

Reception Weekly Timetable of activities Week beginning 20th April

Reception Weekly Home Learning

Week beginning: 20 April 2020

Learning Activities to Help Your Child at Home

(This experience can be done in and around the home and assists your child's development)

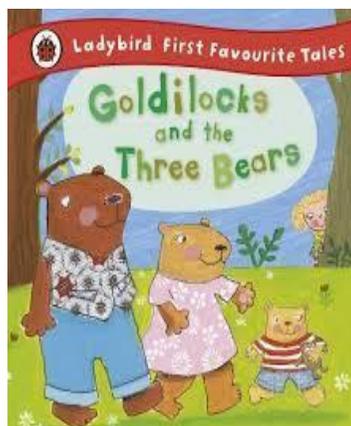
Red words taught so far to practise and revisit: **said, the, I, my, no, to, put, go, you, he, she, me, come, going, was, like, my, we, are, for, of, into**

The following phonic sounds have been covered so far: m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h,**sh,r,j,v,y,w,th,z,ch,q,x,ng,nk,ay,ee,igh,ow, oo, oo, ar, or, air, ir, ou, oy, ea, oi**

This week our book of the week is Goldilocks and The Three Bears

Here is the link to hear it read online:

<https://www.youtube.com/watch?v=AOXqZw9kj-I>



For home reading

Oxford owls website has launched a dedicated home learning section parents (please sign up by registering an account) and free RML and Please filter the correct age group and book band level for your child

to support your child's reading with lots of free resources for Oxford Reading Tree ebooks to read under the elibrary section. and find books available to read online.

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+4-5&level=&level_select=&book_type=&series=#

Please also use: <https://www.busythings.co.uk/play/#> which has a range of cvc word, ccvc, cvcc and red word games to practise segmenting and blending for reading. Inside Busy things there are Literacy Communication and Language resources for Reception and upper Reception that can help children practise their reading skills online.

Red Word Of The Week: into

Weekly Vocabulary: three, Goldilocks, bear, porridge, big, middle-sized, little, hot, cold, baby, mummy, daddy, chair

Maths vocabulary: counting, recite, sequence, estimate, tens, twos, fives

Weekly Resources: 1-100 number grid, dice faces & 10-frames (please see attachments sent), counting objects (beans, straws, dried pasta etc)

Monday	Tuesday	Wednesday	Thursday	Friday
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<p>AM CLL/Literacy/UW directed time 20 minutes each day What are we learning today: To listen and respond to a story What do I need to succeed? I can listen to a story. I can discuss the story and answer questions.</p> <p>Introduce key vocabulary (author, title, blurb, illustrator, seed, plants, grow) Think about questions to discuss around the story. Introduce the text 'Goldilocks and the Three Bears'. Click the link at the top of the plan. Point to the features of the book (author, title, front page, blurb etc...) <i>Discuss the following questions with your child</i> Activity: <i>Who are the characters in this story?</i> <i>Who was Goldilocks? Where did she live? With whom? Why did she leave the house? Where did she go? What was the story about? What did Goldilocks look like? How did Goldilocks behave? Why do you think Goldilocks Mummy didn't want her to go into the woods?</i></p> <p>Extend by Can you retell me the story?</p>	<p>What are we learning today: To storyboard the beginning, middle and end of a story. What do I need to succeed? I can talk about key events in the story. I I can think of what might happen next in the story.</p> <p>Show your child the Goldilocks and the three bears Story PowerPoint (please see attachments) to recap key parts of the story, beginning, middle and end. Refer to the key events and phrases. When your child is confident about the structure of the story. Write beginning, middle and end on the top of a storyboard using A3 paper if possible or joining two pieces of A4 together. Ask your child to cut out or draw pictures of key events that occur in the beginning, middle and end. Aim for about 3- 4 sections. Write key words and phrases underneath. Build a bank of keywords from the story with your child. Extend by: Write some key phrases from the story under the storyboard pictures.</p>	<p>What are we learning today: LO: To describe how the three bears are feeling in the story. What do I need to succeed? I can discuss how a character is feeling using adjectives I can use my phonic knowledge to write adjectives down.</p> <p>Revisit the story Goldilocks and the Three bears. How do you think the bears were feeling when they walked into the house?</p> <p>Example: Happy because of a nice walk, sad because their breakfast was gone, worried because someone else was in their house. Are there any other questions you have about Goldilocks and the three bears?</p> <p>Re-listen the story to the children from the link. Stop at certain parts of the story to ask your child how they think each character would feel and why? Give your child a piece of paper to write down what they think. Use your child's ideas to scribe on another piece of paper in a shared write with your child contributing ideas as well. Draw the bears and Goldilocks and mind mapping the feelings of one of the bears and Goldilocks.</p> <p>Extend by: Ask your child to have a go at putting their adjective into a full sentence.</p>	<p>What are we learning today: To write a sorry letter to the three bears What do I need to succeed? I know what a letter is and what it looks like I can write a sorry letter using describing words (adjectives) I can use my phonics to write captions and sentences.</p> <p>Revisit the story of Goldilocks and the three bears. Show your child a letter from the three bears (please see attachments sent) that they have written to Goldilocks asking how she is when she ran off so quickly and whether she is ok? Explain that we are going to write a reply. Think about what your child is going to write by discussing it first. Your child should focus on using key words from the story, adjectives and sentence structure Ask your child to have a go at writing their own letter pretending they are Goldilocks. What would you say? What do you want to say sorry for doing? What else could you include? Invite your child to read out their work using their phonic-sound reading.</p> <p>Extend by: Can you try including simple punctuation, full stops and capital letters in your letter?</p>	<p>RE/PSED What are we learning today: To learn why Christians think Jesus is special?</p> <p>What do I need to succeed? Be able to express who is special to them Be able to say who is particularly special to Christians</p> <p>Please provide a photograph of a person who is special to your child.</p> <p>Think about these questions for discussion: Who is your special person and why are they special to you? What is special about them? What do you like about them the most? How do they make you feel?</p> <p>Main Activity: Paint a picture of your special person. (Adult to scribe who their special person is.) Choose one of their answers about the person and write your child's comment or ask them to have a go at writing about their special person.</p> <p>Show an image of Baby Jesus. Who do you think this is? Who do you think He is special to? Why? Introduce the Christian focus that Jesus is a special person for Christians.</p>
<p>Phonics/Reading directed time 20 minutes each day Please see separate phonics plan. We are providing three different stages of phonic teaching. Please choose the stage that best suits the reading level of your child. Please ensure your child is confident in applying their phonic knowledge during reading and writing tasks before they move to a more challenging stage.</p>				
<p>LUNCH: Help set the table/ clear your plate after lunch</p>				

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<p>PM Maths directed time 20 minutes each day Resources: 1-100 grid, counting objects</p> <p>Start with the big numbers song (https://www.youtube.com/watch?v=e0dJWfQH8Y)</p> <p>What are we learning today? To count in 10s to 100 What do I need to succeed? -I know how to count to 100 using the 1-100 number grid -I understand that all 10s end in 0. -I can picture groups of 10</p> <p>Cover all multiples of 10 on a 1-100 grid. Use the grid to support counting to 100 with your child using their fingers to match the units.</p> <p>Emphasise numbers ending in 0 and 5.</p> <p>Ask your child to make a line of 10 beans (or other counting object)</p> <p>Each time you count a 10, label the line of objects with a number tag of 10, 20, 30 etc.</p> <p>Ask your child to point to each of the 10s numbers on the 1-100 grid. Agree that they are at the end of each line.</p> <p>Help your child count in 10s using the 1-100 number grid for support, 'flashing' the equal number of fingers each time they say a multiple of 5 or 10. Repeat. Ask your child to count in 10s with their eyes shut.</p> <p>Extension: Block out various numbers on the 100 square. Which numbers are missing? Can you write them down?</p>	<p>Resources: Counting objects, 1-100 grid, 10-frames (please see attachments)</p> <p>Start by counting in 1s to 100 together with your child using the 1-100 grid</p> <p>What are we learning today? To count in 10s to 100 What do I need to succeed? -I remember the sequence of counting in 10s to 100 -I can use 10-frames to help me count in 10s.</p> <p>Show your child a 10-frame. Count the squares on the first 10-frame whilst filling them with counting objects, such as beans. Write 10 on a piece of paper and stick it at the end.</p> <p>How many objects do you think can fit in the next 10-frame? (10)</p> <p>Fill the squares whilst counting the next 10-frame and stick a piece of paper with number 20 written on top. Carry on counting and sticking number tags after 30, 40,...100 squares (Ten 10-frames altogether).</p> <p>There is a really quick way to count things when they are in groups of 10 like this.</p> <p>Show how to count the beans in 10s, moving one 10-frame at a time as you do so. 10, 20, 30...100! Repeat lots of times with your child.</p> <p>Extension: Ask your child to use building blocks like Lego or Duplo to make towers of 10 and towers of units smaller than 10 that equal an amount, e.g. 47 is 4 towers of 10 and one tower of 7. Label it with the correct number.</p>	<p>Resources: straws, sticks, matches or Q-tips or any other thin, long counting object available</p> <p>Start by counting to 20 then count down to 0. Count down from 13. Count down from 16.</p> <p>What are we learning today? To count in 10s and 1s What do I need to succeed? -I know how to count to 100 in 10s. -I understand how to count on from any of the 10s numbers(multiples of 10) to make a specific number.</p> <p>Ask your child to put the straws in groups of 10 and secure them with an elastic band. Count out loud together. Repeat by counting in 10s, using each bunch of straws. Now repeat, but when you reach the number 30, ask your child. How many more straws do I need to get to 35?</p> <p>Model how to count up from 30 to 35. Use your fingers and counting objects whilst counting. Repeat making different numbers. Support your child and let them have a go independently from different 10s (multiples of 10 like 20, 30 and so on).</p> <p>Point to the 1-100 grid whilst counting to support your child.</p> <p>Extension: Give your child a few bunches of 10 straws and a few (or none) spare straws, e.g. 6 bunches and 3 straws-ask them to write down how many straws they are all together. Repeat with different numbers: e.g. which number is being represented by 4 bunches and 3 straws?</p>	<p>Resources: Wednesday's resources</p> <p>Start by counting from 6 to 24. Now count from 9 to 30. Repeat from 13 and 18 to 35.</p> <p>What are we learning today? To make counting easier by sorting objects What do I need to succeed? I can remember how to count in 10s</p> <p>Show your child the groups of 10 straws from Wednesday's lesson. Show 2 groups of 10 and 3 more straws and ask them to find which number it is (23). Support them by modeling counting to 23. Repeat with different numbers.</p> <p>Show your child a see-through bag of at least 15 similar objects (onions, apples or other)</p> <p>How many do you think might be in this bag? 3? More than 3? More than 10? Take a few guesses. Tip out the objects of the bag. Ask your child How can we make it easier to count them? e.g. put them in a line, or if the objects are small we can put them on a 10-frame. Count the objects together, emphasising the 5s. Repeat this time with a bag of jigsaw pieces, or building blocks or other items that can be stacked together (between 50 and 100). Show how we can group them into piles of 10, and then count in 10s to find how many pieces there are.</p> <p>Extension: Give a random number of straws to your child and ask them to group them in 5s. Ask them to guess: how many groups of 5 do you need to make 100? How many groups of 10? Guess and then check to find out. What about groups of 20?</p>	<p>Resources: dice faces (please see the resources sent or make your own)</p> <p>Start by counting in 1s from any random number on the 1-100 number grid</p> <p>What are we learning today: To count in 10s using dice faces What do I need to succeed? -I know which number represents each dice face -I know that two dice faces of 5 make 10</p> <p>Use faces with the number 5 on die(dice). If your child doesn't recognise it, encourage them to count the dots. Repeat for more pictures of dice face 5 until your child is able to say number 5 without counting. Put two dice faces of 5 next to each other and ask how many dots there are in total (10). Let your child count and repeat for more couples of dice faces 5 as many times as needed for your child to say the total number of dots(10) without the need to count. Arrange the dice-face-of-5 in pairs so your child counts in 10s.</p> <p>Use the 1-100 number grid and highlight together the multiples of 5 and 10 as you count:Ask your child occasionally, how many are there so far?(look at the number on the grid) How many more to the next multiple of ten? What patterns do you notice in the highlighted numbers?What number patterns do you notice on the grid?</p> <p>Extension: Sort three dice faces to make groups of 10 dots: How many ways can you think of? E.g. dice faces 3,3,4, then 2,2,6, then 1,6,3 -this is 30 so far and so on. How many different groups can they make?</p>
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Maths tip: Children at this stage need to build firm foundations of the concept of number. One way to achieve this is by picturing a number in different ways: for example number 5 is represented as the picture of 5 fingers on a hand, 5 dots on dice, Numicon 5, a tally or a half-filled 10-frame. Children can then apply this knowledge to bigger numbers (e.g. 15, 65 and so on)

Independent learning activities for the week

- Go into your garden or local park and look for minibeasts and plants growing (buds on the trees, blossom, spring flowers). Talk about what you find and what you notice (UW/CLL/PSED/PD)
- Help your family around the house by carrying out chores and tidying up your toys and make your bed (PD/PSED)
- Please continue to practise dressing and undressing with growing confidence (PD/PSED)
- Choose an information/story book and read it yourself. Look for words you can sound out. (Literacy)
- Make a Goldilocks story book (Literacy)
- Carry out a circle time with your teddies to discuss why Goldilocks should have done differently. How did the bears feel? (PSED)
- Sort your teddies from smallest to biggest (Maths)
- Paint a bear face on a plate using a fork to make fur markings (EAD/PD)
- Make three different sized bowls of porridge (with an adult) and feed the three bears (Maths/ PD/UW)
- Retell the story with teddies in your house. Can someone play Goldilocks? (CLL/Literacy)
- Duplo/ lego make a den for the bears (EAD/PD)
- Mark-making: write letters or numbers in a tray of oats. (Maths/Literacy/PD)
- Play a board game with your family/make a puzzle - share the pieces and take turns at the game (PSED)
- Practise colour-mixing primary into secondary to make a rainbow picture! (EAD)
- use nature to make a fruity-flower sensory soup or make some process art using petals, sticks and leaves. (UW/EAD/PD)

Here is a mood board of ideas



Movement breaks/active learning (PD)

<https://www.youtube.com/watch?v=Rz0go1pTda8&list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTI> (New Joe Wicks PE class 30 mins each day at 9am)

<https://www.youtube.com/user/CosmicKidsYoga>

<https://www.gonoodle.com>

<https://www.bbc.co.uk/teach/school-radio/eyfs-wiggle-waggle-index/zdw9382>

<https://www.bbc.co.uk/teach/school-radio/eyfs-playtime-sock/zmvmd6f>

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<https://www.youtube.com/user/SingingWalrusMusic>

Phonics weekly plan for home learning

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Set 1 session streams 9.30am, set 2 streams 10am and set 3 streams 10.30am

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This is also a fun programme to watch for after the phonics session <https://www.youtube.com/playlist?list=PLqh11DN6jmbC-OTx1N8jpEo6uCTeTDszR> **Mr Thorne does Phonics.**

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SET 3 beginners Weekly phonic plan	Teach	Practise	Apply/Revise
<p>Mon</p> <p><i>Please use this script of teaching phonics on Monday and Wednesday</i></p>	<p>Revise Set 2 and Set 3 sounds taught so far</p> <p>Phoneme of the day: ea - cup of tea? Talk about the letters of the new grapheme</p> <p>Green words to sound out and blend: clean, dream, seat, scream, real, please</p>	<p>-Ask your child to sound out the green words on their fingers, hide them and let them have a go at writing them.</p> <p>Reveal the correct green words and ask your child to correct themselves.</p> <p>-Encourage your child to write on lined paper</p>	<p>Revise previously learnt green words: whirl, smart, horse</p> <p>-Ensure your child writes all their letters using the correct letter formation, following the mnemonics.</p> <p>Hide the words away. Children to have a go at writing them.</p> <p>Spicy challenge: read and write the words: birthday, starfish, network</p>
<p>Tue</p> <p><i>Please use this script of teaching phonics on Tuesday and Thursday</i></p>	<p>Revise Set 2 and Set 3 sounds taught so far</p> <p>Revise sound of the day: ea- cup of tea?</p> <p>Read the green words: clean, dream, seat, scream, real, please</p>	<p>Read simple captions and sentences.</p> <p>-This seat is clean. -I screamed in my dream.</p> <p>Spicy challenge: Can you please pass me a book to read?</p>	<p>Hide the captions and sentences.</p> <p>Ask your child to have a go at writing them.</p> <p>Extension: Write the spicy challenge of the day.</p>
<p>Wed</p>	<p><i>Please follow Monday's script</i></p> <p>Phoneme of the day: oi - spoil the boy Green words: coin, join, voice, choice, noise</p>	<p><i>Please follow Monday's script</i></p>	<p><i>Please follow Monday's script</i></p> <p>Revise: fright, throw, please Spicy challenge: throwing, daydream, window</p>
<p>Thu</p>	<p><i>Please follow Monday's script</i></p> <p>oi - spoil the boy Green words: coin, join, voice, choice, noise</p>	<p><i>Please follow Tuesday's script</i> Captions and sentences to read: -The noise from the voice. -You have a choice. Spicy challenge: Join the dots to make a coin.</p>	<p><i>Please follow Tuesday's script</i></p>
<p>Fri</p>	<p>Revisit and review all Set2 and Set 3 sounds learnt so far. Revise and check the spelling of the red words .</p>	<p>-Revisit the red word of the week -into- say it, read it, write it with your finger on your leg. -Choose two words from each weekly sound to sound out and blend.</p>	<p>Spelling check: the red words learnt so far.</p>

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SET 1 Weekly phonic plan	Teach	Practise	Apply
<p>Mon <i>-Please use this script of teaching phonics throughout the week</i></p>	<p>Revise all Set 1 Sounds at speed</p> <p>Phoneme of the day: sh</p> <p>Say a few words that start with the sound shhhell, shhheep, shhhhoe, shhhop</p> <p>Write the new sound and repeat saying it with your child.</p> <p>Sound out and blend the green words sh-i-p, sh-o-p, f-i-sh, sh-e-d</p> <p>If you have any magnetic fridge letters/sound cards help your child make the words with them.</p>	<p>Write the sound in the air Say slither down the snake; down the horses' head to the hooves and over his back</p> <p>Ask your child to copy. Repeat.</p> <p>Child to copy writing the new sound and saying the mnemonic.</p> <p>Sound out a green word a few times with your child using your fingers-one finger per sound (not per letter)</p> <p>Hide it and let your child have a go at writing it. Repeat for another word. Reveal the correct spelling of the words and ask your child to check their work.</p>	<p>-Practise sounding out and blending a few CVC words: dog, gap, cup, hen, lip</p>
<p>Tue</p>	<p>r rrrrabbit, rrrrainbow, rrrrobot, rrrrocket Green words: red, run, rat, rip</p>	<p>Write the sound in the air Say down the robot's back, then curl over his arm Follow Monday's instructions</p>	<p>CVC words to practise: hit, ship, bed, mud, top</p>
<p>Wed</p>	<p>j j-j-jam, j-j-jug, j-j-j-jelly, j-j-j-jigsaw Green words: jet, job, jog, jam</p>	<p>Write the sound in the air Say down his body, curl and dot Follow Monday's instructions</p>	<p>CVC words to practise: fish, rip, kit, let, fun</p>
<p>Thu</p>	<p>v vvvet, vvvlutre, vvvvase, vvvvest Green words: vet, van</p>	<p>Write the sound in the air Say down a wing, up a wing Follow Monday's instructions</p>	<p>CVC words to practise: job, shed, run, fat,</p>
<p>Fri</p>	<p>Revisit and review all the Set 1 sounds, green and red words taught this week at speed.</p>	<p>Practise writing the sounds sh, r, j and v -Have a go at writing the green words: shop, run, jet, vet</p>	<p>CVC reading practise: shop, rat, jog, van, red, ship</p>

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Red words learnt so far: be, one, me, any, you, want, of, come, we, are, they, all, for, he, the, to, was, I, no, said, my, she, by, into

SET 3 Advanced Weekly phonic plan	Teach	Practise	Apply
<p>Mon <i>-Please use this script of teaching phonics throughout the week</i></p>	<p>Introduce the red word of the week: saw Phoneme of the week: tion - Pay attention: it's a celebration Say the sound Say the grapheme(letter names)</p>	<p>Show the green words to your child. Sound them out and ask your child to blend them. attention, conversation, celebration, exploration, tradition, congratulation</p>	<p>Show the green words to your child again. It is their turn to sound them out and blend them. You could break down the words to help your child use a more practical way of decoding them. eg. con/vers/a/tion, cel/e/bra/tion, ex/plr/a/tion, trad/i/tion, con/grat/u/la/tion, a/tten/tion</p>
<p>Tue</p>	<p>Revisit the red word and the phoneme of the week</p>	<p>Green words to sound out and blend: attention, conversation, celebration, exploration, tradition, congratulation Model writing a couple of the words</p>	<p>Hide the words Child to have a go at writing the green words. Children to sound them out first, break them down if needed, and have a go at writing them. Reveal the words for your child to check their work</p>
<p>Wed</p>	<p>Revisit the red word and the phoneme of the week</p>	<p>Model writing a sentence with the green words. eg Is egg hunt an Easter tradition?</p>	<p>Ask your child to choose a few of the green words and come up with their own sentences to write. Check together the correct spelling of the green and red words</p>
<p>Thu</p>	<p>Revisit the red word and the phoneme of the week</p>	<p>Model writing a longer sentence (could use a connective (and, because, with etc) eg. Fiction books get my attention The doctor said I need to have an operation</p>	<p>Ask your child to have a go at writing their own sentences using connectives and red words.</p>
<p>Fri</p>	<p>Revision Revise all Set 2 and 3 Sounds learnt so far Revise all red words learnt so far</p>	<p>Please do a spelling test of all the red words learnt so far, including this week's red word. Children need to write them again if misspelt. Praise your child for their effort and hard work.</p>	

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Phonics weekly plan for home learning

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This is also a fun programme to watch for after the phonics session <https://www.youtube.com/playlist?list=PLqh11DN6jmbC-OTx1N8jpEo6uCTeTDszR> **Mr Thorne does Phonics.**

SET 2 weekly phonic plan	Teach	Practise	Apply
<p>Mon -Please use this script of teaching phonics throughout the week</p>	<p>Phoneme of the day: air - that's not fair</p> <p>Green words to sound out and blend: fair, stair, stairs, hair, air, lair, chair, chairs, unfair</p> <p>Challenge: fairy, repair, hairbrush, airport</p>	<p>Read simple captions and sentences.</p> <p>-A pair of stairs. -It is unfair to sit on that chair. <i>Spicy challenge:</i> Can you repair the fairy's hairbrush?</p> <p>-Model writing the captions. -Mention finger spaces, capital letters and full stops. -Encourage writing on lines</p>	<p>-Practise correct pencil grip and letter formation of a,i,t</p> <p>-Read the first caption a few times, sound out the words, clap the number of words as you say it; child to repeat it. Hide it away.</p> <p>-Children to write the first caption from memory . - Write the second sentence (optional)</p> <p>Writing Extension Write the spicy challenge (optional)</p>
<p>Tue</p>	<p>ir - whirl and twirl Green words: girl, bird, third, whirl, twirl, dirt</p> <p>Challenge: thirsty, thirty, thirteen, birthday</p>	<p>Captions and sentences to read:</p> <p>The bird sat on me. Can you whirl and twirl?</p> <p><i>Spicy challenge:</i> I will be thirteen on my next birthday.</p>	<p>Sounds to practise handwriting: g,l,h Write the captions and sentences of the day. Extension: Write the spicy challenge of the day</p>
<p>Wed</p>	<p>ou - shout it out Green words: out, shout, loud, mouth, round, found</p> <p>Challenge: ground, outdoors, compound</p>	<p>Captions to read My mouth is round. She found a pound.</p> <p><i>Spicy challenge:</i> They found a mouse in the house.</p>	<p>Sounds to practise: o,u,n Write the captions and sentences of the day. Extension: Write the spicy challenge of the day</p>
<p>Thu</p>	<p>oy - shut the door Green words: toy, boy, enjoy</p> <p>Challenge: joystick, royal, annoyed</p>	<p>Captions to read This boy has a toy. I enjoy my toys. <i>Spicy challenge:</i> She was annoyed with the lost joystick.</p>	<p>Sounds to practise: b,e,y Write the captions and sentences of the day. Extension: Write the spicy challenge of the day</p>
<p>Fri</p>	<p>Revisit and review all Set 1 and Set 2 sounds, green and red words taught this week at speed.</p>	<p>-Revisit the red word of the week -of- say it, read it, write it with your finger on your leg. -Choose two words from each weekly sound to sound out and blend.</p>	<p>Captions to read and write : The third house has no stairs. We enjoy going for a swim. Extension: He was thirsty until he found a fountain.</p>