

Reception – Learning Intention Overview – Parents Overview



	Monday	Tuesday	Wednesday
*Phonics/Spellings 30 minutes	<p>Green Book and Red Ditty Group – learn new digraph ‘ee’ what can you see? Use your FRED talk and blending skills to read the green words.</p> <p>Mrs Baker/Miss Hall – recap the digraph ‘sh’ and your set 1 sounds</p>	<p>Green Book and Red Ditty Group – recap our new digraph ‘ee’ what can you see? Use your FRED talk and blending skills to read the green words then use sound fingers to record the words</p> <p>Mrs Baker/Miss Hall – recap the digraph ‘sh’ and your set 1 sounds</p>	<p>Green Book and Red Ditty Group - recap our new digraph ‘ee’ what can you see? Use your FRED talk and blending skills to read the green words then use sound fingers to record the words</p> <p>Mrs Baker/Miss Hall - recap the digraph ‘sh’ and your set 1 sounds</p>
*Writing session 15 minutes	<p>After listening to our focus story for the week – We’re going on a lion hunt – pause the video on one of the images and build and write a sentence to describe it. Remember to use sound fingers to support you. *Children may use their sound fingers for untraditional spellings such as ‘The sun givs lots of heet.’</p>	<p>Green Book phonics group – Hold a sentence linked to book</p> <p>Red Ditty phonics group – Hold a sentence linked to book</p> <p>Mrs Baker/Miss Hall – Hold a word from Phonics blending video ‘mat’</p>	<p>Green Book phonics group – Sequence a cut up sentence and write beneath</p> <p>Red Ditty phonics group – Sequence a cut up sentence and write beneath</p> <p>Mrs Baker/Miss Hall – Can you read the CVC words and match them to the image? Can you write the words?</p>
*Maths session 20 minutes	<p>Miss Fitzpatrick/Mrs Orr/Mrs Dudley – Practise counting backwards Sing 10 green bottles Can you create a 10 frame and use your red and blue counters to explore pairs to 10?</p> <p>Mrs Baker/Miss Hall – Practise counting forwards from different start and end points Exploring pairs to 5 and how this can be shown using an addition number sentence. Play a practical target game to explore pairs of 5</p>	<p>Miss Fitzpatrick/Mrs Orr/Mrs Dudley – Practise counting backwards Use your 10 frame and counters to solve the ‘10 green bottles problem’ Can you remember any pairs to 10?</p> <p>Mrs Baker/Miss Hall – Practise counting forwards from different start and end points https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/ White Rose Video 4. Comparing Numbers within 5. Can you recognise which group has more or less? Make your own cards and play the compare game with a partner</p>	<p>Miss Fitzpatrick/Mrs Orr/Mrs Dudley – Can you use your 10 frame to help you explain the problem? Work on number bonds Show me seven’s partner to make 10? Five’s partner to make 10?</p> <p>Mrs Baker/Miss Hall – Which number is missing from the number sequence? E.g. 1,2,3, __,5, 6 https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/ White Rose Video 5 Compare two groups within 5 –are they equal or unequal? Create a Teddy Bear’s</p>

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	https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/		Picnic and share out the food between two plates. Are they equal or unequal?
Reading session 15 minutes	<p>Green Book – first read of ‘My Dog Ned’ and red words</p> <p>Red Ditty Group – First read of a ditty in ‘Jam’ and red words</p> <p>Mrs Baker/Miss Hall - Read words in blending video 1</p>	<p>Green Book – read ‘My Dog Ned’ and red words</p> <p>Red Ditty Group – First read of a ditty in ‘Jam’ and red words</p> <p>Mrs Baker/Miss Hall - Read words in blending video 1. Play ‘super smoothie’ to match initial sounds</p> <p>https://www.phonicsplay.co.uk/resources/phase/1/super-smoothie</p>	<p>Green Book – read ‘My Dog Ned’ and red words. Can you pause for full stops?</p> <p>Red Ditty Group – First read of a ditty in ‘Jam’ and red words</p> <p>Mrs Baker/Miss Hall - Read words in blending video 2. Read CVC words</p>
Linked provision 30 minutes	<p>Choose an activity from our home learning grid linked to ‘We’re going on a Lion Hunt’</p> <p>Suggestion - EAD:</p> <p>Can you draw the lion? You could pause the story for a lovely picture to look at. Check you have got four legs, a mane, a tail and eyes.</p> <p>Colour or paint if you have some. What will be in the background of the picture? Think carefully about the colours you use</p>	<p>Choose an activity from our home learning grid linked to ‘We’re going on a Lion Hunt’</p> <p>Suggestion - Literacy:</p> <p>Did you listen carefully to the story of We’re going on a lion hunt? Answer the questions on your home learning grid!</p>	<p>Choose an activity from our home learning grid linked to ‘We’re going on a Lion Hunt’</p> <p>Suggestion - EAD</p> <p>Can you make a lion mask? Use the top tips on the grid. How will you attach it to your head? How will you make sure it’s big enough?</p>
Story time 10 minutes	Story time with a member of the Reception team and linked questions	Story time with a member of the Reception team and linked questions	Story time with a member of the Reception team and linked questions

***Please prioritise these areas of learning each day**

Remember to log on to OneNote to find videos and learning activities