

## Reception class daily timetable

Tuesday	
9:30- 9:45	1 Number formation (worksheet attached)
9:45- 10:00	Movement break
10:00- 10:30	2 Maths - Subtraction Stories (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. Fine motor skills (PDF attached - choose which activity/activities you like)

### 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>

Learning Objective: to correctly form the numerals from 0-10.

Remember, we always start our numerals at the top.

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

Tuesday 24th March

Maths—subtraction stories

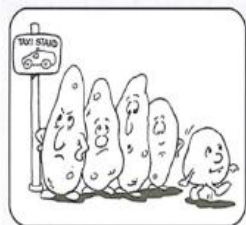
Introduction (see worksheet for home learning books on the next page)

Display a picture of the alien with the balloons. The alien has 9 balloons. The boy pops 2. Can we write a number sentence that goes with the picture? Encourage children to notice that the number of balloons taken away is one group, and the number of balloons left is another. The whole number of balloons before any were taken away was 9.

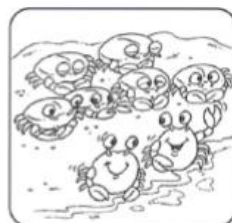


Tuesday 24th March

Learning Objective : to create subtraction stories using the pictures as prompts. To solve subtraction problems



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## Alphabet Code

/ee/

teeth, sheep

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/

Hear it and say it

Watch the clip demonstrating the sound /ee/

<https://www.youtube.com/watch?v=du3incCU6Xc>

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

See it and say it

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

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

Read it

Adult to write sleep and deep for the children to read (segmenting the sounds, then blending)

Write it

Adult to ask children to write teeth, and then sheep (do not forget to draw the sound lines first e.g sh ee p )

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 sheep has got teeth.*

## Fine Motor Skills Activity Cards



### Fine Motor Skills

Use bubble wrap.

How many bubbles can you pop?  
Can you beat your score next time?

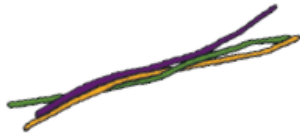


### Fine Motor Skills

Use a colander and pipe cleaners.

Can you thread the pipe cleaners  
through the holes?

How many can you thread in a minute?



### Fine Motor Skills

How many beads or buttons can you thread on a  
lace or string?

Can you make a pattern using different colours?

