



Sir Martin Frobenius Academy Weekly Lesson Plan

Reception



Date: 18.05.2020-24.05.2020

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 – When you want to make a spell

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-when-you-want-to-spell/zn9yhbK> (sung to the tune of 'Skip to my Lou').

When you want to make a spell
When you want to make a spell
When you want to make a spell
This is how you do it.

First you get a magic wand
First you get a magic wand
First you get a magic wand
And you wave it slowly.

Then you get some fairy dust
Then you get some fairy dust
Then you get some fairy dust
And you sprinkle safely.

Next you chant the magic words
Next you chant the magic words
Next you chant the magic words
And you say them softly.

Now you've made your magic spell
Now you've made your magic spell
Now you've made your magic spell
Wait and watch and wonder.

Literacy

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

This week you are going to become a witch or a wizard. Choose what you would like to be. Today you are going to create your own character. Think about the following questions to help you:

- What is their name?
- Will they be a good or bad witch or wizard?
- Are they funny, happy, mean, angry?
- Are they pretty, smelly, handsome, ugly, dirty?
- What will they wear? E.g. a hat, cape, colours.
- Are they tall or short?
- Do they wear glasses?
- What special powers do they have? E.g. they can fly, turn invisible.

Draw a picture of your new character. Write words around the edge that describe them.

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 simple sentences about your character using finger spaces and full stops e.g. She is tall. He has a hat. She is bad. Say the sentence you would like to write out loud first.

Tuesday: Sing this week's nursery rhyme together.

Today you are going to decide where your character lives. Is it in a castle? A cottage in the woods, a cave, a tree or a dungeon? Draw a picture of their home then think about what it is like inside. Describe it out loud – you might like to close your eyes and imagine what it looks like...

"He lives in a dungeon deep under a castle. It is dark and candles are used for light. There is a cobweb in each of the corners and you can hear rats running across the floor. It smells disgusting. The dungeon is very cold."

Write some words around the edge of your picture to describe the home. 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 simple sentences to describe your character's home. Use finger spaces and full stops e.g. it is dark, it stinks.

Wednesday: Lots of witches and wizards have pets. Today you are going to create a pet for your witch or wizard. You could have anything you wanted! For example, a rat, tiger, horse, parrot, dragon, unicorn or frog. Your pet needs to have a special power. Think about what you would like it to be? My pet frog is going to talk – what will yours do?

Draw a picture of your witch or wizard's pet. Think carefully about what they will look like. My frog is going to have a matching cape and wear star shaped glasses. What will you call your pet? My frog is called 'Flip'.

Write words to describe your pet around your picture. 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 sentences to describe the pet using finger spaces and full stops.

Thursday: Sing this week's nursery rhyme together.

Every witch and wizard has a special spell that they use when in trouble. Sometimes these spells can sound a little silly. For example, in *Room on the Broom* by Julia Donaldson the witch says "iggerty, ziggerty, zaggerty, zoom!" and all of her friends throw something into the magic pot.

Today you are going to make up your own potion and magic words.

First think about what ingredients you are going to use and write a list. My potion is going to use rose petals, seaweed, a black bird feather, jelly babies and a cat hair.

Next think about those magic words – remember they can be as silly and odd as you like. Try to write them down. 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: After you have written the list of ingredients, see if you can write the instructions. Try to use the words *first, then, next and finally*.

Friday: Today is a story telling session. You are going to create an adventure story for your witch or wizard and their special pet. You know the names for each of your characters and you also know where they live. Don't forget the magic words you created and the ingredients for your potion.

Think about the following questions when telling your story.

- Where does the story begin? Where are they?
- Are they going to go anywhere? E.g. for a walk, trip to the shops, visit a friend.
- What is going to happen to them that means they need the magic potion and words? Will they get lost and need the spell to make a map? Will they meet a monster? Will they get stuck in a cave or a snowstorm?
- How is their pet going to help?
- What will happen in the end?

Note for parents: You might like to write down your child's story for them or you could film it. You can share any learning that you do by emailing updates@smfa.org.uk

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 may notice that some words have been practised before – this is done to develop fluency.

Today the words you will blend orally and make are *lip, leg, peg, pig, tip*

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 'l-i-p'. 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 'l-i-p. lip'.
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 'l i p e g t'. 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 'lip' 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 'l-i-p'.
3. Then move your finger from left to right underneath all the letters and say 'lip'.

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

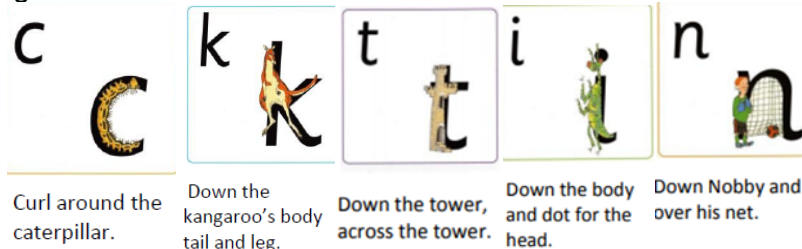
Parent note: If your child finds making the words with the flashcards difficult then go back to the blending activity and practise with your child blending the words orally.

Challenge: Try writing the words.

Tuesday

Starter: Sounds hunt! Hide 6 of the sounds around your home. Go on a sound hunt and see how quickly you can find each sound. Can you say the sounds as you find them? Once you have found them all, practise them again together.

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: Choose 6 flashcards to place around a room in your home (parents you may like to pick 6 that you know your child needs to practise). Say one of the sounds around the room. Your child is to move and stand next to the given sound. Repeat this for each sound. You can do one sound more than once.

Main activity: Select the letters 'b u g t m 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 *bug, tug, mug, got, bob*.

Challenge: Try writing the words.

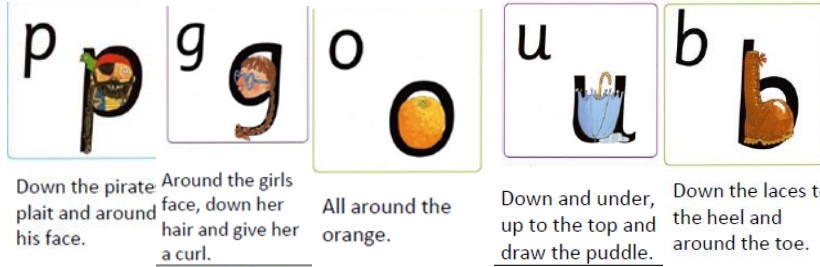
Extra challenge: Can you think of a sentence that uses one of these words e.g. It is Bob. It is a bug. **Adults to model writing their sentences down.**

Thursday

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: 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: 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: Select the letters ‘h a t b p i’ 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 *hat, bat, hit, pit, pat*. **Challenge:** Try writing the words.

Extra challenge: Can you think of a sentence that uses one of these words e.g. I had a hat. Pat the dog. **Adults to model writing their sentences down.**

Maths

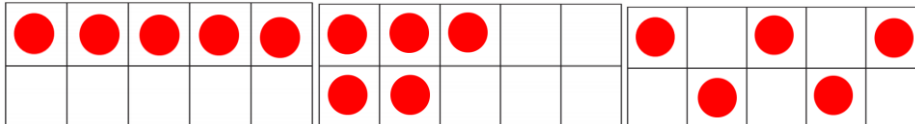
You will find additional resources after the planning pages.

Monday

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

Main task: For this activity you will need to use the ten-frame resource and the red or yellow counters – **you can find these by scrolling down or drawing your own.** This activity is a repeated task to help you to remember that numbers can be represented in different ways. It is a key number skill to recognise patterns of numbers instantly. It is known as **subitising**. For example, if you see the number 3 on a dice you instantly know it is 3, just like if you see someone show 3 fingers you know it is 3 straight away.

Gather flash cards from 1-10. Shuffle them up. Select a number then place the given number of 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.

Tuesday Warm up task: 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: Subitising – recognising ‘how many’ there are instantly.

As you **scroll down to the additional resources you will see a page of circles that contain dots.** Cut these out into individual cards. You are going to practise recognising different amounts as quickly as you can. The idea is that you can simply look at say how many there are.



Shuffle the cards and work through each one saying the number of dots you can see as quickly as you can.

NOTE for parents: If this challenge is difficult for your child to complete then ask them to count how many dots there are. Can they then order them from the least to the most amount of dots?

If you have internet access your child can continue to practise subitising by watching and taking part in the video below:

<https://www.youtube.com/watch?v=ib5Gf3GIZAg>

Please remember to always supervise your child when they are using the internet.

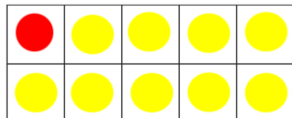
Wednesday

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

Main task: What makes 10? You will need a tens frame and the red and yellow counters.

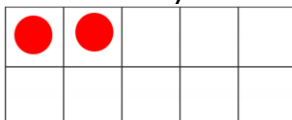
Today you will work by using numbers 0-10 in order. Remember that a tens frame has 10 squares – so when the tens frame is full there is ten! Today you are going to look for what numbers add together to make 10 as a total. These are also known as number bonds. Begin with a blank tens frame. How many do you need to add to make 10? There are 0 there to start so I need to add 10.

Next place one red counter in the tens frame. How many more do you need to make 10? Add yellow counters to find out.



Explain what you have done and what you have found out. For example, I had one red counter then I added 9 yellow counters. Now I have 10. $1+9=10$.

Repeat the task but using 2 red counters to start. How many more do you need to make 10?



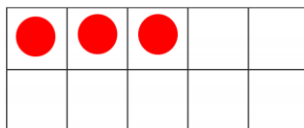
Continue changing the number of red counters each time. So, the next task would be 3 red counters then 4 and so on. What patterns do you notice as you complete the task?

Challenge: Record as number sentences e.g. $0+10=10$, $1+9=10$, $2+8=10$.

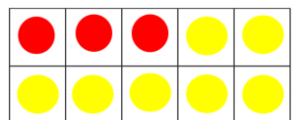
Thursday

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

Main task – What makes 10? For this task you will need one tens frame and the red and yellow counters – you can find these after the planning – scroll down. You will also need flash cards for numbers 0-10. Remember that a tens frame has 10 squares – so when the tens frame is full there is ten! There are also 5 squares in each row. Shuffle up the flashcards. Select a card. Place the number of counters onto the tens frame e.g. I selected 3.



How many more do you need to make 10? Can you work it out? How many squares are empty? Explain your thinking. Next use the yellow counter to make 10.



I can see that there are 3 red counters and 7 yellow counters. I can see that the ten frame is full. There are 10 counters altogether. $3+7=10$.

Repeat this for different numbers using the flashcards ensuring that they are shuffled and not in order.

Challenge: Record as written number sentences e.g. $3+7=10$

Friday

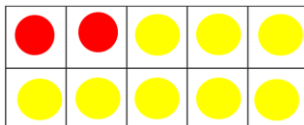
Warm up task: How quickly can you place numbers 1-10 then 1-20 in order? Once you have placed them in order, close your eyes and ask someone to take 3/4 of the numbers away. Open your eyes! Can you see which ones are missing?

Main task: What makes 10? You will need a tens frame, red and yellow counters and a pencil. Today you are going to try and complete number problems by filling in the missing number. You will use the tens frame and counters to help you find the answer. Scroll down to find the number sentences you need to complete.

For example:

2	+		=	10
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I will use the tens frame to help me. I am going to place 2 red counters on my tens frame first then use the yellow counters to see how many more I need to make 10.



I needed 8 yellow counters to make 10. 2 red counter and 8 yellow counters makes 10. $2+8=10$. Now I can fill in the missing number.

2	+	8	=	10
---	---	---	---	----

Repeat for each number sentence.

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.

- **Magic potions** – Go for a walk and collect some natural materials to make a magic potion. You may find lots of things that are different colours or smells such as herbs or petals. Use a small amount of water in a cup or pot and mix all the ingredients together with a spoon or stick. If you have any craft glitter you might like to add it to the potion as an extra magic touch! Don't forget to say the magic words.
- **Magic wand** – Find a stick in the garden or at the park and turn it into your very own magic wand by decorating it. You may like to paint it, glue on natural items or tie ribbon/string to your stick. **Remember to follow the magic wand rules and never put the wand near people's faces.**



- **Craft Witch** – You will need a paper plate, paper or card, glue, scissors and colouring pencils or paint. Use the paper plate or cut out a circle for the face. Paint and decorate the eyes, nose and mouth. You might like your witch to have a green face! Next draw a hat shape on some paper and decorate as you choose. Cut out and stick on the top of the witches' head. Add hair.
- **Wizard crafts** – You will need an empty cardboard tube, scissors, glue, paper, paint or colouring pencils/pens. The cardboard tube is going to be the wizard's body. Choose what clothes your wizard is going to wear. You may like to make a wizard's cape to add on the back. Decorate the tube or draw your design onto paper and decorate. Stick to the tube. Next add a face to the top of the tube. You may like to add a beard. To make the hat draw a circle then cut a small slit to the middle. You can then twist the paper to make a cone shape. Stick on the hat.
- **Bubbling Wizards Brew** – **This is a FUN but MESSY and sometimes a smelly activity. Please make sure you are somewhere appropriate.** You will need a clear cup/pot/jar, vinegar, washing up liquid, glitter, food colouring and baking powder. Start by placing the cup/pot/jar on the tray and fill it halfway with vinegar. Add a few drops of food colouring and glitter and then mix in a big squirt of washing up liquid. Finally, add about a teaspoon of baking soda and say the magic words. Move your hands over the jar in a magical wizard's movement, then stand back as the foaming and bubbling begins.



Remember to always supervise your children when using scissors.

Listening and turn taking games

Monday: Hide and seek

Play a game of hide and seek with your family. Who can find the best hiding place? You can play the game differently by taking it in turns to hide a toy instead.

Tuesday: Simon says

As a family play a game of Simon says together to help develop listening skills.

One person is to give an instruction using "Simon says" at the start of each instruction. For example, "Simon says hop" so everybody hops.

If the person giving the instruction does NOT say "Simon says" then the people playing must continue with the previous instruction. For example, if everyone is hopping from the first instruction and then they hear "jump" they must continue to hop because Simon did not say. If someone completes the new instruction when Simon did not say, then they are out of the game. The last person still playing is the winner.

Wednesday: 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.

Thursday: Bowling

This game can be played indoors or outside. You will need a level space indoors/outdoors to create a bowling "lane" for this game. Collect items to act as pins such as empty water bottles or plastic cups. A small ball works best for indoor bowling; nothing heavy is needed. If there are a lot of people in your family, make it an indoor team game for your family by creating "leagues".

Friday: I went to the shops

Let's play this game again – can you remember how to play?

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".

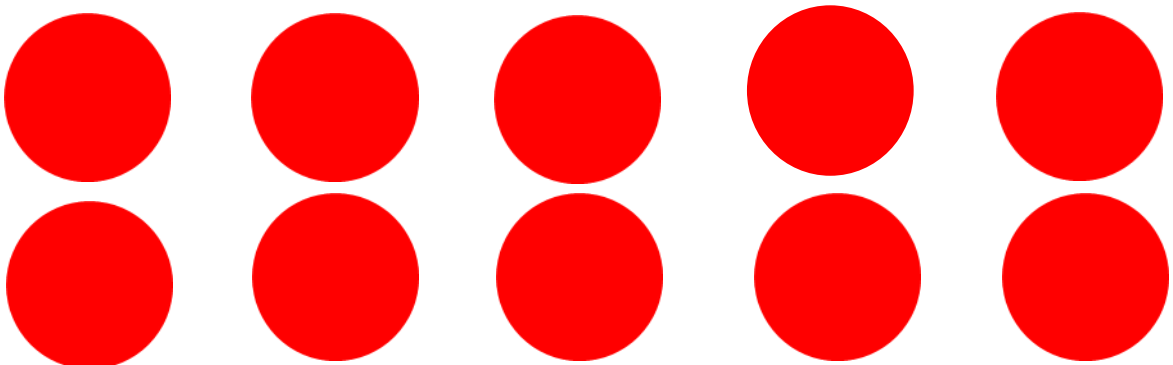
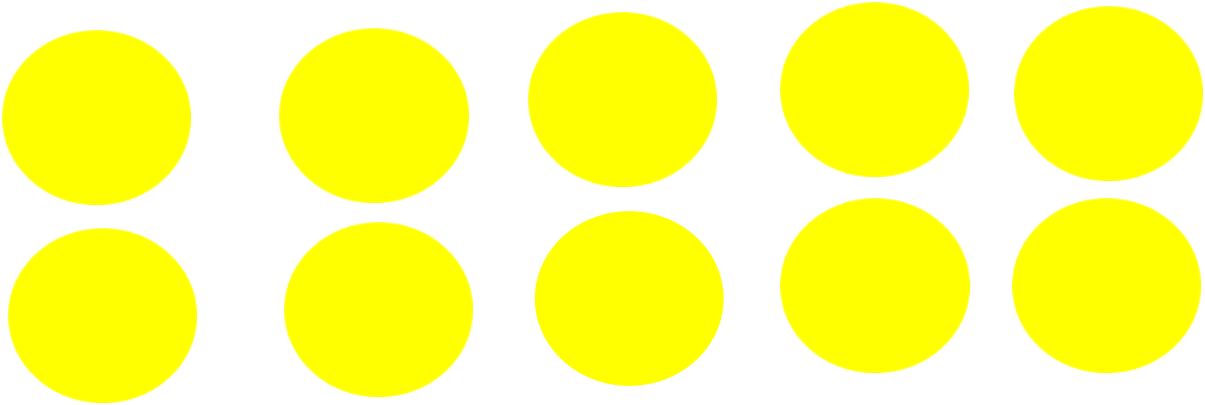
Continue the game and see how many items you can add to the list and remember!

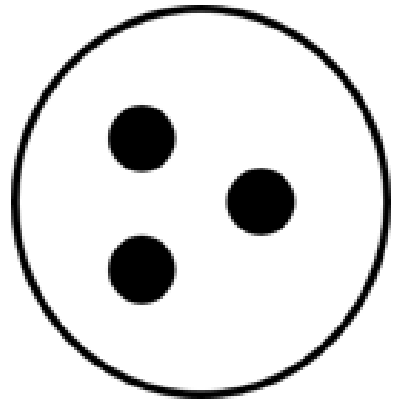
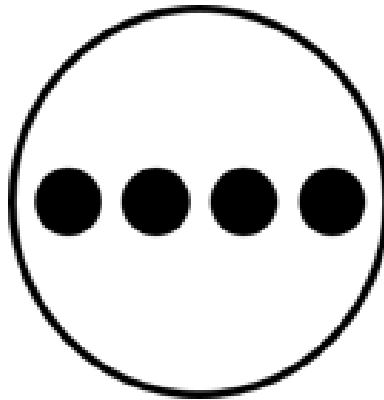
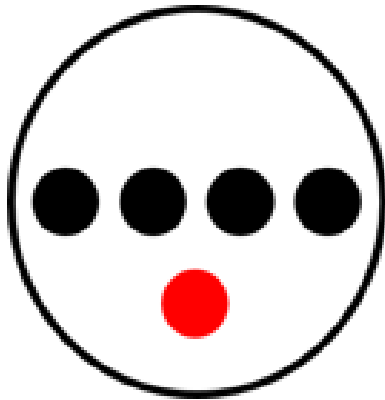
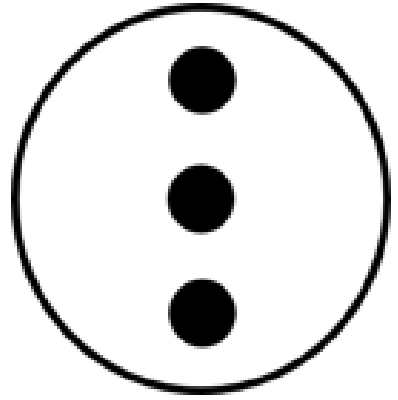
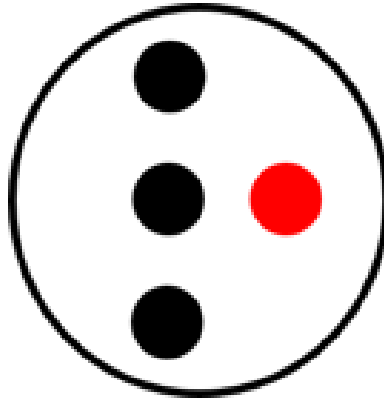
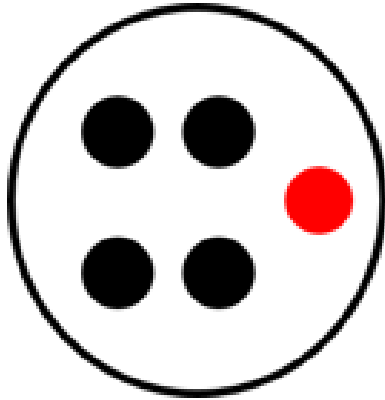
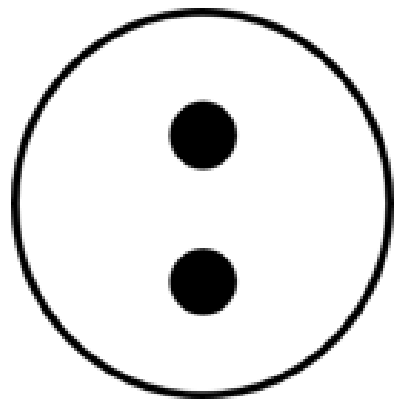
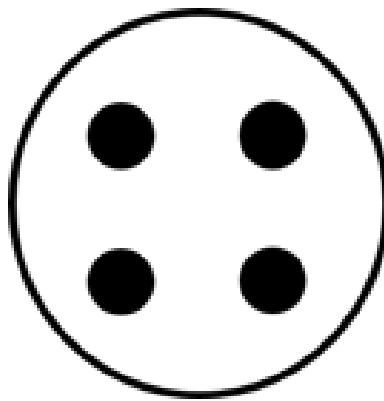
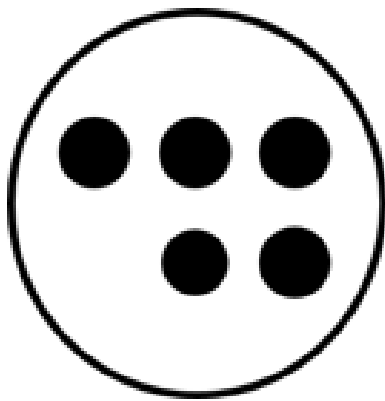
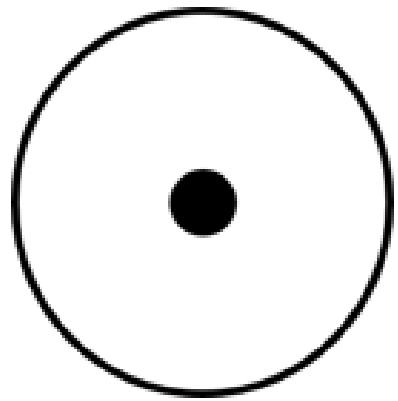
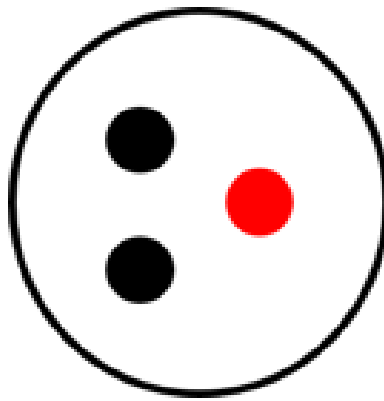
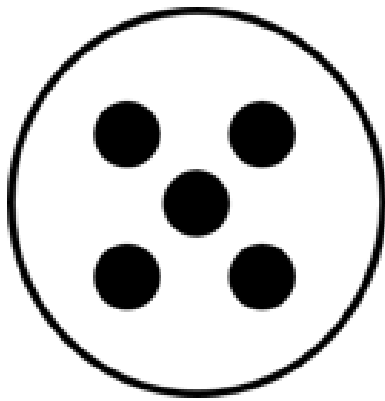
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0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10





2	+	8	=	10
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5	+		=	10
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4	+		=	10
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7	+		=	10
---	---	--	---	----

1	+		=	10
---	---	--	---	----

8	+		=	10
---	---	--	---	----

3	+		=	10
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6	+		=	10
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