

	Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center">Reception Class - FOR YOUR INFORMATION</p> <p>On Wednesday 24/02/21 and Thursday 25/02/21 I will be at school. I will endeavour to answer your questions and feedback on children's learning but there may be a short delay.</p> <p>Monday Inset No sessions, Tuesday 23/02/21 and Friday 26/02/21</p> <p>Optional Parent Learning Support Sessions at 11:30am on Microsoft Teams (questions and queries should be sent to me on Seesaw before 11:00am)</p> <p>LIVE STORYTIME (Will also record for you to access @ a time that suits you and your family)</p> <p>Monday Inset No sessions, Tuesday 23/02/21 and Friday 26/02/21 Please come and join me at 1:00pm for a story with your friends.</p> <p>Wellbeing group sessions (approx. 15 mins long by appointment)</p> <p>Monday Inset No sessions, Tuesday 09/02/21 and Friday 12/02/21</p> <p>Children will receive an invitation to a group chat on Microsoft Teams so that they can keep in touch with their peers and class teacher during the lockdown period.</p>					
Phonics	Inset	<u>Set Two</u> ar- start the car <u>Set Three</u> ew- chew the stew Green words video Red Words Video	<u>Set Two</u> or- shut the door <u>Set Three</u> ire- Fire fire Green words video Red Words Video	<u>Set Two</u> air- that's not fair <u>Set Three</u> ear- hear with your ear Green words video Red Words Video	<u>Set Two</u> ir- whirl and twirl <u>Set Three</u> ure- sure it's pure Green words video Red Words Video

	<p>Practice speed sounds in the set 2 and 3 book sent home (online version: https://www.oxfordowl.co.uk/api/interactives/29317.html)</p> <p>Basic Phonic lesson</p> <ol style="list-style-type: none"> 1.Say the focus sound - draw attention to mouth movements 2.Listen the sound - say the words listed on the picture side of the card for your child to segment into it's individual sounds 3. Read words containing the sound - share how the words you just listed to look and spot the special friends (sounds that have 1 sound but more than one letter) 4.Practice reading other words using the phonic reading books sent home 5. Use the online game Obb and Bob to practice spotting real and nonsense words using phonics. https://www.phonicsplay.co.uk/resources/phase/2/picnic-on-pluto 6.Practice Red words. <p><u>Alternatively Read Write Inc have again made their online lessons free each day for 24 hours. I have updated the phonics above so it runs in the same schedule as these free lessons.</u></p> <p><u>https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ</u></p> <p><u>The above lessons are for set 2 sounds. They are also providing set 1 and set 3 lessons. Most children will require set 2 sounds. Some who find reading a little trickier would benefit from set 1 and those wishing to extend learning should access set 3. If you are unsure please contact me for guidance.</u></p>				
Further Reading	<p>Please read with your child as much as normally expected at home. Additional reading books are available from the foyer. Please use reading eggs regularly. If you don't want to access the books from the foyer please feel free to use your books from home and explore the library on reading eggs which has a read out loud function to develop independence and a quiz for each book to develop comprehension.</p>				
Literacy		<p>Using the story sequence for Jack and the Beanstalk begin writing your own version of the story.</p> <p>Write one sentence to introduce Jack.</p> <p>Start your sentence</p> <p>Once upon a time...</p>	<p>Using the story sequence for Jack and the Beanstalk continue writing your own version of the story.</p> <p>Write one sentence about how the beanstalk grew.</p> <p>Start your sentence</p> <p>One day...</p>	<p>Using the story sequence for Jack and the Beanstalk continue writing your own version of the story.</p> <p>Write one sentence about Jack stealing from the giant.</p> <p>Start your sentence</p> <p>Next...</p>	<p>Using the story sequence for Jack and the Beanstalk continue writing your own version of the story.</p> <p>Write one sentence about the giant chasing Jack and/ or falling.</p> <p>Start your sentence</p> <p>Suddenly...</p>

Maths	<p>See planning and detailed resources below attached to each day</p> <p>Each Monday Miss Shelton will provide a video overview for parents</p>				
Extra Activities		<p>Topic/history/Geography</p> <p>Interactive - Jack and the Beanstalk interactive Word search</p> <p>www.twinkl.co.uk/go</p> <p>TS1674</p>	<p>Art/DT</p> <p>Science</p> <p>Life cycle of a bean PowerPoint</p> <p>Life cycle of a bean cut and stick/ writing activity</p> <p>www.twinkl.co.uk/go</p> <p>TS1674</p>	<p>Forest School</p> <p>Forest school outdoor challenge - This week Mrs Marples would like you to become a natural artist and be inspired by the artwork of Andy Goldsworthy and Hannah Bullen-Ryner.</p> <p>https://youtu.be/5nrVX5HuWA8</p> <p>Enjoy getting outside and being creative in the fresh air</p>	<p>Maths Challenge</p> <p>Height ordering</p> <p>Interactive Game - Order the beanstalks from smallest to biggest</p> <p>Cut and stick height ordering activity</p> <p>www.twinkl.co.uk/go</p> <p>TS1674</p>

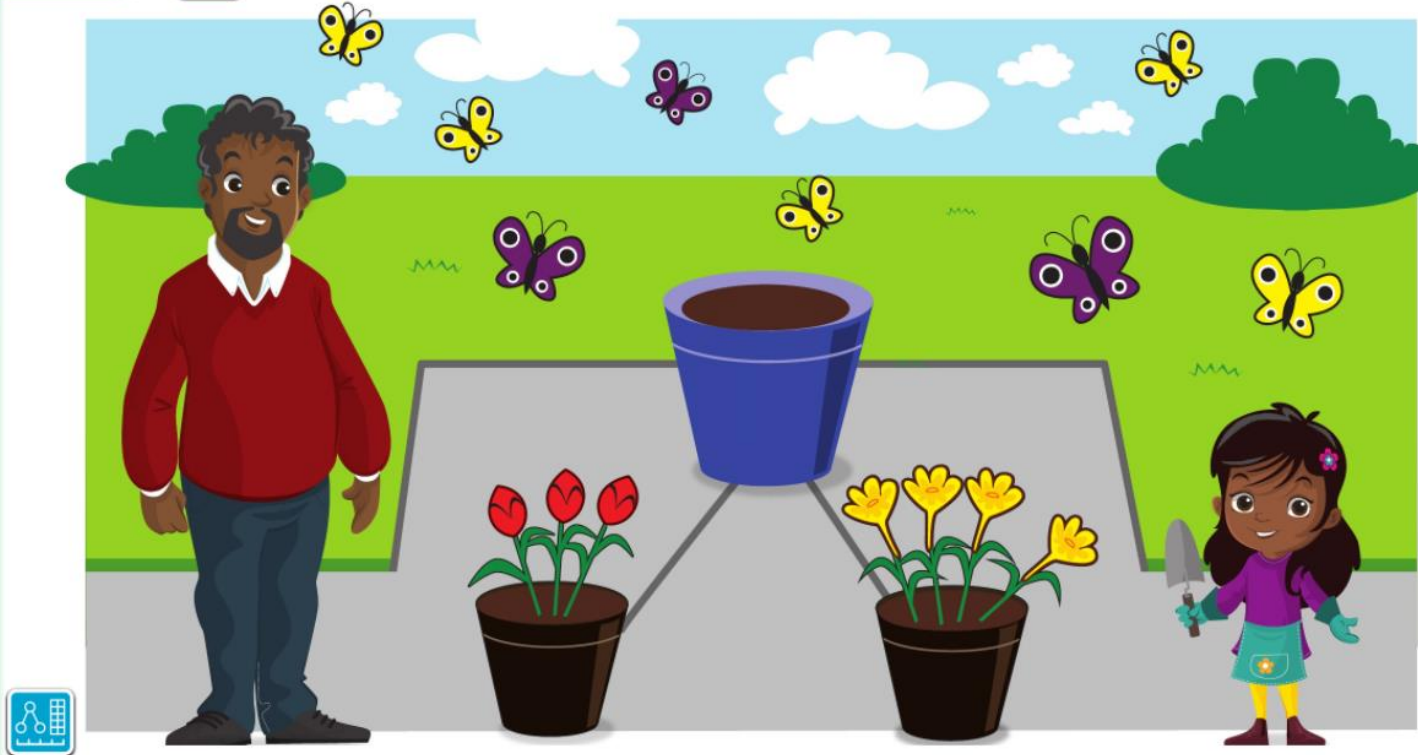
Monday

IN FOCUS The Discover flashcard provides a real life context for combining two parts to make a whole: Amna has some red tulips and some yellow daffodils to plant in her pot. How many flowers will she plant altogether? Children should also be encouraged to discuss what other parts and wholes they can see in the picture, reinforcing the concept that two parts can be combined to make a whole group.

ASK • Can you say what 'altogether' means? • How many red tulips are there? How many yellow daffodils? How many flowers altogether? • What else can you see in the picture? What are the parts and wholes?

STRENGTHEN Allow children to use pictures, cubes or counters to represent the different parts and to count them all or draw them in the whole on a blank part-whole model to see how many altogether. They should be encouraged to tell the number story as they add the objects: There are 2 big clouds and 3 small clouds. There are 5 clouds altogether. Use stem sentences as a structure: ____ is a part and ____ is a part. ____ is the whole. Altogether there are ____.

Discover




How many flowers are there **altogether**?

Tuesday

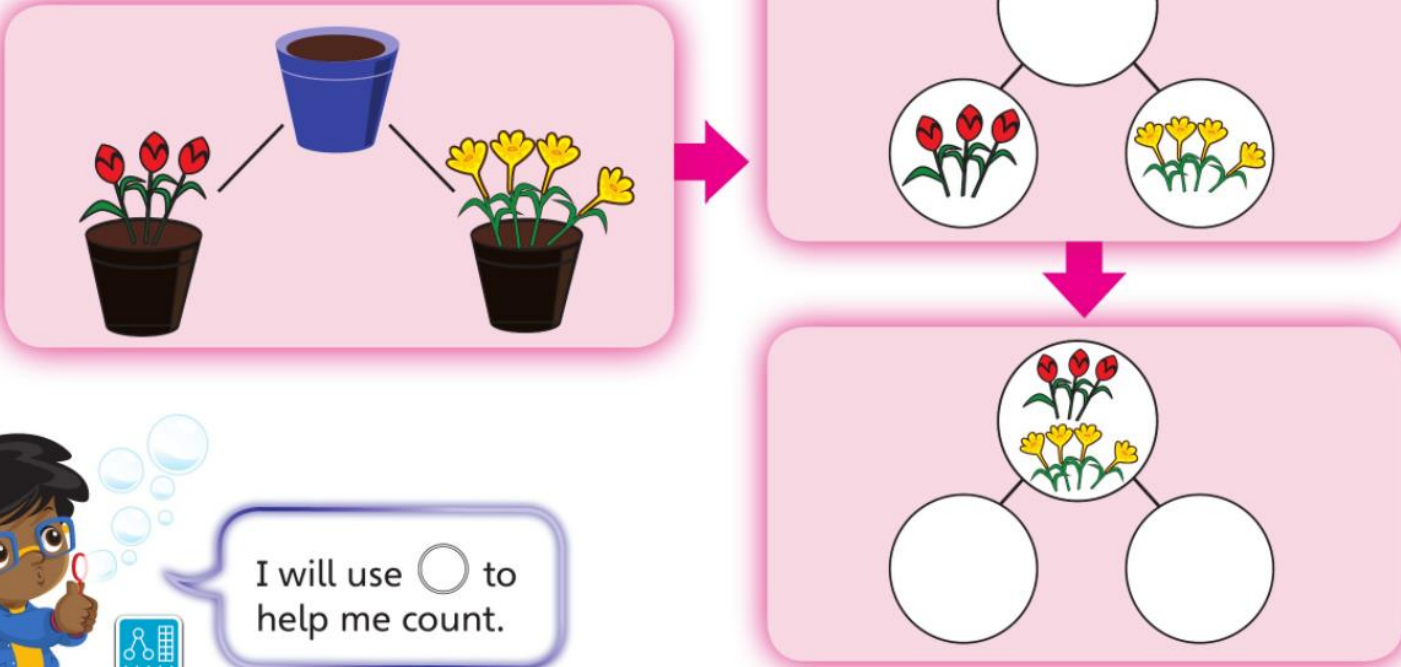
IN FOCUS The focus of Share is to ensure that children are aware that the whole represents the two parts combined. Use single page view to first show the picture from Discover, and move to full view to show how this translates to the part-whole model with the parts (red flowers and yellow flowers) moving into the whole to show how many there are altogether. Model moving the parts into the whole using the flowers on the Part whole teaching tool. Ensure children are confident with representing objects using counters. The Part whole teaching tool can be used to show the process using counters. Use the option to show the number of objects to introduce children to the abstract representation using numerals.

ASK • Which are the parts? Which is the whole? • How many are in each part? How many are in the whole?

STRENGTHEN Moving pipe cleaner flowers or pictures of flowers back and forth between the parts and the whole will help to develop a secure understanding of this relationship. Prompt children to tell the number story: There are 3 red flowers and 4 yellow flowers. There are 7 flowers altogether.

Share 

How many flowers are there altogether?



I will use ○ to help me count.

There are 7 flowers altogether.


Wednesday

IN FOCUS Question 1 builds on Share and children see that sometimes the parts can be the same. This will be explored further when children are introduced to doubling in Unit 15. Continue to reinforce the language of whole and parts. In Question 2, the part-whole model is shown in a different orientation for the first time. Ensure that children understand which is the whole and which are the parts.

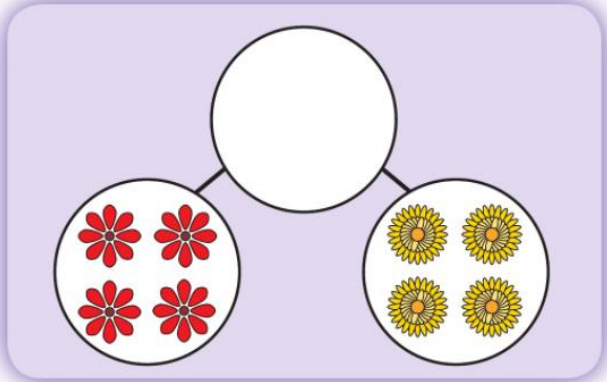
ASK • Question 1 : How many flowers can you see in each part? How many flowers are there altogether? Can you see without counting each flower? • Question 2 : What do you notice about the part-whole model this time? Is Flo right? Where is the whole now? Where are the parts? Does it matter that the whole is in a different position? How can you tell which is the whole? How many butterflies are in each part? How many altogether?



STRENGTHEN Ask children to place pipe cleaner flowers, pictures of flowers or cubes into the two parts of a blank part-whole model. Count the flowers into the whole and back into the parts. Rotate the model so that the whole is on the side. Ask: Where are the two parts now? Where is the whole? Does the whole stay the same, even if you move it? How do you know?

Think together



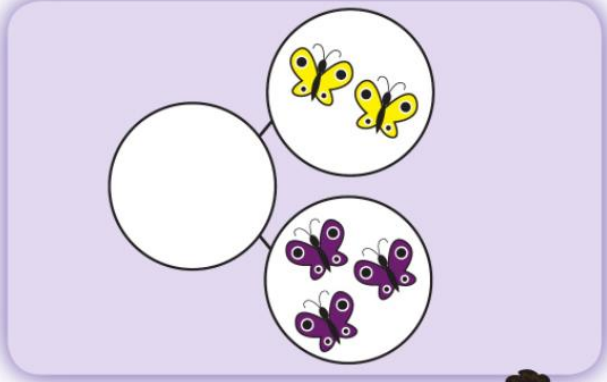
1 How many are there altogether?






I can see how many without counting.

2 How many are there altogether?





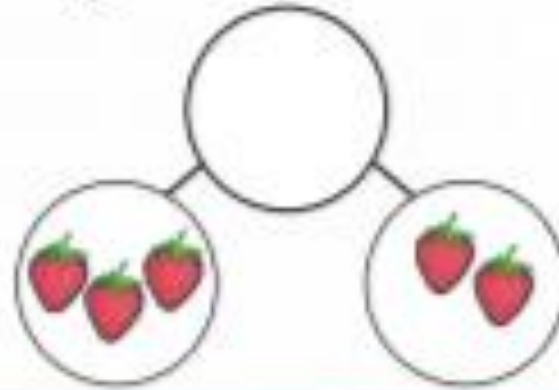
I think the whole has moved.

Thursday

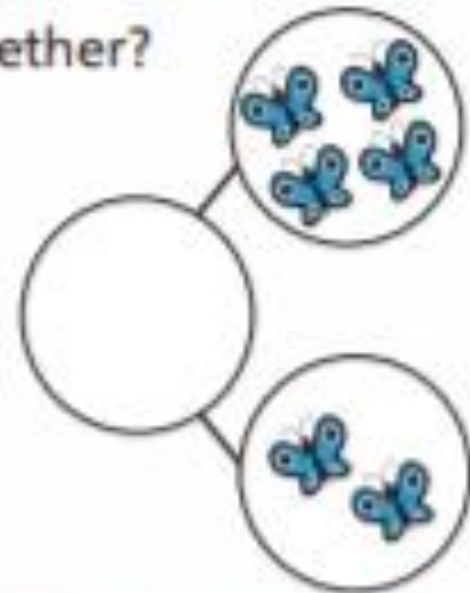
IN FOCUS The focus of this Practice is to reinforce the vocabulary of parts and whole and to embed the understanding that the two parts are combined to make the whole group and recounted to see how many altogether. The part-whole model is shown in two different orientations.

MASTERY CHECKPOINT Children who have mastered this concept can say how many are in each part and how many there are altogether in the whole. They can show this using concrete resources on a part-whole model or by drawing in their journals. They can use a part-whole model to tell a number story.

How many  altogether?



How many  altogether?

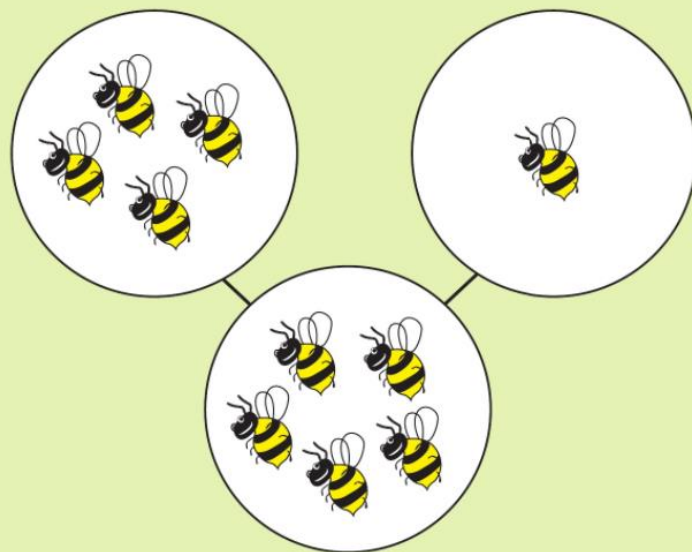


Friday

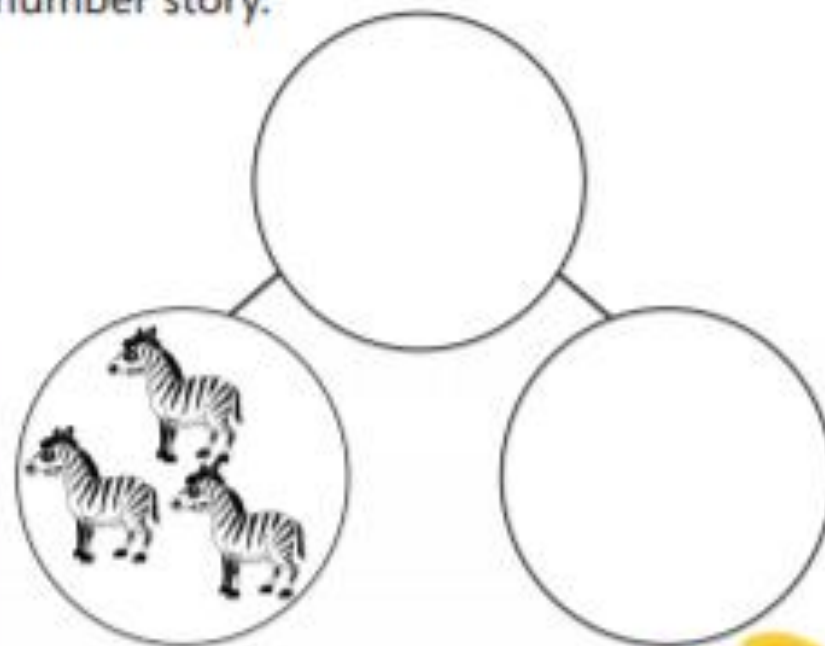
IN FOCUS The focus of this Reflect is to allow children to create their own part-whole model. This could be linked to a story that you have read, or children could make up their own story. Look out for children who might start putting too many objects into each part so that they are unable to count them accurately, so limit to 10 items in total. Children can place concrete resources on the model before drawing it in their journal. MASTERY CHECKPOINT Children who have mastered this concept can use the language of part and whole. They can count how many in each part and recount to find how many altogether in the whole group. Children who have not yet mastered this concept need support and prompts to confidently identify parts and wholes and may also need support with number bonds to 10. Children who have mastered this concept with greater depth can use part-whole models in different orientations, explaining which is the whole and which are the parts. They can identify errors and explain why they have happened.



What is the whole?



Complete the part-whole model to tell a number story.



I will tell my number story to my partner!

