



# Sir Martin Frobisher Academy Weekly Lesson Plan

## Reception



Date: 1.06.2020 – 7.06.2020

### 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 – Five currant buns

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-five-currant-buns/zm4nmfr>

You can change the number of current buns that you start with.

#### Five currant buns

FIVE currant buns in a baker's shop,  
Round and fat with a cherry on top.  
Along came a boy with a penny one day,  
Bought a currant bun and took it away.

FOUR currant buns in a baker's shop,  
Round and fat with a cherry on top.  
Along came a girl with a penny one day,  
Bought a currant bun and took it away.

THREE....Along came a boy....

TWO ...Along came a girl ....

ONE ...Along came a boy ...  
Bought a currant bun and took it away.  
Bought a currant bun and took it away!

### Literacy

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

**Baker's shop role play** (you will also find this activity as part of exploration and play) - Make your own baker's role play shop at home – think about what you need in your shop. You could use recycled materials to make some of the items you need. Things you might like to make or have already are a till, shopping basket, tables/shelf for the food, kitchen tools to 'bake' with, money and pretend cakes, bread, buns. Enjoy playing in your own baker's shop. Don't forget to give it a name!

Make labels for the different items in your shop such as cakes, buns, bread, till, open/closed. You may like to make a name badge for the people who are going to work in your shop. Have you made a poster showing opening and closing times? What will the sign for your shop look like?

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.

As you create your shop you may think of more labels and signs that you would like to add.

**Tuesday:** Sing this week's nursery rhyme together.

**Create your own recipe for a new cake!** Today you are to create your own special cake to sell in your shop. Think about what ingredients you would like it to have. You are going to write a list of what you need e.g.

strawberries, marshmallows, chocolate buttons. Can you think of a name for your new cake and make a poster to put in your role play bakers? Remember to 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.

If you have **internet access** or cooking books at home you could look up some other cake recipes as examples.

**Challenge:** Write a set of instructions on how to make your cake? Try to use the words first, then, next, after, finally.

**Note for parents:** For the challenge task you can scribe your child's instructions if needed.

**Wednesday:** Sing this week's nursery rhyme.

**Come to my shop!** Today you are going to make a poster to promote your baker's shop. We would like everyone to know how amazing it is and about all the tasty things that you sell. Make sure that your poster has the name of your shop on, the names of some of the things you sell, pictures of your food and exciting words to describe your food e.g. yummy, delicious, tasty, sweet, incredible. Remember to 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:** When you watch the TV you often see adverts for shops and food. See if you can make up your own one and act it out to your family.

**Thursday:** Sing this week's nursery rhyme together.

**Create your own recipe for a new pie!** Bakers also sell savoury food such as sausage rolls, cheese swirls and Cornish pasties. Today you are going to create a recipe for a new pie that you will sell in your shop. Make a list of what ingredients you will need e.g. pastry, chicken, ham, peas, peppers and onions. Can you think of a name for your new pie and make a poster to put in your role play bakers? Remember to 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.

If you have **internet access** or cooking books at home you could look up some pie recipes as examples.

**Challenge:** Write a set of instructions on how to make your pie? Try to use the words first, then, next, after, finally.

**Note for parents:** For the challenge task you can scribe your child's instructions if needed.

**Friday: Open for business!**

Now that you have set up your role play area and created a new cake and pie to sell it's time to open! Enjoy spending time in your shop 'baking' and selling to your family. Turn the open/closed sign around to show people you are open. Greet your customers with a smile. Make sure you keep the shelves stocked! Add price labels to your food so your customers know how much things cost. At the end of the day don't forget to tidy up and turn the open/closed sign around.

You could bake some cakes or food together as a family to then sell – **scroll down for a fair cake recipe.**

**Note to parents: We would love to see pictures of your child in their baker's shop and their recipes.**

**If you would like to send in example of their learning please email [updates@smfa.org.uk](mailto: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 *on, pop, top, pot, pit, nip*.

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 'o-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 'o-n, on.

- 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 'o n p t i'. Place each of today's 5 letters in front of your child so that they can see them all. You will need to model this task first.

- Say the word 'pop' out loud then make the word in front of you by selecting the correct letters.
- Show how you are going to check the sounds are in the correct order. Point to each sound and say it out loud 'p-o-p'.
- Then move your finger from left to right underneath all the letters and say 'pop'.

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

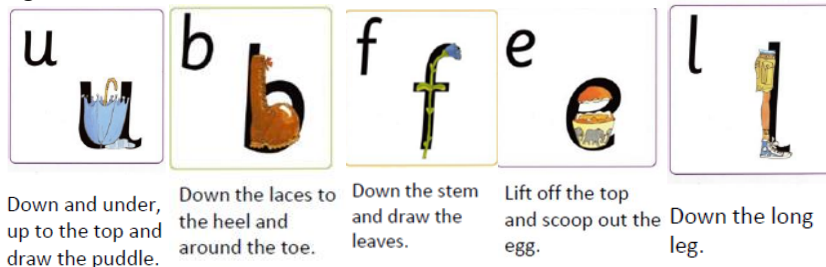
**Parent note:** If your child finds making the words with the flashcards difficult then go back to the blending activity and practise with your child blending the words orally.

**Challenge:** Try writing the words.

## Tuesday

**Starter:** 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.



## Wednesday

**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:**

Select the letters 'm u d t g a' from the set. Practise these 6 sounds.

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

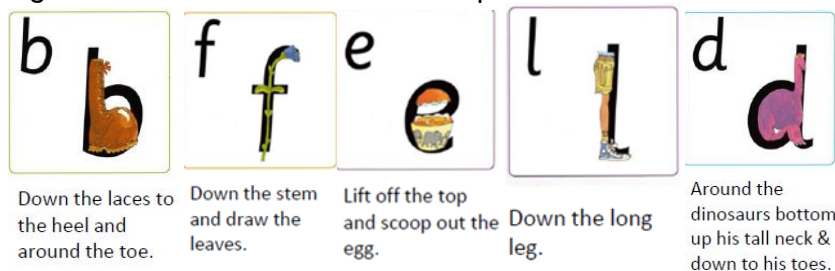
Today the words you will blend orally and make are *mud*, *tug*, *tag*, *mad*, *dug*. **Challenge:** Try writing the words.

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

## 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:** 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: Spelling words using the best friend 'sh'.** The 'sh' sound has two letters making one sound. We call these sounds 'best friends' at Sir Martin Frobisher. **You can find a large version of the 'sh' sound by scrolling down to after the planning pages.**



## “sh said the horse to the hissing snake”.

Look at the sound together. Use ‘my turn, your turn’ to practise the sound. Next look at the four pictures of the ship, fish, sheep and shop – **scroll down after the planning to find them.** Use ‘my turn, your turn’ to say the words of each picture out loud.

You are now going to try and spell some words using the best friends ‘sh’. You can either write the words using a pen or pencil or make the words using your other flashcards. Say the words out loud, hold up three fingers and pinch the top of a finger for each sound as you say them. When you write the best friends ‘sh’ underline them to show they make one sounds e.g.

sht

Your words are *ship, wish, shop, mash, dish.*  
For each sound you get right, give it a tick.

## 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:** In your role play shop you will need to price up all the items that you have to sell. Think about how much you would like each item to cost and make some labels. **Scroll down to find some blank price tags.**

**Note to parents:** Begin by focusing on ‘pence- p’ to start rather than ‘pounds - £’. Encourage your child to say ‘pence’ rather than ‘p’ when talking about price. You can model to your child that we write ‘p’ to represent the word ‘pence’.

**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:** Today you are going to use coins to pay for items. You can use the cakes, buns and bread in your shop, or you may like to choose some toys to ‘buy’. You could use tins and food packets from your own cupboards if you are happy to. Use some of the labels from yesterday’s task or make some new ones and price up the items. If you have 1pence coins at home, then gather a selection. If you don’t have any coins, then there are some 1pence coins that you can print – **scroll down to find them.** Choose different items to buy and practise counting the correct number of coins. When giving the price to your customer remember to say “4 pence please” and not just ‘4’. Repeat for different items and prices.

### 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:** Today you are going to add two prices together. Make sure that all the items are labelled with prices up to 5 pence. Select two items that you would like to buy. See if you can use the coins to add the two prices together. For example, the cake cost 2 pence and the pie cost 3 pence. Count each amount separately then push them together to count the total cost. The total is 5 pence. Repeat this for different items. Remember that it is okay to check your answer if you are unsure.

### Thursday

**Warm up task:** Count numbers out loud – how high can you go?

Just like yesterday you are going to add two prices together. Make sure that all the items are labelled with prices up to 10pence. Select two items that you would like to buy. See if you can use the coins to add the two prices together. For example, the cake cost 5 pence and the pie cost 3 pence. Count each amount separately then push them together to count the total cost. The total is 8pence. Repeat this for different items. Remember that it is okay to check your answer if you are unsure.

**Challenge:** See if you can write these as number sentences e.g.  $5p+3p=8p$ .

### 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  $\frac{3}{4}$  of the numbers away. Open your eyes! Can you see which ones are missing?

**Main task: Name that coin!** Work with a grown up to name the different types of coins. **You can find pictures of these by scrolling down.** How many coins do you recognise? Which coin is worth the most amount of money? Which is worth the least amount of money? How do you know? Look at helpful clues to remember which coin is which e.g. the 50p, 20p and 5 p are silver, the £2 coin is gold and silver.

**Challenge:** If you scroll down you will find two sets of coins to print off. It's time to play matching pairs! Cut out the coins and turn them over. Take it in turns to choose a coin and try to find the matching one. Note to parents: Make sure your child practises naming each coin as they find them.

## 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.

- **Bakers' shop role play** - Make your own bakers role play shop at home – think about what you need in your shop. You could use recycled materials to make some of the items you need. Things you might like to make or have already are a till, shopping basket, tables/shelf for the food, kitchen tools to 'bake' with, money and pretend cakes, bread, buns. Enjoy playing in your own bakers' shop. Don't forget to give it a name!



- **Exploring coins-** Gather a selection of different coins and explore them together. Talk about the different shapes and sizes. Look at the different numbers on each one. What do they mean? Why are there pictures on the coins? What are they of?

- **Coin rubbings** – you will need a selection of coins, paper and a pencil or crayon (crayons may work better). Place the coin under the paper then gently rub/colour on top of the paper. Watch carefully as the coin begins to appear.

- **Bake!** Spend some time baking at home together. There is a simple fairy cake recipe after the planning pages – **scroll down.** If you have some of your own favourite recipes then you could follow these.

**Note for parents:** We would love to see your Bakers' Shops and pictures of you baking at home. You can share any learning that you do by emailing [updates@smfa.org.uk](mailto:updates@smfa.org.uk)

## Listening and turn taking games

### Monday: Create your own game!

Gather some balls and a bucket/cup/container. If you don't have any balls at home, then you could make some using paper or tin foil. Decide what the rules are for your game and how people are going to win points. How do you know if someone has won your game? Can you teach the game to someone else? Pick a name for your game. Have fun!

### Tuesday: 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.

### Wednesday: 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.

### Thursday: Red light – green light.

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.

### Friday: 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.

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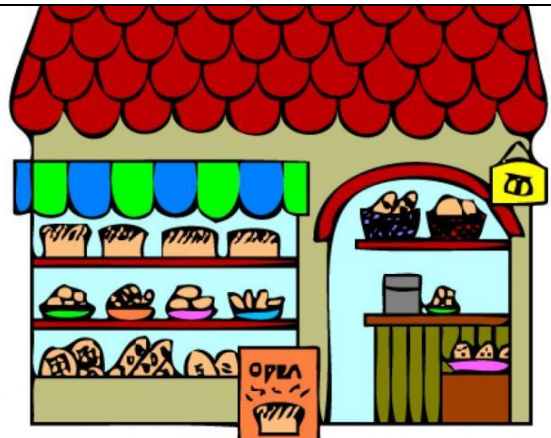
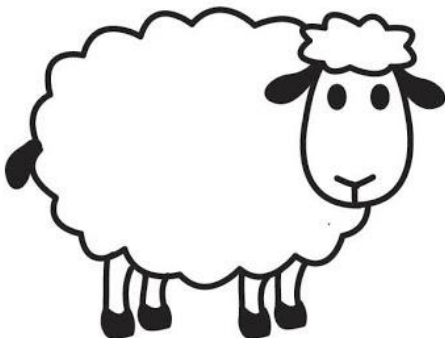
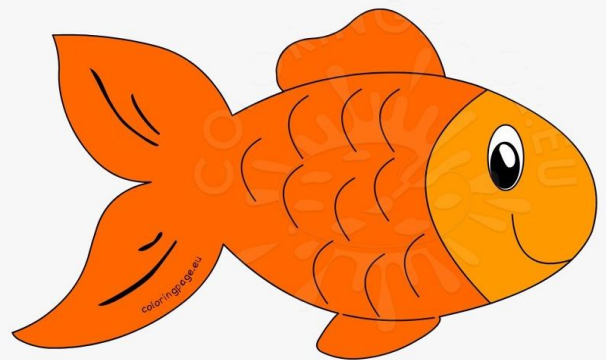
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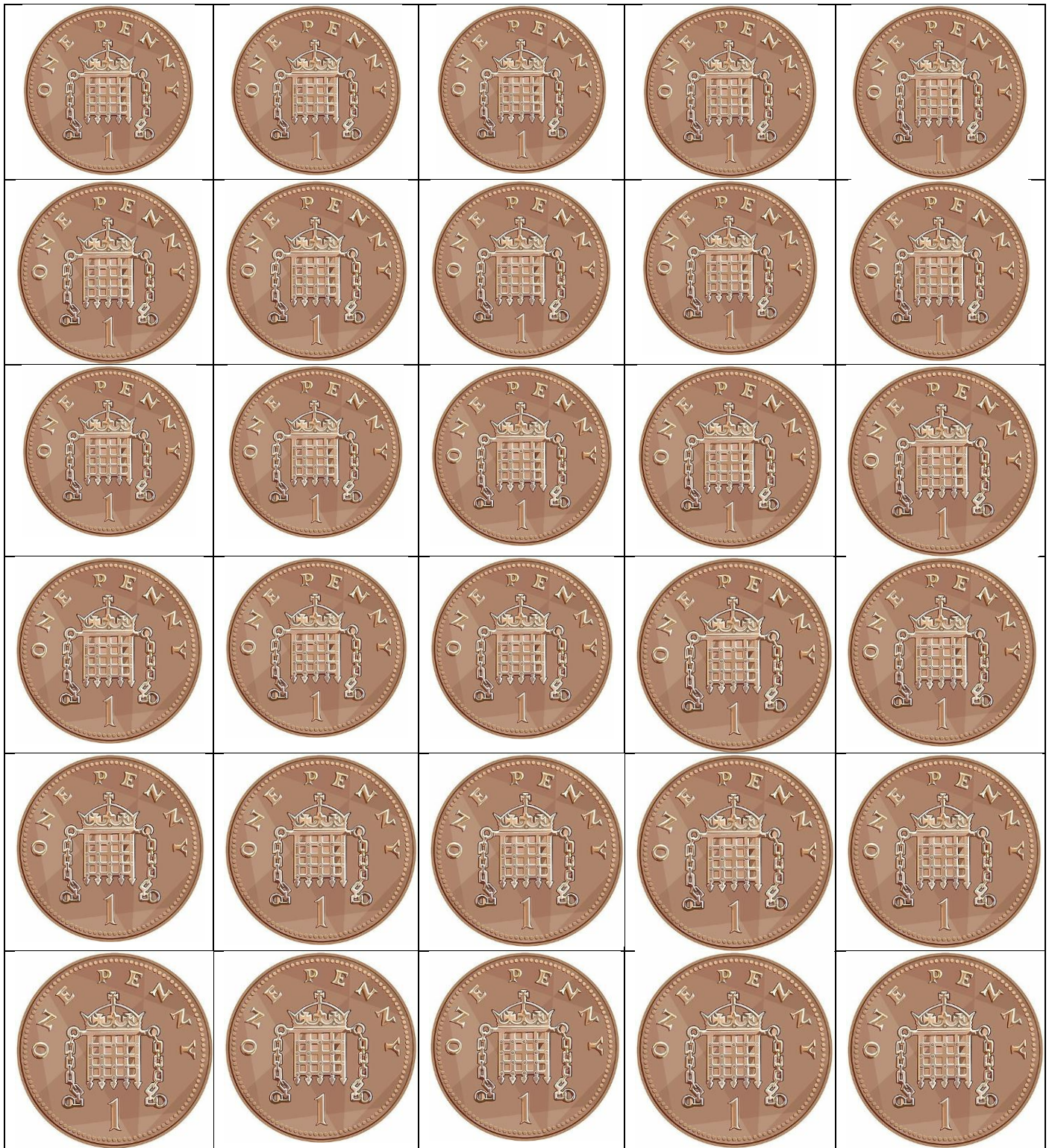


“sh said the horse to the hissing snake.”











## Fairy cake recipe

### Ingredients

100g caster sugar  
100g very soft butter  
100g self-raising flour  
2 eggs

### For the icing

200g very soft butter  
200g icing sugar  
food colouring, sprinkles, marshmallows etc



*Recipe makes 12 cakes*

### Method

1. **Ask a grown-up helper** to turn the oven on to 180C/160C fan/gas 4. Put a paper case in each bun hole.
2. Put the sugar and butter (it must be soft or you won't be able to mix it properly) in a bowl and mix it together. Sift in the flour.
3. Break the eggs into a separate bowl (spoon out any bits of shell that fall in) and add them to the bowl with the vanilla. Mix everything together.
4. Divide between the cases using a spoon, scraping it off with a knife. **Ask a grown-up helper** to put the tray in the oven for 20 minutes.
5. Mix the butter and icing sugar to make a creamy icing. Add colouring, if you like. Push an icing nozzle into an icing bag, then scoop in the icing.
6. Let the cakes cool completely in the tray. Pipe icing onto each cake and decorate with marshmallows or sprinkles, or whatever you like.