



Sir Martin Frobenius Academy Weekly Lesson Plan

Reception



Date: 11.05.2020-17.05.2020

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 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 – Old MacDonald

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:

1. <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-old-macdonald-had-a-farm/zn9vhhk>
2. <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-old-macdonald-had-a-farm/zh4yt39>

Old MacDonald had a farm, ee-eye, ee-eye, oh,
And on that farm he had some cows, ee-eye, ee-eye, oh,
With a 'moo moo' here and a 'moo moo' there,
Here a 'moo', there a 'moo', everywhere a 'moo moo',
Old MacDonald had a farm, ee-eye, ee-eye, oh.

Repeat the words but change the farm animal each time.

Literacy

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

Draw pictures and write a list of animals that you would usually find on a farm. Do you know what their babies are called e.g. sheep and lambs? 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.

Challenge: Try to write a sentence about each farm animal you have drawn e.g. A pig is smelly. It has wool.

If you have internet access you can listen to the pod cast on Cbeebies – My pet and me using the following link:
<https://www.bbc.co.uk/cbeebies/radio/my-pet-and-me-farm>

Tuesday: Sing this week's nursery rhyme together – pick your own animals and make actions to go with them. There may be some new ones that you hadn't thought of before like rabbits, badgers and foxes who live on farmland but are not cared for by the farmers.

What food grows on a farm? Discuss together as a family. Draw pictures of all the different fruit and vegetables a farmer grows. Label each picture you have drawn. 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.

Challenge: Write a sentence about a food of your choice e.g. A carrot is orange. I like peas.

Extra challenge: Wheat is grown on farms – with an adult look in your food cupboards and see how many packages say they contain wheat. How many did you find?

Wednesday: Sing this week's nursery rhyme together.

Today you are going to design your own farm. Think about what animals you would like to have. Where do they live? Do they need a field, a stable or a barn? Where will the farmers house be? Is there somewhere special to keep the tractors? As you design your farm label each area so you can see where each animal is kept. 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.

Can you think of a name for your farm? It could be as simple as your name e.g. Old MacDonald's Farm.

Challenge: If you have any Lego, bricks, junk modelling resources you could build a model of your farm.

Thursday:

Today you are going to create your own special version of the song 'Old MacDonald'. Your song can be as silly as you like. For example, "Old MacDonald had a farm... and on that farm there was a T-Rex! With a roar here and a roar there!". As you think of your new animals to live on the farm, write down each one and what sound it is going to help you remember. 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.

Practise singing your song. What actions will you do for each new animal?

Challenge: Teach your new song to someone in your home.

Friday: Sing your new version of Old MacDonald using the new animals and the actions to match.

Today you are going to design your own farm animal. It can be whatever you like! For example my animal is going to have a pigs tail (because they are curly), the body of a horse (so I can ride the animal around the farm), it will have ducks wings (so it can also fly) and the head of a cow (because I like it when cows go moooooooo!).

Once you have drawn your new animal, label the different parts you have chosen e.g. pigs' tail. Think of a name for it. Mine would be called 'a moo horse'.

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.

Challenge: Can you tell a story about your new animal?

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.

The below link is a video that shows you how to pronounce each sound.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Monday Gather the flashcards. 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 *mud, dug, cup, mug, pug*

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 'm-u-d'. 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 'm-u-d, mud'.
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 'u m d g c p'. 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 'mud' 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 'm-u-d'.
3. Then move your finger from left to right underneath all the letters and say 'mud'.

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.

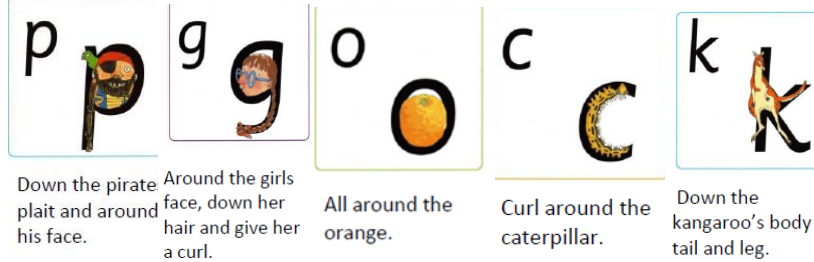
Challenge: Try writing the word.

Tuesday

Starter: Hide the sounds – choose 6 sounds to hide around a room in your home. See how quickly you can find them.

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: Place 4-5 sounds in front of you. Look at what sounds they are and practise saying them. Cover them up and ask someone to take one sound away. Uncover the sounds – can you see which sound is missing? Repeat.

Main activity: Select the letters 'f i t p b a' from the set. Practise these 6 sounds.

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

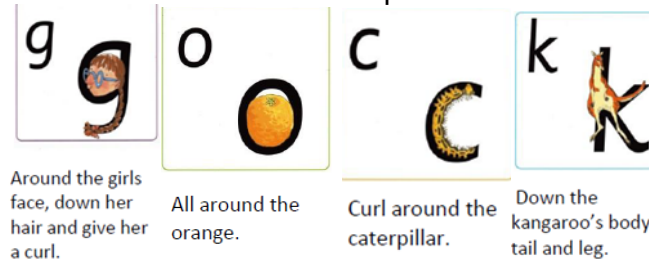
Today the words you will blend orally and make are *fit, tip, bit, bat, fat*

Challenge: Try writing the words.

Thursday

Starter: Name writing – practise writing your name forming each letter correctly. Remember to use a capital letter. If you can write your last name, then practise this too. Remember to form the letters correctly.

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 'p o y g m a' from the set. Practise these 6 sounds.

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

Today the words you will blend orally and make are *pot, got, mop, tag, gap*.

Maths

You will find additional resources after the planning pages.

Monday

Warm up task: Pick a number between 1-10/1-20 at random. Count forwards to the chosen number then back to 0.

Main task: There are lots of different ways that number can be represented.

Look at some of the example to the right. Pick a number from your flash cards and see if you can draw some of the representations for the number you have chosen. For example, if you pick number 4 you could draw 4 circles, a tally of 4, draw round 4 of your fingers, draw a number 4 dice pattern or write the numbers 4 as a numeral.

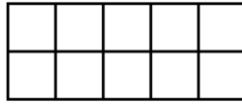
If you have any dice, dominoes or toys you could also show your representations practically by placing them out in front of you. How many ways can you think of?



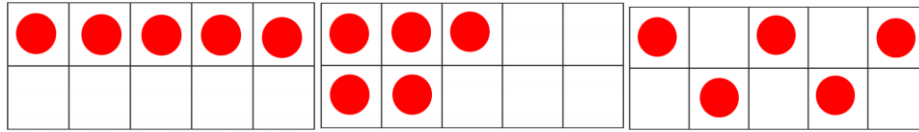
Tuesday

Warm up task: Shuffle your flash cards 1-10/1-20. Get a timer. See how quickly you can order the numbers. Record your time then try and beat it.

Main task: For this activity you will need to use the ten-frame resource and the red counters – **you can find these by scrolling down or drawing your own.**



Gather flash cards from 1-10. Shuffle them up. Select a number then place the given number of red counters into the ten frames. How did you represent the numbers? Is there a different way you could represent the number in the ten frame? How many ways can you find? See the example below for number 5.



Repeat for different numbers up to 10. You could complete the task with a family member to see who finds the most ways to represent each number.

Wednesday

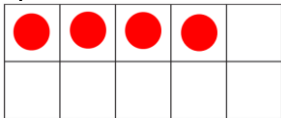
Warm up: Practise writing numbers 1-10 correctly – there is a number formation sheet after the planning – scroll down to find it.

Main task: Adding using a tens frame. Today you will need the tens frame and the red counters. You will also need two sets of numbers 1-5 placed in two separate piles – make sure they are shuffled.

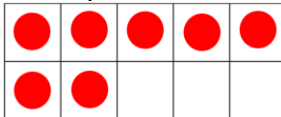
Take a number from the first pile and count the correct numbers of counters onto the tens frame. Next take a number from the second pile and add that number to the tens frame.

For example.

I picked 4 first.



Then I picked the number 3 and added 3 more to the tens frame.



I now have 7.

Make sure you say the process out loud. "I started with 4 then I added 3. Now I have 7. 4 add 3 equals 7".

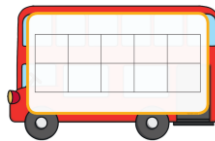
Challenge: Write down each problem as a number sentence e.g. $4+3=7$.

Repeat the activity.

Thursday

Warm up task: Select 4 numbers from 1-10/1-20. Place them in order from biggest to smallest e.g. 9 2 5 7 in order is 2 5 7 9

Main task – Adding. Today you will use the tens frame bus, the red counters and the two sets of numbers 1-5.



Like yesterday's activity, you will take a card from each pile and add them together. Today you can turn your adding into a story. For example, 5 people got on the bus then at the next stop 3 more people got on. There are now 8 people on the bus.

Remember to say the process out loud "5 add 3 equals 8".

Challenge: Write down your number sentences e.g. $5+3=8$

Friday

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

Main task: Today you can either choose to use the tens frame bus and counters or you might like to create your own bus at home using 10 chairs or 10 cushions and use your toys to add to the bus.

Like Wednesday and Thursday, take a number from each pile and add them together. Remember to say the process out loud after you have added numbers together. Write down as a number sentence to challenge yourself.

Extra Challenge: Add numbers 6, 7 and 8 to each pile. What happens when you are using a tens frame and the total is bigger than 10? Explore and discuss what you would do.

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.

- **Vegetable printing** – You will need children's paint, spare vegetables, paper and a table to work at. Use the vegetables to print. What patterns and shapes can you see when printing? Can you make patterns using the vegetables e.g. carrot, potato, carrot, potato OR red carrot, green carrot, red carrot, green carrot?
- **Pin the tail on the donkey** – paint or draw a picture of a donkey. You might like to choose a different farm animal. Make a separate tail and find some cello tape or blue tack to help it stick. Pop your donkey picture up on the wall, blindfold players one at a time and spin each one in a circle a few times before letting them try to stick the donkey tail as close as possible to the right place -on its bottom!
- **Cotton wool sheep** – You will need: paper/card, cotton wool, pencil, scissors and glue.

Always supervise your child when using scissors.

Draw and cut out a body shape, four legs, a tail and a head. Decorate the body with cotton wool and allow to dry. Draw on the face of your sheep. Once the body is dry, add the head, legs and tail.

- **Handprint goat** – You will need: paper/card, grey paint, pencil, felt tip pen. Print your hand OR draw around and colour in. Draw on some horns, ears, a nose and a mouth. If you have any cotton wool, you could use this for the tail or the goat's 'beard'. You can complete this hand print for lots of different farm animals.
- **Barnaby Bear visits the farm** - If you have [internet access](https://www.bbc.co.uk/bitesize/clips/zs97tfr), use the link below to watch as Barnaby visits the farm to milk the cows and feeds the lambs.
<https://www.bbc.co.uk/bitesize/clips/zs97tfr>
- **Down on the farm** – If you have [internet access](https://www.bbc.co.uk/iplayer/episodes/b0798kz4/down-on-the-farm), use the link below to watch your own choice of episodes of Cbeebies 'Down on the farm'.
<https://www.bbc.co.uk/iplayer/episodes/b0798kz4/down-on-the-farm>



Remember to always supervise your children when using the internet.

Listening and turn taking games

Monday: Musical statues

Pick your favourite songs to dance to. When the music stops you need to freeze like a statue. Make sure you don't move until the music starts again. If you move, then you are out of the game. The last person still dancing is the winner.

Tuesday: Red light – green light.

Let's try this game again.

With enough room, this game can easily be played inside. One person is the traffic light at one end, and the other players are at the other end. When the traffic light faces the group, he or she says, "Red light!" and everyone must freeze. The traffic light then turns his or her back and says, "Green light!" while the group tries to get as close to the traffic light as possible. The traffic light turns around quickly, again saying, "Red light!", and if anyone is spotted moving, they must go back to the starting place. The first person to tag the traffic light wins and gets to be the next traffic light.

Wednesday: Guess who – animals (hedbanz).

If you have 'post-its' or stickers you can use these to play the game. Pick a selection of farm animals and write their names or draw their pictures on individual pieces of paper. Take it in turns to pick one and either place it on your head or give to the other people playing. The person who is having their turn can't see what they have chosen. They need to show their animal to the other people. When it is your turn you need to ask questions to see if you can guess what animal you have. For example, is it a large animal? Does it eat grass? Can it fly?

Thursday: Limbo

Get two family members to hold either end of a broomstick (or similar) loosely, at stomach height. You may want to balance the stick between two chairs. Take turns going under the stick without touching it, bending your knees and leaning back as necessary. The stick is lowered after all your family have gone under it. Anyone who falls, touches the ground with their hands or touches the stick is out.

Friday: Pin the tail on the donkey

Use the donkey/animal you made as part of the exploration and play activity. Play a game of pin the tail on the donkey. Pop your donkey picture up on the wall, blindfold players one at a time and spin each one in a circle a few times before letting them try to stick the donkey tail as close as possible to the right place -on its bottom!

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