

YR- Christ Church

Monday 30th March

Reception Class Daily Timetable

Monday	
9.00-9.30	P.E. with Joe Wicks
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 - counting on (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>

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

v v v v v v v v v v

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 30th March

Learning Objective: Use adjectives to describe the fox from Percy the Park Keeper.

Challenge - if you would like to extend this activity, you could write sentences e.g. The fox is **fluffy** and **brown**. He is **silly** and **fun**.

ELG: Some words are spelt correctly and others are phonetically plausible.



Alphabet Code

/oo/ (short sound)

Look, book

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/v/w/ch/sh/th/ng/
ai/ee/igh/oa/oo/

Hear it and say it

Watch the clip demonstrating the sound /oo/

<https://www.youtube.com/watch?v=hDJQM9XsCc>

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

See it and say it

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

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

Read it

Adult to write look and wood for the children to read (segmenting the sounds, then blending)

Write it

Adult to ask children to write book, and then foot (do not forget to draw the sound lines first e.g. f oo t)

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!).

My mum looks at books.

Monday 30th March

Learning Objective: to count on to solve addition problems within 10

Please write the above date and title in the home learning book. Thank you 😊

- Count out 5 cubes (it could be anything suitable for counting if you do not have cubes e.g. lego, pieces of pasta etc.).
- Ask the children to check how many there are and ensure everyone knows there are 5.
- Cover the cubes with a cloth.
- Then as they watch, place 2 more cubes under the cloth. Ask the children to tell you how many cubes there are now using the **counting on method**.
- Encourage them to put the greater number in their head (5) and count on using their fingers. E.g. 5, 6, 7.
- Can you record your answers as an **addition sentence and as a number bond**? $5 + 2 = 7$

Repeat activity with other quantities NOT EXCEEDING 10.

This is an ongoing skill which the children need to develop - practise it informally and in a fun/relaxed manner whenever you can. The more frequently they practise, the more confidence they will gain!