# Reception Learning timetable – Spring 2 Week 1

**This week's book** – Down By The Cool Of The Pool By Tony Mitton https://www.youtube.com/watch?v=gfnjq-J7ufA

| | Monday | Tuesday | Wednesday | Thursday | Friday |
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| Phonics and Literacy | **Phonics**<br>Teacher led activity on Teams.<br>Today's Grapheme: TBC<br>Time and date: 9:30 am daily Mon – Fri. Invitations are sent through each child's welearn account. Reading opportunities – attempt to read the nonsense words in your pack.<br>**Literacy**<br>Read the story *'Down by the cool of the pool'*. Identify what kind of book it is and discuss some of the features.<br>Look at the Author and recap some of the books you have already read by him. | **Phonics**<br>Teacher led activity on Teams.<br>Today's Grapheme: TBC<br>Time and date: 9:30 am daily Mon – Fri. Invitations are sent through each child's welearn account. Reading opportunities – attempt to read the nonsense words in your pack.<br>**Literacy**<br>Reread the story from yesterday and discuss what each animal is doing. Explain to the children what a verb is.<br>Look through the book again and make a list of the verbs in the story. | **Phonics**<br>Teacher led activity on Teams.<br>Today's Grapheme: TBC<br>Time and date: 9:30 am daily Mon – Fri. Invitations are sent through each child's welearn account. Reading opportunities – attempt to read the nonsense words in your pack.<br>**Literacy**<br>Recap yesterday's session, and ask your child to recite some of the verbs from the story.<br>Rewrite a few sentences using alternative verbs.<br>*E.g. Pig went wiggle to Pig went clap.* | **Phonics**<br>Teacher led activity on Teams.<br>Today's Grapheme: TBC<br>Time and date: 9:30am daily Mon – Fri. Invitations are sent through each child's welearn account. Reading opportunities – attempt to read the nonsense words in your pack.<br>**Literacy**<br>Choose 3 animals from the story, draw a picture of them and write a description of each animal.<br>To extend this, encourage your child to describe how each animal moves. | **Phonics**<br>Teacher led activity on Teams.<br>Today's Grapheme: TBC<br>Time and date: 9:30am daily Mon – Fri. Invitations are sent through each child's welearn account. Reading opportunities – attempt to read the nonsense words in your pack.<br>**Literacy**<br>Look at the different rhyming strips and try and identify what each word says.<br>Try and recognise the rhyming string. |
| Numeracy lessons | **Live lesson at 11.00am**<br>**Capacity**<br>**You will need a selection of different sized and shaped containers, water in a sink / bowl / bath.**<br>https://www.bbc.co.uk/bitesize/topics/zt9k7ty/articles/zp8crdm<br>Discuss what capacity means. Look at your different sized containers.<br><br>After the lesson play with the containers in the sink / bath. Encourage your child to use the correct vocabulary to describe how much liquid is in each one – full, empty, half full, nearly full / empty. | **Live lesson at 11.00am**<br>**Look at your selection of containers** and explain that we are going to think about how much liquid they can hold. Ask questions about which will hold the most / least. Demonstrate how to find out which container will hold the most out of two given ones. Show that the container that holds the most will make the other container overflow when liquid is poured from one to the other.<br><br>After the live lesson ask your child to predict with their containers. | **Live lesson at 11.00am**<br>**You will need a larger container (a jug or tea pot) and some smaller containers roughly the same size (tea cups / beakers).**<br><br>Ask your child to predict '*Which of these is larger?' 'Which will hold the most liquid?' 'How do we know?'* Discuss that one looks larger. Tell the ch'n that we can see if it really holds more by filling it up to the top and pouring the water into the smaller container and seeing how many of the smaller containers it will fill. Show a row of smaller containers that the larger one has filled. | **Live lesson at 11.00am**<br>**You will need several containers including a short wide one and a tall thin one.**<br><br>*Which do you think will hold more? How can we find out?* Ask your child to predict what will happen when you pour the contents of the taller one into the shorter one?<br>Pour water from the taller one into the shorter one. Is this what they expected to happen? Discuss why it didn't over flow. Repeat the other way round. | **Live lesson at 11.00am**<br>**Have a variety of different sized containers.**<br><br>Ask your child to say what we have learnt this week about capacity. Explain that they are going to estimate how many cups can be filled from one container. Test the first container. Use this amount to help the children make more sensible estimations about the next container. *Is it larger or smaller than the first container? Will it hold more / less than the first one? How many cups will it fill?* Repeat |

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| Reading | **Collins Big Cat –** using your child's login and password, pick a book to read and complete the play activities. Revisit the story if you feel it is necessary. | **Collins Big Cat –** using your child's login and password, pick a book to read and complete the play activities. Revisit the story if you feel it is necessary. | **Collins Big Cat –** using your child's login and password, pick a book to read and complete the play activities. Revisit the story if you feel it is necessary. | **Collins Big Cat –** using your child's login and password, pick a book to read and complete the play activities. Revisit the story if you feel it is necessary. | **Collins Big Cat –** using your child's login and password, pick a book to read and complete the play activities. Revisit the story if you feel it is necessary. |
| Topic | Understanding of the World: The World (Science)<br>Water<br>Collect objects from around your home associated with water (watering can, a bottle, sponge, etc). Make a list or Mind Map of what you have found. | Understanding of the World: The World (Geography)<br>Water sources<br>Use the internet or non-fiction books to find and list different water sources (natural – lake, river, etc and manmade – tap, well, bottle, etc). | Expressive Art and Design: Using and Exploring Media and Materials<br>Make a wheeled vehicle using recycled materials.<br>Can you make a door that opens? Add some windows.<br>Can you make your wheels turn around? Can you use scissors safely? | Personal, Social and Emotional Development<br>Keeping safe<br>Discuss water safety, i.e. near lakes and canals, when walking around a pool, frozen lakes / pools, don't lean over the edge near water, wear a life jacket on boats, etc. | Understanding of the World: The World (Geography)<br>The Weather<br>Link with Water topic<br>Freeze some water in a tub or ice cube tray. Look, fell and describe the ice. What happens when you touch / hold it? What does it feel like? |
| PE | Here are some YouTube links of different workout videos you may like to take part in. If you do not want to take part in these workout videos, maybe go for a walk around the Village. You may want to do some gymnastics or throwing and catching. We cannot wait to see what you get up to this week.<br>The Body Coach TV - YouTube<br>Physical Education KS1 / KS2: Let's Get Active - BBC Teach<br>Cosmic Kids Yoga - YouTube | | | | |
| Story time | Pick a story to have read to by a member of your family. This could be at any time of the day. You can find most books on YouTube, however here are some useful links for websites with free access to books.<br>https://magicblox.com/<br>https://www.bookbotkids.com/free-books-for-kids<br>https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/ | | | | |
| Finger gym | This week's skill is to use scissors correctly and safely.<br>Fold a piece of paper in half and then in half again. Cut holes and pieces out of the paper. Open out to make a snow flake.<br>Make sure you hold the paper on one hand. Put your thumb and forefinger through the handles.<br>Cut away from your body, turning the paper to change direction. | | | | |

Hello Reception,

Here are your weekly suggestions for Phonics and Literacy, Numeracy, Reading, Topic, PE and a story at the end of the day. You can do them in which ever order you like. We do not expect you to be doing it all. So you can dip in and out, pick other activities or use your own resources if you prefer. Please feel free to contact us via email.

Have a great week and stay safe!

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