

Reception Planning Week Beginning 18th January 2021

Main Text : Watch on YouTube <https://www.youtube.com/watch?v=ZWkyW4JboBY> or read **Naughty Bus** by [Jan Oke](#)

Phonics: This week we are learning v, y, w, th **Say the sound, not the name. No capital letters.**

Watch our videos on school YouTube channel to support this. Activities every day:

- Look for objects around the house that begin with this sound. Look in books for pictures of things that begin with that sound. Show children the written sound, lower case only.
- Practise drawing letters using pens and chalks.
- Play eye spy with pics and objects found.
- Show children cards with sounds on, quick recall of sounds.
- Sort all of the pictures and objects collected so far.
- Recall letters. Read from sound cards, write them.
- Show the children your word but don't say it. Ask them to put their letter cards in the same order on their boards.
- Write the letters, using pens, pencils, chalks, paints.
- Read cvc words made with letters learnt so far.
- Use your letter cards to build cvc words. These are words with a vowel in the middle.
- Use your Ruth Miskin lettercard to find and circle the correct letter when an adult says the sound.

Websites to support teaching. Phonics Play, Alphablocks, CBeebies, Read Write Inc on YouTube 'An overview by Ruth Miskin.'

Daily Exercise-Joe Wicks Monday, Wednesday, Friday on YouTube <https://www.youtube.com/user/thebodycoach1>

Jump Start Jonny (Free stuff on the website) <https://www.jumpstartjonny.co.uk/free-stuff>

Cosmic Yoga on You Tube. <https://www.youtube.com/user/CosmicKidsYoga>

Daily exercise on bikes and scooters.

Challenge: How many times can you throw and catch a ball in one minute?

Day of week	Maths	Phonics	Language and Communication Literacy/Writing/ Handwriting	Physical/Fun and Funky Fingers	Other activities
Monday	<p><u>Daily White Rose Maths Activity - Early Years Spring Week 3</u> https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/</p> <p>*Alive in 5 Comparing mass-heavier and lighter than.</p> <p>Explore what happens when you put different objects on the balance scales. Which objects make the scale tip. If you don't have balance scales try placing an item on each hand to see which feels heavier.</p> <p>And... Counting activity - count coins/buttons/other objects as they are dropped into a pot. Say a number name for each coin dropped. How many coins are in the pot? Take them out and check how many there are. Repeat with different number of coins.</p>	<p>We have previously learned; m,a,s,d,t,i,n,p,g,o,c, k,u,b,f,ff,e,ee,l,ll,h,ss,sh,r ,j. Recap these every day. This is so important!!</p> <p>Teach v (van, vent, violin)</p>	<ol style="list-style-type: none"> 1. The children can drive the bus through the beans to make tracks and patterns. Use opportunity for children to describe the shape, smell and texture of the beans ("slippy and sticky", "bobbly-beans") as well as using descriptive made-up words ("gludgy"). 2. Reading and talking about books, daily story times. Asking and answering questions. Reading targeted keywords, looking for keywords in stories and different contexts. Reading words made from phonic sounds previously taught. 3. Read 2 sentences from your Keyword List. Make 	<p>Daily exercise-choose from above or go outside for a walk/ scooter or bike ride/go to the beach or park</p> <p>Fun and funky fingers Posting coins. Let your child use pincer (finger and thumb) grip to post coins into a money box.</p> <p>Extension- Can you do up a something with buttons?</p>	<p>Expressive Arts and Design Colour mixing: Colour mixing with cars or vehicles or anything with wheels. If you have some paint or something that would make tracks, use 2 different colours and run your wheels through it and see what happens.</p>

			<p>your own book with the sentences.</p> <p>4. Practise of name writing, holding pencil correctly, correct formation of letters, including capital letter for first letter.</p>		
Day	Maths	Phonics	Language and Communication Literacy/Writing/ Handwriting	Physical/Fun and Funky Fingers	Other activities
Tuesday	<p>*Alive in 5. Full and Empty</p> <p>Fill cups with different amounts of liquid, what do you notice? What happens if you change the size of your cup? What do you notice when you use a tall, thin cup or a short, wide cup?</p> <p>And...</p> <p>Using toys/teddies play the 1 more/1 less game.</p> <p>Put 5 toys/teddies on a pretend bus. If one more gets on, how many will there be on the bus now?</p> <p>Put 7 teddies on a pretend bus. If one gets off (1 less) how many will there be on the bus now?</p> <p>Repeat with different numbers.</p>	<p>We have previously learned;</p> <p>m,a,s,d,t,i,n,p,g,o,c, k,u,b,f,ff,e,ee,l,ll,h,ss,sh,r .j. Recap these every day. This is so important!!</p> <p>Teach y (yes, young, yoyo)</p>	<ol style="list-style-type: none"> 1. As Monday instead of beans use jelly. Encourage mark making and writing some of the language used. 2. Reading and talking about books, daily story times. Asking and answering questions. Reading targeted keywords, looking for keywords in stories and different contexts. Reading words made from phonic sounds previously taught. 3. Read 2 sentences from your Keyword List. Make 	<p>Daily exercise-choose from above or go outside for a walk/ scooter or bike ride/go to the beach or park</p> <p>Fun and funky fingers</p> <p>Do up a zip on a coat, fleece or hoodie</p> <p>Extension- Can you do up poppers?</p>	<p>UW activity</p> <p><u>Talk about members of their community.</u></p> <p>Last week, we drew a map to show places in our local community. We drew on shops, our school, and other places that we normally like to go with our families.</p> <p>This week we are going to use our maps to think about the people that we</p>

			<p>your own book with the sentences.</p> <p>4. Practise of writing letters, holding pencil correctly and correct formation of letters. Begin at green dot.</p>		<p>come across in our local community. Ask you grown up to divide a piece of paper into 6 squares and see if you can think of and draw 6 different members of your community that help you.</p>
Day	Maths	Phonics	Language and Communication Literacy/Writing/ Handwriting	Physical/Fun and Funky Fingers	Other activities
Wednesday	<p>*Alive in 5 Measuring capacity</p> <p>Explore filling different containers. What do you notice? Which pot holds the most, which pot holds the least?</p> <p>And...</p> <p>Find some 3d shapes around the house (a tin of beans, a cereal packet, a ball, a box...) Can you see any 2d shapes on these objects? Can you describe the shapes - how many edges/vertices (corners) do</p>	<p>We have previously learned;</p> <p>m,a,s,d,t,i,n,p,g,o,c, k,u,b,f,ff,e,ee,l,ll,h,ss,sh,r ,j. Recap these every day. This is so important!!</p> <p>Teach w (wing, worm, wand)</p>	<p>Explore through drama what happens when the naughty bus drives in to the pond</p> <p>1. Children actively research the pond environment by visiting a pond or looking at images of ponds. They could record their finding using mark making. They could draw images or mark sounds on the sheet.</p>	<p>Daily exercise-choose from above or go outside for a walk/ scooter or bike ride/go to the beach or park</p> <p>Fun and funky fingers</p>	<p>Expressive Arts and Design</p> <p>Colour mixing:</p> <p>Ready mixed paints blob+blob= mixed blob red and yellow make orange</p>

	they have? Are the edges straight or curved? What shape are the faces? Do you know what the 3d shapes are called? Talk about similarities and differences between the shapes.		<p>2. Reading and talking about books, daily story times. Asking and answering questions. Reading targeted keywords, looking for keywords in stories and different contexts. Reading words made from phonic sounds previously taught.</p> <p>3. Play a keyword game</p> <p>4. Start writing imaginatively. Free writing linked to what Naughty Bus does - see . Children will begin to use a full stop at the end of their sentence and finger spaces in between words. See attached sheets.</p>	<p>Complete a jigsaw puzzle</p> <p>Extension- Can you do one with more or smaller pieces?</p>	
Day	Maths	Phonics	Language and Communication Literacy/Writing/ Handwriting	Physical/Fun and Funky Fingers	Other activities
Thursday	<p>*Alive in 5 Measuring capacity</p> <p>Go on a hunt to find some objects that ill fit inside a matchbox. Look</p>	<p>We have previously learned;</p> <p>m,a,s,d,t,i,n,p,g,o,c, k,u,b,f,ff,e,ee,l,ll,h,ss,sh,r</p>	Explore through drama what happens when the naughty bus drives goes in to the pond	Daily exercise-choose from above or go	Expressive Arts and Design Colour mixing:

	<p>around your house or outside. Make sure you think about the size and length of each object you find. How many objects fit inside your box altogether?</p> <p>And... Go for a walk. Look at the numbers on houses - what numbers can you see? What do you notice about these numbers? Is there a pattern to them? Where are the missing numbers? Can you find them? Talk about odd and even numbers.</p>	<p>.j. Recap these every day. This is so important!! Teach th (think, thanks, thin)</p>	<ol style="list-style-type: none"> 1. Define the space as underwater in the pond (play water music, use a bubble machine, gym mats on the floor, hand the sheet from the ceiling like a canopy and invite the children to sit underneath it, or hang the foil in ribbons from the ceiling). 2. Ask the children to describe what it might be like inside the pond, in the water. Ask: "What lives in the pond? What might you be if you lived in the pond." Refer to picture in the book if needs be. 3. Reading and talking about books, daily story times. Asking and answering questions. Reading targeted keywords, looking for keywords in stories and different contexts. Reading words 	<p>outside for a walk/ scooter or bike ride/go to the beach or park Fun and funky fingers Complete threading activities. Extension- Can you thread beads or cheerios (or similar) on to spaghetti?</p>	<p>Ready mixed paints blob+blob= mixed blob blue and yellow make green</p>
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			<p>made from phonic sounds previously taught.</p> <ol style="list-style-type: none"> Read 2 sentences from your Keyword List. Make your own book with the sentences. Scaffold an 'I can write' sentence. <p>Give words He went finish with part of story or own ideas. Use phonics to sound out and finish sentence with a full stop.</p>		
Day	Maths	Phonics	Language and Communication Literacy/Writing/ Handwriting	Physical/Fun and Funky Fingers	Other activities
Friday	<p>*Alive in 5 Measuring ingredients</p> <p>No cook playdough recipe. Measure your ingredients carefully!</p> <p>2 cups of flour</p> <p>$\frac{1}{2}$ cup of salt</p> <p>2 teaspoons cream of tartar</p> <p>2 teaspoons of oil or baby lotion</p> <p>1 cup of hot water</p> <p>Combine dry ingredients in a bowl, add the oil and then the water. Stir together and knead the dough until you are happy with the consistency.</p> <p>And...</p>	Recap all sounds, sort and match objects and pictures to sounds.	<p>Explore through drama what happens when the naughty bus drives goes in to the pond.</p> <ol style="list-style-type: none"> Children to take on the shape of the object or animal that they might be in the pond. Show this in a Still Image.Press the 'ACTION BUTTON' and bring the image to life, but only with movement NO SOUND. Next stage add sound: "What sound would you 	<p>Daily exercise-choose from above or go outside for a walk/ scooter or bike ride/go to the beach or park</p> <p>Fun and funky fingers</p> <p>Ripping paper/card</p> <p>Extension- Can you pop bubble wrap between your</p>	<p>Expressive Arts and Design</p> <p>Using large piece of paper to design a pond. Draw or paint picture of what might be in the pond.</p>

	Can you remember number pairs for 2, 3, 4 and 5? Which smaller numbers make up the bigger numbers?		<p>make while you move in the pond?"</p> <ol style="list-style-type: none"> 3. Reading and talking about books, daily story times. Asking and answering questions. Reading targeted keywords, looking for keywords in stories and different contexts. Reading words made from phonic sounds previously taught. 4. Read 2 sentences from your Keyword List. Make your own book with the sentences. 5. Practise of writing number to 10, holding pencil correctly and follow the correct formation of numbers. Begin at green dot. 	thumb and finger?	
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