

Reception class daily timetable

Wednesday	
9:30- 9:45	1 Handwriting (worksheet attached/cursive whiteboard)
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. Art

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

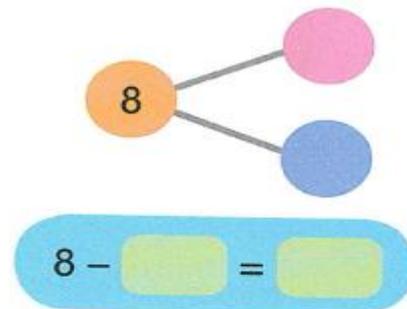
Wednesday 25th March

Maths

Learning Objective: to solve subtraction problems

Show a picture of a girl looking at 8 birds on a fence and a picture of them all gone. Encourage children to tell a subtraction story. Emphasise the 'taking away' concept in the story. Also demonstrate this as a number sentence and also using the part, part, whole model.

- 4 Look at the pictures.
Make a subtraction story.



Challenge: can you think of 3 of your own subtraction stories? For example, I have got 6 peas on my plate. I have eaten 4, so now I have 2 leftover. Can you *record them as a number sentence and as a number bond*? You do not need to write down the story itself (unless you want to!)

Alphabet Code

/igh/

tight, night

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/

Hear it and say it

Watch the clip demonstrating the sound /igh/

<https://www.youtube.com/watch?v=3UVtOaeBIDg>

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

See it and say it

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

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

Read it

Adult to write light and night for the children to read
(segmenting the sounds, then blending)

Write it

Adult to ask children to write fight, and then sight (do not forget to draw the sound lines first
e.g f igh 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!)

I turn on my light at night.

Wednesday 25th March

Mark Making - Pezzetino

Can you create an animal made out of different shapes of card?

Please cut and stick or write the above date and caption in your ART BOOK. Here is an example shape animal. CHALLENGE – can you label your animal? E.g. cuddly, fluffy, strong, shy, fast.

