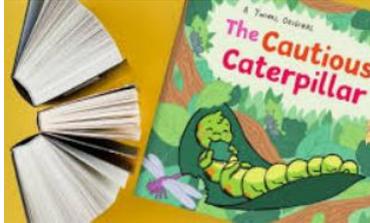


Eaton Primary School Home Learning Planner

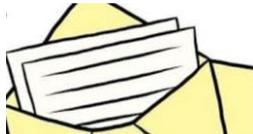
Year Group: Reception

Week beginning: 13.7.20

	Literacy	Mathematics	Topic
	<p>Watch Miss Watson's RWI set 2 phonics videos to revise any sounds you are unsure of.</p>		
Monday	<p>Lesson 1: approx. length 1 hour Learning objectives: To talk about your ideas about a story.</p> <p>Read the story 'The Cautious Caterpillar' with your grown up (please see this on Dojo class story).</p>  <p>This story is all about how the cautious caterpillar was worried about change.</p> <p>Talk about the story with your grown up. At first, the caterpillar was worried about change and growing up into a Butterfly. But once he tried it, he loved it!</p> <p>Use this story as a stimulus to talk about changes that have happened to you before.</p>	<p>Lesson 1: approx. length 1 hour Learning objective: To use our mathematical skills to apply to solving problems</p>  <p>This week, we are going to practice applying all the maths skills that we have learnt this year to different problems and real life situations.</p> <p>This is to encourage our reasoning, describing and recording with maths.</p> <p>Today, we are going to pretend to be Pirates!</p> <p>At home, set up a pirate shop where pirates are only allowed ten pounds each and the pieces of treasure cost one pound.</p> <p>Watch teacher video for a demonstration.</p>	<p>Communication and Language Learning Objective: To observe similarities, differences and changes in the world around you.</p> <p>This week you will be coming into school to meet your new teacher. This is a chance for you to find out about your class next year and to meet your new teacher. It is a good opportunity to think about next year and things you are looking forward to and to share any worries you might have.</p> <p>On your walk to school to meet your teacher have a look around you and talk to your grown up. What can you see? What can you hear? What are you looking forward to in year 1? Is there anything you are a little bit worried about?</p> <p>As you walk along take pictures of anything interesting you see or (if it is safe to do so) pick up anything that will remind you of your</p>

	<p>Can you remember a time of change? E.g. when you went to Nursery for the first time, when you tried something new for the first time e.g. trying to ride a bike, etc.</p> <p>How did you feel before? How did you feel afterwards?</p> <p>Write down a word bank of ideas about how you felt.</p> <p>Watch teacher video for a demonstration.</p> <p>How to write a word/sentences:</p> <ul style="list-style-type: none"> • See a sound mat attached to this document. • We help children to sound out words by using their fingers using sounds the children have learnt up to set 2, e.g: happy becomes h-a-p-ee worried becomes w-o-r-ee-d. Each sound is stamped out on a different finger • We then link the sound to the letter we need by using our sound mats to help us • We write the corresponding sound down using the handwriting rhyme until we have written the whole word. • When writing a sentence, we write a group of words down, remembering 	<p>Encourage children who are acting as cashiers to check that shoppers buy no more than ten items. You may suggest that customers go back for more items to make up ten that don't have enough!</p> <p>When playing role play, ask your child questions such as:</p> <p>Describing:</p> <ul style="list-style-type: none"> • How much have you spent so far? How do you know? <p>Reasoning:</p> <ul style="list-style-type: none"> • How many more do you need to buy to get to ten? How much will you have left? How do you know? <p>Opening out:</p> <ul style="list-style-type: none"> • If jewels are on offer, 'buy one get one free', how many will you get for five pounds? <p>Recording:</p> <ul style="list-style-type: none"> • Can you make a shopping list so you know how many things to get? How do you know what you have bought from the list? <p>You could up the amount to your shop to 20 for a challenge.</p>	<p>walk and the things you talked about with your grown up.</p> <p>Use the pictures you have taken or things you have collected to make a collage to remind you of your walk to school and the things you are looking forward to doing next year.</p>
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	our capital letters, finger spaces and full stops by using hand gestures (see video for a demonstration).		
Tuesday	<p>Lesson 2: approx. length 1 hour</p> <p>Learning objective: To use our phonic knowledge to write questions for our new teacher!</p> <p>Welcome to Year 1</p>  <p>After the Summer Holidays, we will be in Year 1!</p> <ul style="list-style-type: none"> • We will have a new teacher • We will have a new classroom • We will learn new things! <p>Do you have any questions for your new teacher?</p> <p>When we write a question, we use a question mark to show that we are asking a question ‘?’.</p> <p>Write down some questions that you have and watch teacher video for a demonstration.</p>	<p>Lesson 2: approx. length 1 hour</p> <p>Learning objective: To practice our spatial awareness by using objects and to encourage our problem solving skills.</p>  <p>Gather together a selection of different shapes, colours and sizes of flat shapes, with sufficient room to create paths in and around the surroundings. This could be indoors or outdoors using man-made or natural shapes. The children are asked to ‘make paths!’</p> <p>Watch teacher video for a demonstration.</p> <p>Describing Tell me about your paths. Let’s look at what everyone has made. I wonder where this path is going. I wonder who/what could be going along your path. How do you know what to put next? Who used more shapes, you or . . . ?</p> <p>Reasoning Why did you put . . . next to the . . . ? Is there a pattern to your path? What could you put after the . . . ? Can you make your paths go (under the . . . , round the . . . , by the . . .)?</p>	<p>Understanding the World</p> <p>Learning objective: To use past, present and future forms to talk about events that have happened or are to happen in the future.</p> <p>Using photos and videos of you and your family as a stimulus, talk with your grown up about how you have changed from when you were younger to now.</p> <p>Can you make a timeline using your photos to show how you have changed and then order some memorable events in your life?</p> <p>How have you changed? How did you feel during those times? What did you enjoy? What are looking forward to doing over the summer and in Year 1?</p>

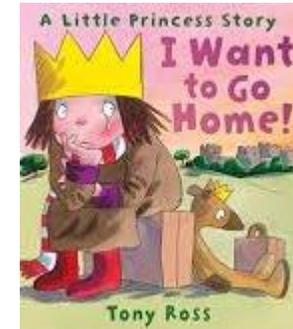
		<p>Opening Out How many teddies/lorries can use your path? Can you put more lorries on your path?</p> <p>Recording Would you like to show your path on paper?</p>	
Wednesday	<p>Lesson 3: approx. length 1 hour</p> <p>Learning objective: To use phonic knowledge to create an 'all about me' letter.</p> <p>Today, we are going to write a letter to our new teacher to tell them all about ourselves.</p> <p>A letter is something that we send to people to read. This can be sent in the post or in an email.</p> <p>Let's write down three things that you would like your new teacher to know about you.</p> <p>Some ideas for this could be:</p> <ul style="list-style-type: none"> • What you enjoy doing • What you are good at • What you are excited for about year 1. <p>Watch teacher video for a demonstration on how to write a letter</p> 	<p>Lesson 3: approx. length 1 hour</p> <p>Learning objective: To create models to encourage our mathematical problem solving skills.</p> <p>Earlier this week, we read 'The Cautious Caterpillar'.</p>  <p>Today, we are going to practice our problem solving skills by making our own caterpillars!</p> <p>Provide children with modelling clay/playdoh/blu tac and pictures of caterpillars, and invite them to create their own caterpillars.</p> <p>Watch teacher video for a demonstration</p> <p>Describing What will your caterpillar be like? How can you make one? Tell me about your caterpillar. How is your caterpillar similar to/different from...?</p> <p>Reasoning Can you make a train of linked cubes the same length as your caterpillar? How long is your caterpillar? Who has made the longest caterpillar? How do you know?</p>	<p>Expressive Arts and Design</p> <p>Learning objective: To experiment with colour and design.</p> <p>How have you changed since the start of Reception? Think about your first day of school and what you looked like. We made self-portraits in September to show who we were and to make our class group.</p> <p>Using a mirror in your house look at how you have changed. Has your hair grown? How tall are you now?</p> <p>Using paints or colouring crayons create a self-portrait. Look at the shape of your face and your features. Use the shapes you can see to help you draw some of the detail in your face.</p> <p>Attached to this document are some examples of self-portraits to inspire you and to talk about with your grown-ups.</p>

		<p>Who has made the shortest caterpillar? How do you know?</p> <p>Opening Out How could you make a longer one? How could you make a shorter one? How could you make a heavier one? A lighter one?</p> <p>Recording Draw a picture or take a photo to show how long your caterpillar is.</p>	
<p>Thursday</p>	<p>Lesson 4: approx. length 1 hour Learning objective: To use phonic knowledge to write a poster about what we have enjoyed about Reception.</p> <p>We are going to write a poster about what we have enjoyed about Reception.</p> <p>Think about three things you have enjoyed.</p> <p>Ideas for this could be:</p> <ul style="list-style-type: none"> • Nativity • School trips • Learning our favourite subject • Playing with friends <p>Watch teacher video for a demonstration on how to write our posters</p>	<p>Lesson 4: approx. length 1 hour Learning objective: Me in numbers! Create an 'all about me' in numbers!</p> <p>Today, we are going to create a poster all about me in numbers for our new teacher!</p> <p><u>You could include:</u> How old are you? What number house do you live in? How many brothers/sisters/cousins do you have? How many cuddly toys do you have? What is your favourite number?</p> <p>Watch teacher video for a demonstration</p>	<p>Expressive Arts and Design: Learning objective: To represent thoughts, feelings and ideas through role play.</p> <p>Using some of your favourite teddies, dolls or toys (or even your brothers and sisters) make a role play school.</p> <p>What will you need? A register? Books? Pens and pencils? How could you make these props?</p> <p>Make some props using things from around your house and plan out your school day. Think about what you do when you come to school and the order things happen in.</p> <p>Play schools with your toys or your family. Who is going to be the teacher first? Practice being in Year 1! Which class are you in?</p>

Friday

Changing me

Watch the video of "I Want to go Home!" on Dojo



Activity 1

What changes have you made this year?
How have they made you feel?

Activity 2

In "I Want to go Home!" the little princess moved home, which can be a big change.

Finish off this sentence:

When the little princess moved home, she may have felt _____.

Activity 3

Draw and write about one of the changes that has happened to you and how you felt about it.



Resources

Literacy:

Sound mat (for all lessons)

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
ā-e  make a cake	i-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Maths lesson 2, path examples:



Topic lesson 3, Self-portrait examples:

