

Reception class daily timetable

Monday	
9:30- 9:45	1 Handwriting (worksheet attached/cursive whiteboard)
9:45- 10:00	Movement break
10:00- 10:30	2 Literacy (story and worksheet attached)
10:30- 11:00	Break/snack time
11:00-11:30	3 Alphabet Code (planning attached)
11:30-12:00	Movement break
12:00- 13:00	Lunch
13:00-13:30	4 Maths (worksheet attached)

DAILY READING (15 min)

This timetable is just for guidance on how you could possibly structure your child's learning. Please don't spend more than 30 minutes completing an activity. Make sure your child gets movement breaks in between subjects/tasks.

Movement breaks:

<https://www.youtube.com/watch?v=GkrZBsOlt3k>

<https://www.youtube.com/watch?v=388Q44ReOWE>

Letter Formation

Can you trace the letters?

a a a a a a a a a a

b b b b b b b b b b

c c c c c c c c c c

d d d d d d d d d d

e e e e e e e e e e

f f f f f f f f f f

g g g g g g g g g g

h h h h h h h h h h

i i i i i i i i i i

j j j j j j j j j j

k k k k k k k k k k

l l l l l l l l l l

m m m m m m m m m m

n n n n n n n n n n

o o o o o o o o o o

p p p p p p p p p p

q q q q q q q q q q

r r r r r r r r r r

s s s s s s s s s s

t t t t t t t t t t

u u u u u u u u u u

W W W W W W W W W W

w w w w w w w w w w

X X X X X X X X X X

y y y y y y y y y y

Z Z Z Z Z Z Z Z Z Z

Monday 23rd March 2020

Learning Objective: to use describing words in sentences

Example: *Percy was funny because he tricked the animals.*



ALPHABET CODE

/ai/

Rain, pain, snail, tail

Recap on previous sounds (adult to point to the codes, children to say the sounds)

/s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r/h/b/f/ff/l/ll/ss/j/x/w/ch/sh/th/ng

Hear it and say it

Watch the clip demonstrating the sound /ai/

<https://www.youtube.com/watch?v=JDzpV3jFefs>

Invite children to generate further words in which they can hear the sound /ai/

See it and say it

Adult to model writing the /ai/ code, whilst making the sound (the letters should be joined, to emphasise that it is making one sound)

Children then practise writing the /ai/ code on their own boards

Read it

Adult to write tail and snail for the children to read (segmenting the sounds, then blending)

Write it

Adult to ask children to write rain, and then pain (do not forget to draw the sound lines first e.g. r ai n)

Activity:

Write a silly sentence featuring words with the sound. Let your child memorise the sentence before they attempt to write it on a whiteboard or paper. Remind them of finger spaces and full stops. They should be able to write it down independently (with some gentle prompts!)

The snail is in the rain.

Maths (subtraction stories)

Introduction:

Display a picture of some crabs on a beach and some walking away. Discuss a possible subtraction story. For example, there were eight crabs in total on the beach. Two decided to go for a swim. How many were left on the shore? Complete the subtraction sentence, making sure they understand and recognise the symbols - and =. Encourage them to relate the number sentence to number bonds - eight was the whole number of crabs, one part (two) was taken away, which was the part left (six)?



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See activity to be completed in books below

Monday 23rd March

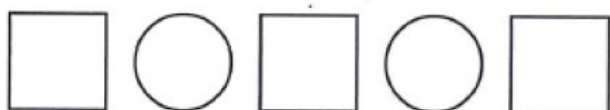
Learning objective: write and solve subtraction stories

(a)



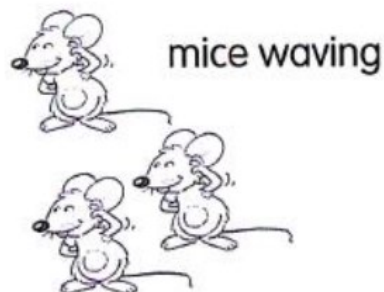
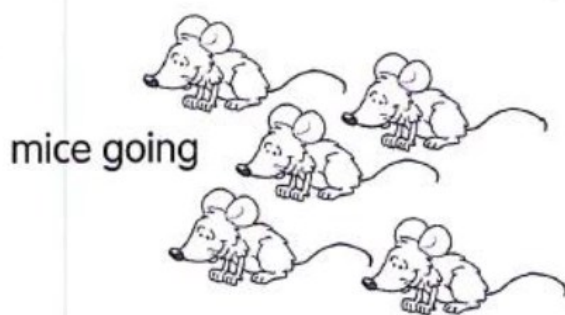
There are _____ boys.

_____ boys wear spectacles.



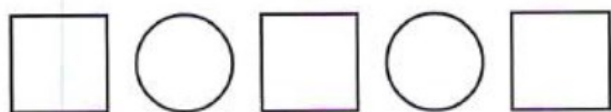
_____ boys do not wear spectacles.

(b)



There are _____ mice.

_____ mice are going to look for food.



_____ mice are waving.

