



Sir Martin Frobenius Academy Weekly Lesson Plan

Reception



Date: 4.05.2020-10.05.2020

Suggested Daily Timetable:

8:30-9:00	9:00-9:30	9:30-9:45	9:45-10:15	10:15-10:45	10:45-11:20
Wake up, have breakfast, get washed and dressed	Joe Wicks PE/Daily walk	Quick drink break and get things ready for fun and games.	Listening and turn taking games	Drink, snack and getting outside.	Literacy
11:20-11:55	11:55-1:00	1:00-1:30	1:30-2:30	2:30-3:00	3:00-3:15
Maths	Wash hands Lunchtime	phonics/letters	Exploration and play	Drink, snack and getting outside.	Share a story.

Nursery Rhyme of the week – Heads, shoulder, knees and toes.

We would love all our Early Years children to learn a nursery rhyme a week during this time learning at home.

If you have internet access use this link to support learning: <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-heads-shoulders-knees-and-toes/zd9f6v4>

Heads, shoulders, knees and toes

Knees and toes

Heads, shoulders, knees and toes

Knees and toes

And eyes and ears and mouth and nose

Heads, shoulders, knees and toes

Knees and toes.

And eyes and ears and mouth and nose

Heads, shoulders, knees and toes

Knees and toes.

Literacy

Monday: Sing this week's nursery rhyme together. If you have internet access, then you can use the link provided.

Label parts of the body. Draw an outline of a body OR if you have a piece of paper large enough you could draw around yourself. Label the different parts of the body such as ears, legs, feet, head.

Say the word you would like to write out loud first. Think about what sound the word starts with. What other sounds can you hear? Write them down.

Tuesday: Sing this week's nursery rhyme together.

Senses – touch. Gather a selection of items from around the home. Place them into a bag/under a towel or blanket. Try to feel the objects that are hidden. What do they feel like? Spikey, soft, smooth, round, bumpy. Write a list of words that describe what you can feel. Can you guess what it is you can feel?

Say the word you would like to write out loud first. Think about what sound the word starts with. What other sounds can you hear? Write them down.

Wednesday: Sing this week's nursery rhyme together.

Senses – see. You can complete this activity inside or out. You may like to complete it as part of a daily walk. Look around the environment you are in. What can you see? trees, grass, cars, houses, flowers. Write down a list of the things that you could see. Say the word you would like to write out loud first. Think about what sound the word starts with. What other sounds can you hear? Write them down.

Thursday:

Senses – hear. You can complete this activity inside or out. You may like to complete it as part of a daily walk. In the environment you are in close your eyes. Listen to the sounds around you. What can you hear? A tap dripping, music, talking, footsteps, the wind, birds.

Say the word you would like to write out loud first. Think about what sound the word starts with. What other sounds can you hear? Write them down.

Friday: Sing this week's nursery rhyme. Can you start by singing it slowly then get faster and faster each time? My favourite things. Today you are going to think about your favourite things using your senses. Think about and answer the following questions:
 What is your favourite food (taste)?
 What is your favourite smell?
 What is your favourite noise?
 What is your favourite thing to feel/hold e.g. soft teddy, spikey grass?
 Write down the answers to each question. Say the word you would like to write out loud first. Think about what sound the word starts with. What other sounds can you hear? Write them down.

Phonics and letters

It is important to practise phonics sounds daily. You can do this at lots of different times across the day as well as during the specific time slot on the suggested timetable.

Note for parents: If you have [internet access](#) you can watch a short video on the link below that explains how the Read, Write, Inc programme works. This is the phonics program we use at Sir Martin Frobisher.

<https://www.youtube.com/watch?v=IFyDwUKSw7Y>

Each week we will make sure you know which sounds to focus on each day. In reception we are focusing on the set 1 sounds.

Monday Gather the flashcards from last week. Don't forget some sounds have two letters/sounds together – we call these best friends at Sir Martin Frobisher. You should have the following flashcards.

m a s d t l n p g o c k u b f e l h s h r

Starter: Begin by practising these sounds – complete a time trial and see how quickly you can say the sounds. If you don't get the sounds straight away, then put them to the back or to one side and come back to them.

Main activity: Today the focus is to blend words orally together and to make words using the flashcards. You will notice some words are the same as last week – this is done to develop fluency.

Today the words you will blend orally and make are *tan, cat, not, got, tag*

You will not need the flashcards for this first task – just your child's listening skills.

1. Say the sounds in an exaggerated manner to your child 'p-i-n'. Pause after you have sounded it out and allow time for your child to 'jump-in' and say the whole word if they can.
2. Then say the sounds followed by the whole word 't-a-n, tan'.
3. Repeat this for each of the words above using 'my turn', 'your turn'. Your child will be familiar with this phrase.

Next collect the flashcards for the sounds 'g o c a t n'. Place each of today's 6 letters in front of your child so that they can see them all. You will need to model this task first.

1. Say the word 'pin' out loud then make the word in front of you by selecting the correct letters.
2. Show how you are going to check the sounds are in the correct order. Point to each sound and say it out loud 't-a-n'.
3. Then move your finger from left to right underneath all the letters and say 'tan'.

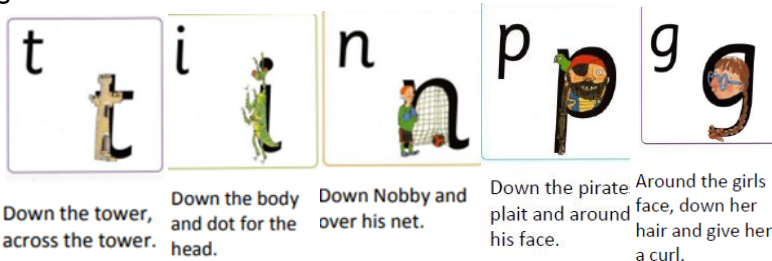
Ask your child to try this task giving them the words to make from the list above.

Parent note: If your child finds making the words with the flashcards difficult then go back to the blending activity and practise with your child blending the words orally.

Tuesday

Starter: Sounds splat! Select 6 sounds to practise. Place these on a wall/floor. Say a sound for our child to find. They then need to jump on top of/high five/splat the sound with their hand.

Main activity: Today's focus is going to be on writing some of the letters correctly. You will need a piece of paper and something to write with. You can also do this activity with paint and paper or chalk outside. **Parents:** Below you will see the letters that you are going to help your child practise today. You will also see a rhyme underneath each sound. These are the rhymes taught to your child to help them to remember how to form each letter. Please use these when practising.



Wednesday

Starter: Sound noughts and crosses. Draw a 3x3 grid then select 9 sounds to write in each box created. Choose who is going to be noughts and who is going to be crosses. As you play the game you can only win the square if you say the sound correctly that you can see. Once you have said the sound you can then draw your nought or cross inside. Remember the idea of the game is to win three squares in a row.

Main activity: Select the letters 't n i o c a' from the set. Practise these 6 sounds.

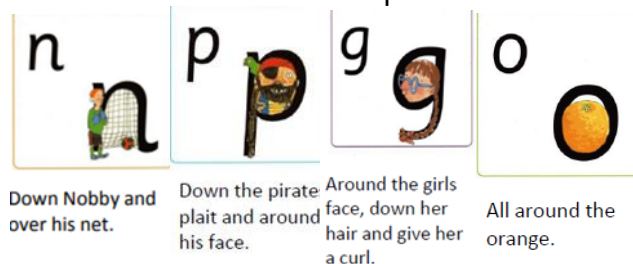
This session will be in the same format as Monday's.

Today the words you will blend orally and make are *nit, tin, cot, can, nan*

Thursday

Starter: Matching pairs – select 6 sounds and then make a second set of the same sounds. Turn them all over so the sounds are facing down. Take it in turns to turn the cards over. See if you can find a matching pair.

Main activity: Today's focus is going to be on writing some of the letters correctly. You will need a piece of paper and something to write with. You can also do this activity with paint and paper or chalk outside. **Parents:** Below you will see the letters that you are going to help your child practise today. You will also see a rhyme underneath each sound. These are the rhymes taught to your child to help them to remember how to form each letter. Please use these when practising. Please note some sounds will be repeated.



Friday

Starter: Begin by practising these sounds – complete a time trial and see how quickly you can say the sounds. If you don't get the sounds straight away, then put them to the back or to the side and come back to them.

Main activity: Select the letters 'm a p n g o' from the set. Practise these 6 sounds.

This session will be in the same format as Monday's.

Today the words you will blend orally and make are *map, pan, gap, pot, top*.

Maths

Monday

Warm up task: Count number out loud. What is the highest number you can count to?

Main task: Ask your child to gather 3 objects/toys from around the home. Ask them which one is the biggest/which is the smallest? Can they place them in order from biggest to smallest? Next choose one object/toy and go around the home and see if you can find other objects/toys that are smaller. Then any objects/toys that are bigger. You can extend the learning by using a ruler or a tape measure and allowing your child to explore how to measure. You could also ask your child to draw/write the object and record the length/height.

Tuesday

Warm up task: Count forwards and backwards from 1-10 then 1-20.

Main task: Footprints. On paper draw around your child's feet and other members of the family who are at home. Cut the feet out. Ask your child to explore the different sizes. What can they tell you about the feet? For example, their foot is smaller than your foot. You can also complete this activity by using shoes to compare. Ask them to sort the feet/shoes length/size in order. You can extend the learning by using a ruler or a tape measure and allowing your child to explore how to measure. You could also ask your child to record who has the biggest and smallest feet/shoes by comparing the numbers.

Wednesday

Warm up: Place numbers 1-10/1-20 in order. Adults are to say a number to you. Can you say what number is one more than the number given e.g. what is one more than 5? – 6.

Main task: Jump challenge. **If completing this task inside, please make sure you are in a clear and safe space.** Create a starting spot to jump from leaving plenty of space in front. Ask your child to guess how far they can jump. You can use items in the house to help you measure the distance such as jumping to the first cushions, use the flashcards 1-10 along the side of the room or if you have a tape measure or rulers you could use these. Ask your child to complete their first jump and say/record how far they reached. Repeat this asking your child to see if they can jump further each time.

Thursday

Warm up task: Shuffle your numbers cards. See how quickly you can recognise each number as you go through the cards.

Main task – For this activity you can use playdough, shoes laces or string. Make/cut different lengths so you have a wide variety of sizes. Make sure that some are the same length. Allow your child time to compare and sort. They may want to order from longest to shortest or they may group by length. During the learning get two that are the same length – ask your child which one is longer. You can see if they can identify when objects are the same. You can extend the learning by using a ruler or a tape measure and allowing your child to measure each of the lengths. They can also record/label alongside.

Friday

Warm up: Number noughts and crosses. Create a grid that is 3x3 – you should have 9 squares. Write any numbers in from 1-10/1-20. Pick who is going to be noughts and who is going to be crosses. Take it in turns to choose a square. You must say the correct number in the square to win it.

Main task: Gather items from around the house that can be stacked – this could be plastic cups, bowls, wooden blocks, Lego. See how high you can stack the items before they start to wobble. How high did you make your tower? Count the items or if you have a ruler or tape measure, measure your tower. Can you set yourself challenges? Can you make one that is as high as your hips? How tall was it – measure? Can you make one as high as you-measure?

Weekly Exploration and Play

Each week we will provide you with a list of fun activities that you can complete during the suggested time slot. You can pick and choose which ones you complete on what day as we understand that day to day routines may change. We also know that some children love to do the same activities again and again because they loved them so much. It's okay to make a pirate hat everyday if that's what is fun to your child.

- Create your own version of Heads, shoulders, knees and toes – you could sing 'hips, fingers, arms and legs'.
- Keeping fit – create an exercise routine. Make up some exercises for your family to join in with. Don't forget some music!
- How tall am I? Create a measuring space at home. This could be against a wall, on a sheet of paper, on the ground outside. Mark the height of each of the people in your home. Keep track whilst you are at home to see if anyone grows taller – or shrinks!
- Fingerprints – you will need children's paint/safe stamp ink for this task. Make fingers prints onto paper. Look carefully at the patterns on each of your fingers. Why are they there? What makes them special?
- Footprints – Use children's paint to print their feet onto paper. This will be a messy job so make sure you are somewhere appropriate. If you don't have paint you could draw around your feet using a pencil and paper OR use chalk in the garden/outside.
- Talk about the body and how it works. You might have some questions and things you want to learn about already. Where does our food go when we eat it? Why do we have different shapes teeth? How does my ear work? What are the little red dots on my tongue?

If you have internet access you can watch some clips with your child to learn more. Use the link:
<https://www.bbc.co.uk/bitesize/topics/z9yycdm>

Listening and turn taking games

Monday: What's the Time, Mr. Wolf?

Pick someone in your family to be the wolf and get them to stand with their back turned at one end of the space you are in. The other players' job is to creep up on the wolf and ask repeatedly, "What's the time, Mr. Wolf?" The wolf then says a number up to 10. The other people then creep forward ten steps. This can be repeated as they get closer. When the wolf thinks everyone is close, they can shout out "Dinner time!" and try to catch everyone.

Tuesday: Noughts and crosses

Create a 3x3 grid on a piece of paper or on the ground outside with chalk. Choose who is going to be noughts and who is going to be crosses. Take it in turns to pick a square to draw in. The idea of the game is to get three in a row. These can be up and down, left to right or diagonally.

Wednesday: Pitching Pennies This game will help in building your child's hand-eye coordination.

What You Will Need - Pennies or currency coins. Large sized paper or plastic drinking cups.

- Place the cup on a chair on the table in front of the children
- Give each child 5 coins each
- You can ask the child to take a few steps away from the cup in accordance with their age
- Explain to your child that he/she must toss the coins, one at a time, into the cup
- The person with the most coins in the cup wins

Thursday: I went to the shops

It's time to have another go at this game.

As a family, each take it in turns to think of an item to 'buy' from the shops.

"I went to the shops and I bought a sandwich".

The next person must say the item of the person before plus their own.

"I went to the shops and I bought a sandwich and a chocolate cake".

The game then continues and someone else adds an extra item.

"I went to the shops and I bought a sandwich, chocolate cake and milk".

Continue the game and see how many items you can add to the list and remember!

Friday: What's missing?

Gather a small selection of objects/toys from around the home – no more than 6. Place them on the floor or on a tray. Allow your child time to look at the objects/toys. Next cover up the items or ask your child to close their eyes. Take one of the objects/toys away. Your child needs to say which item is missing when they open their eyes/the objects are uncovered. Repeat this. You can make it more challenging by taking two objects away at a time.