

Reception Weekly Planning: week beginning 13th July 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics www.educationcity.com	<p>Revision of Phase 4 phonics We are learning to read and spell cvcc and tricky words: do, when, out, what.</p> <p>Children to read and spell: teep, tree, trail, train, smeeep, gree, prail, frair, were, there, little one, hink, thank, street, spring, plink, thand, spreet, sprick. do, when, out, what.</p> <p>Children to write the sentences: Do clocks get cross? Can crabs clap hands? Are you fond of plums? Did a shark ever jump up a tree? Do trains run on tracks? Will a truck go up steep stairs? Can we see the stars on a clear night? When you get wet, will you shrink?</p> <p>Use educationcity and play activities from phase 3 and phase 4 www.educationcity.com</p>	<p>Revision of Phase 4 phonics We are learning to read and spell cvcc and tricky words: do, when, out, little, one, what</p> <p>Children to read and spell: were, there, little one lunchbox, windmill, treetop, farmyard, said, so, do, have, like, some, come, were, there, little, one, when, out, what.</p> <p>Children to write the sentences: When you drink milk, will you hear it crunch? Will an igloo melt in spring? Will a pink shrimp punch a green crab? Can string think? Do you think mud will scrunch? Do cars sleep?</p> <p>Use educationcity and play activities from phase 3 and phase 4 www.educationcity.com</p>	<p>Revision of Phase 4 phonics We are learning to read and spell cvcc and tricky words: were, there, little one, do, out, what, were, there</p> <p>Children to read and spell: lunchbox, helpdesk, windmill, treetop, starlight, desktop, sandwich, sandpit said, so, do, have, like, some, come, were, there, little, one, when, out, what</p> <p>Children to write the sentences: A shrimp slept in a shell. A crab crept into a crack. An octopus puts on lots of pink socks with brown spots.</p> <p>Use educationcity and play activities from phase 3 and phase 4 www.educationcity.com</p>	<p>Revision of Phase 4 phonics We are learning to read and spell cvcc and tricky words: all, are, were, little, what, there</p> <p>Children to read and spell: sniff, smell, brown, groan, floam, pliff, stell, vrown, like, come, some, said lunchox, helpdesk, were, there, little one, all, are some, come, when, out, what.</p> <p>Children to write the sentences: Sniff the sweet jar. Yum! Scoop the sweets into a bag. Chomp the sweets and crunch them up.</p> <p>Use educationcity and play activities from phase 3 and phase 4 www.educationcity.com</p>	<p>Revision of Phase 4 phonics We can spell all of these words: I, no go, to, the, into, he, she, be, was, they, my, you, her, all, was, said, have, come, like, some, all, are, were, there, little, one, do, when, out, little, what.</p> <p>Children should be able to spell all of these words. Repeat until all correct and continue daily.</p> <p>Use educationcity and play activities from phase 3 and phase 4 www.educationcity.com</p>

<p>Literacy</p> <p>BBC IPLAYER</p> <p>Andy's Safari adventures</p> <p>https://www.bbc.co.uk/iplayer/episode/m0002prl/andys-safari-adventures-series-1-40-andy-and-the-asian-elephants</p> <p><u>Words to read</u></p> <p>https://www.sparklebox.co.uk/1671-1675/sb1671.html</p>	<p>Learning: to use adjectives in our writing. Descriptive writing.</p> <p>Watch: https://www.bbc.co.uk/iplayer/episode/m0002pqk/andys-safari-adventures-series-1-36-andy-and-the-blackcrested-macaques</p> <p>Watch the programme above. All about black crested macaques. Discuss what do they look like? What do they eat? What can they do? Where do they live?</p> <p>Children to write in writing books a piece of work all about macaques. Remember to use describing words.</p> <p>Practise reading from word mat send out. First 100 High Frequency words</p> <p>https://www.sparklebox.co.uk/1671-1675/sb1671.html</p>	<p>Learning: to use adjectives in our writing. Descriptive writing.</p> <p>Watch: https://www.bbc.co.uk/iplayer/episode/m00039zk/andys-safari-adventures-series-1-31-andy-and-the-humpback-whale</p> <p>Watch the programme above. All about humpback whales. Discuss what do the whales look like? What do they eat? What can they do? Where do they live?</p> <p>Children to write in writing books a piece of work all about humpback whales. Remember to use describing words.</p> <p>Practise reading from word mat send out. First 100 High Frequency words</p> <p>https://www.sparklebox.co.uk/1671-1675/sb1671.html</p>	<p>Learning: to use adjectives in our writing. Descriptive writing.</p> <p>Watch: https://www.bbc.co.uk/iplayer/episode/b09sz6yh/andys-safari-adventures-series-1-8-andy-and-the-pufferfish</p> <p>Watch the programme above. All about pufferfish. Discuss what do they look like? What do they eat? What can they do? Where do they live?</p> <p>Children to write in writing books a piece of work all about pufferfish. Remember to use describing words.</p> <p>Practise reading from word mat send out. First 100 High Frequency words</p> <p>https://www.sparklebox.co.uk/1671-1675/sb1671.html</p>	<p>Learning: to use adjectives in our writing. Descriptive writing.</p> <p>Watch: https://www.bbc.co.uk/iplayer/episode/b0b2h035/andys-safari-adventures-series-1-12-andy-and-the-bowerbird</p> <p>Watch the programme above. All about bowerbirds. Discuss what do they look like? What do they eat? What can they do? Where do they live?</p> <p>Children to write in writing books a piece of work all about giraffes. Remember to use describing words.</p> <p>Practise reading from word mat send out. First 100 High Frequency words</p> <p>https://www.sparklebox.co.uk/1671-1675/sb1671.html</p>	<p>Learning: to use adjectives in our writing. Descriptive writing.</p> <p>Watch: https://www.bbc.co.uk/iplayer/episode/b0b3fm6r/andys-safari-adventures-series-1-17-andy-and-the-african-penguins</p> <p>Watch the programme above. All about African penguins. Discuss what do the lions look like? What do they eat? What can they do? Where do they live?</p> <p>Children to write in writing books a piece of work all about African penguins. Remember to use describing words.</p> <p>Practise reading from word mat send out. First 100 High Frequency words</p> <p>https://www.sparklebox.co.uk/1671-1675/sb1671.html</p>
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<p>Maths</p> <p>https://www.mathematics mastery.org/wp-content/uploads/2020/03/Learner_Maths_R_W7-10.pdf</p>	<p>Revision of maths home learning.</p> <p>Learning: Consolidation of learning. Depths of numbers within 20.</p> <p>Use Maths Mastery Planning.</p> <p>https://www.mathematics mastery.org/wp-content/uploads/2020/03/Learner_Maths_R_W7-10.pdf</p> <p>Key learning: To explore numbers, strategy and patterns within ten</p> <p>Activity overview: This activity is based on an ancient strategy game called Nim. At this stage in the year, your child should be confident with the numbers one and two and so there is much scope within this activity for them to develop their mathematical thinking within ten, by making predictions and generalising. In this activity you will need to take down the wall by removing one or two bricks at a time. The winner is the person who takes off the last brick. Note: to win at this game, you want to ensure it is your opponents turn when</p>	<p>Revision of maths home learning.</p> <p>Learning: Consolidation of learning. Depths of numbers within 20.</p> <p>Use Maths Mastery Planning.</p> <p>https://www.mathematics mastery.org/wp-content/uploads/2020/03/Learner_Maths_R_W7-10.pdf</p> <p>Key learning: To explore conservation of numbers. Equal and Unequal sharing</p> <p>Activity overview: In this activity children explore sharing people between houses. Allow your child opportunities to explore equal and unequal grouping. Explore zero as a set and what it would mean to have zero people in a house. Children can begin to make connections between the number of houses and the number of people, for example, multiples -six people can be shared equally between three houses but not four.</p>	<p>Revision of maths home learning.</p> <p>Learning: Consolidation of learning. Depths of numbers within 20.</p> <p>Use Maths Mastery Planning.</p> <p>https://www.mathematics mastery.org/wp-content/uploads/2020/03/Learner_Maths_R_W7-10.pdf</p> <p>Key learning: To apply knowledge of addition, subtraction and doubles</p> <p>Activity overview: This is a two player activity. Roll a one to six sided die. They then count out this number of cubes and place them onto a ten frame. Continue to take turns until one person has ten cubes. They must land on a number that will give them exactly ten cubes. Alternatively, begin with ten cubes and subtract the number that they select. The winner is the first person to have zero cubes. Once children are familiar, introduce a</p>	<p>Revision of maths home learning.</p> <p>Learning: Consolidation of learning. Depths of numbers within 20.</p> <p>Use Maths Mastery Planning.</p> <p>https://www.mathematics mastery.org/wp-content/uploads/2020/03/Learner_Maths_R_W7-10.pdf</p> <p>Key learning: To apply knowledge of number, shape and measures in their surrounding environment</p> <p>Activity overview Explore your surrounding environment with your child. Children should not be limited to finding just numbers in their surrounding environment but shape and measures as well. Suggested prompts have been given below but these will need to be adapted to suit your home/garden. Afterwards, have a sharing session to</p>	<p>Revision of maths home learning.</p> <p>Learning: Consolidation of learning. Depths of numbers within 20.</p> <p>Use Maths Mastery Planning.</p> <p>https://www.mathematics mastery.org/wp-content/uploads/2020/03/Learner_Maths_R_W7-10.pdf</p> <p>Key learning: To practise counting forwards and backwards from a number</p> <p>Activity overview Play a version of the traditional game of Snakes and Ladders. It is recommended that die with spots (rather than die with numbers) are used so children are developing their subitising skills as they play. In this game, children can climb up the water spout and slip down spider silk.</p>
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	<p>there are three bricks left. The strategy can be worked back from this to pinpoint key numbers.</p> <p>Resources: A wall template sheet, ten counters or paper bricks (included)</p>	<p>Resources: Countable objects to represent people e.g. figures, cubes, counters. Rows (of various sizes) of paper houses (included)</p>	<p>'magic number' which can be doubled.</p> <p>Resources: A die, cubes (or replace with any countable objects), ten frame (included)</p>	<p>discuss what they have found.</p> <p>Resources: go on a number and shape hunt. Compare number and shapes, size, greater, smaller, taller, shorter, less than, more than</p>	<p>Resources: a die, waterspouts and spider silk board (included)</p>
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Creative

<https://content.twinkl.co.uk/resource/e5/76/T2-M-1693-Blank-10-by-10-Number-Square.pdf?token=exp=1592989451~acl=%2Fresource%2F76%2FT2-M-1693-Blank-10-by-10-Number-Square.pdf%2A~hmac=610d5f17786997dc7e2d17a22f3eb1b6ab4e73fa02ec4be4c87338b2ea017452>

Make your own snakes and ladders.

With the summer holidays here make yourself a game of snakes and ladders to play with your family.

- Use the 100 square to make your board.
- Carefully write the numbers 1-100 onto your square.
- Draw on the snakes and ladders.
- Have lots of fun playing.

Can you make any other board games to play with your family?

Design a kite to fly in your garden.

How long can you keep the kite in the air? Time it by counting or with a stopwatch and try and beat your time.

Please continue to email any photos or work to : receptionmonks@gmail.com

	<p>Send a video of your child reading their favourite bedtime story to Mr Allen. They will be featured on the website in the bedtime story slot.</p>
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