus and a feeling of wellbeing.</p>		<p>If you are able to bring them in to school next week I would love to display them!</p> 
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Additional

<p>Learning Goal: To know that information can be retrieved from computers. To be able to complete a simple program on a computer. ICT – using a program to find information. Today the children can use the link below to learn more about the dinosaurs that lived in the different time periods: https://www.bbc.co.uk/games/education-ivor-dinosaur-</p>	<p>Learning Goal: To negotiate space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles. Physical activity – Dinosaur chase game. Today the children can play the dinosaur chase game. Watch the video and jump, slide and duck the dinosaur obstacles.</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. (As above)</p>	<p>Learning Goal: To be able to use one-handed tools and equipment, e.g. makes snips in paper with child scissors. Fine motor – Scissor control Today the children can practice their scissor control by cutting down the lines of a dinosaur printable. If you are unable to print, draw similar</p>	<p>Learning Goal: To be able to listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Storytime Today the children can watch and listen to a Harry and his Bucketful of Dinosaurs story: https://www.youtube.com/watch?v=DUTE-KCiXvM</p>
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Monday	Tuesday	Wednesday	Thursday	Friday
discovery?exitGameUrl=https%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fznc3y9q	https://www.youtube.com/watch?v=3Uuq6Bky0Dc		lines on a piece of paper for your child to follow.	