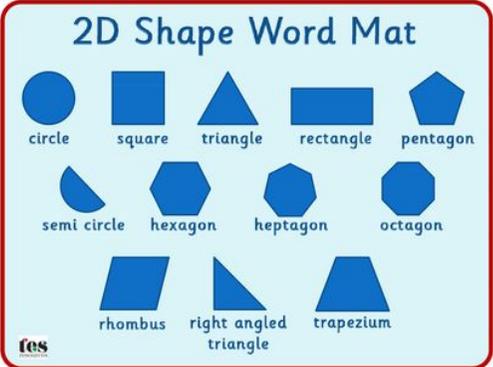


## Planning grid for Covid-19 Classes

Date:

	<b>Reception Day 1</b>	<b>Reception Day 2</b>					
<b>8:30-9:00</b>	Get up, washed, dressed and have a healthy breakfast to give you some energy.						
<b>9:00-9:20</b>	<p><u>Phonics session:</u> Use your sound book or sound mat to <b>review the sounds</b> you have learnt so far. Time yourself, how long did it take you to recognise them all? Pretend you are a vet and need to write a list of animal appointments for the day. Can you use your phonic knowledge to <b>write a list of pets</b>. e.g. dog, cat, rat, fish, bird... You may need to use some sounds on your sound mat that you aren't as familiar with yet. To challenge yourself you would <b>write a short phrase</b> (e.g. big dog, red fish, sick rat) or a simple sentence (e.g. Cat at three o'clock, The rabbit has hurt it's leg) Remember to use a <b>finger space</b> to separate words.</p> <p>You could play the online game '<b>Help a hedgehog</b>' on ICT games website. Select phase 2 for beginners or select a higher level if this is too easy. <a href="https://www.ictgames.com/mobilePage/helpAHedgehog/index.html">https://www.ictgames.com/mobilePage/helpAHedgehog/index.html</a></p>	<p><u>Phonics session:</u> Use your sound book or sound mat to <b>review the sounds</b> you have learnt so far. Time yourself again, did you beat yesterday's time? Write 8 sounds on pieces of paper, a mix of consonants and vowels (e.g. s/a/p/o/t/b/d/e). Then see if you can <b>create some 3 letter words</b> and read them (e.g. bed, tap, pot, tas, atd). Of the words you have created, which are real words (e.g. bed) and which are nonsense words (e.g. tas). Can you write a list of all the <b>real words</b> you made. If this is too easy, you could write these words in a phrase or sentence.</p> <p>You could play the online game '<b>Buried Treasure</b>' on the phonics bloom website. <a href="https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure">https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</a> Select <b>phase 2</b> phonic sounds. You can then select which sounds you would like to practise or revise all of phase 2.</p>					
<b>9:20-10:00</b>	Independent play: You could complete a puzzle, take turns playing a board game, draw/paint a picture or create using playdough.						
<b>10:00-10:20</b>	<p><u>Maths:</u> Use a 5 frame and practise <b>number bonds to 5</b>.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 100px; height: 30px;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table> <p>One object goes in each square, so try placing 1 object in the first square. How many empty squares are left? This tells you how many more you will need to make 5. Then write a <b>number sentence</b> to show this e.g. <math>1 + 4 = 5</math>. Count out 4 more objects to fill the squares to see if you were right and make 5. Now do this again but place 2 objects onto the frame to begin</p>						<p><u>Maths:</u> Review the names and properties of some <b>2D shapes</b> e.g how many corners and sides do they have?</p> <p>See if you can <b>make some shapes</b> out of cocktail sticks/straws e.g. a square, rectangle, triangle, hexagon.</p> <div style="text-align: right;">  <p>The image shows a '2D Shape Word Mat' with various 2D shapes and their names: circle, square, triangle, rectangle, pentagon, semi circle, hexagon, heptagon, octagon, rhombus, right angled triangle, and trapezium. The mat is framed in red and has the 'tes' logo in the bottom left corner.</p> </div>

	<p>with. What will your number sentence look like this time? How many different ways are there to make 5. You could also try doing this using the fingers on your hand e.g. hold up 3 fingers on one hand and 2 on the other.</p> <p>To challenge yourself you could play an online game to practise <b>number bonds to make 10</b>. <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> Alternatively, you could play a board game with a dice, this is a great way of practising subitising to 6. Subitising is being able to instantly recognise an amount without counting.</p>	<p>Can you make a circle using straight objects? Why not? What could you use instead to make a circle, semi-circle and oval? e.g. string.</p> <p>A square, rectangle and diamond all have 4 sides, so how are they different from one another? You could play the online '<b>Shifting shapes</b>' on ICT games website. You need to guess the shape by only seeing small parts of it. <a href="https://www.ictgames.com/mobilePage/shiftingShapes/index.html">https://www.ictgames.com/mobilePage/shiftingShapes/index.html</a></p> <p>You could also have some fun exploring shapes by <b>folding paper</b>. Can you create different sized rectangles by folding a piece of paper? Could you fold it into a square or triangle shape?</p>
10:20-11:00	Snack and break time	
11:00- 11:20	<p><u>Literacy:</u> Practise reading your <b>red words</b>. Can you use them in a sentence? Have a look through a story book. Use your <b>super sight</b> to see if you spot any red words in the text, look for one red word at a time. If you don't have a suitable book you could use, ask an adult to write a sentence which includes red words. Then see if you can put a circle around all of the red words you can find. Create your own <b>red word flash cards</b> by writing the words on separate pieces of paper. Can you remember how they are spelt.</p>	<p><u>Literacy:</u> <b>Draw and write a card</b> for an event which may be coming up soon in your family e.g. a birthday, Christmas, Easter, Diwali, Eid, Chinese New Year etc... Practise writing some <b>common words</b> needed inside a card e.g. to, love, from, as well as writing your <b>name</b> at the bottom. Can you use your phonic knowledge to write the other words.</p>
11:20-12:00	Independent play: You could act out a story with some toys, build a building with lego, create a road, bridge and tunnel for your cars/trains.	
12:00-12:15	<p><u>Physical activity:</u> Today's physical activity is aimed at strengthening <b>fine motor</b> muscles. You will need some <b>playdough</b> in your hands, either shop bought or homemade (see recipe in your home visit pack). If you don't have any playdough you could use a sock in your hands instead. Using your playdough copy the video online. <b>Down in the Jungle - Finger Gym Routine</b> <a href="http://www.youtube.com/watch?v=o9D5lfgZF3o">www.youtube.com/watch?v=o9D5lfgZF3o</a></p>	<p><u>Physical activity:</u> Today's physical activity is aimed at strengthening <b>gross motor</b> muscles. You will need a <b>scarf</b> or other piece of material for your <b>squiggle and wiggle dance</b>. There are 3 songs on the video to copy and wave your scarves too, so have fun! <a href="https://www.youtube.com/watch?v=JLwRr03nWPo">https://www.youtube.com/watch?v=JLwRr03nWPo</a></p> <p>If you cannot access YouTube you could make up your own <b>scarf dance</b> by waving your scarf high up in the sky, then low down on the group, make</p>

	If you cannot access YouTube you could make up your own dough routine to the adapted song 'If you are happy and you know it... pat your dough/squeeze your dough/roll your dough...	circles with your scarf, shake your scarf etc...
<b>12:15-1:00</b>	Lunchtime	
<b>1:00-1:15</b>	<p><u>Mindfulness &amp; well-being activity:</u> Take part in some <b>yoga</b> with Cosmic kids, using the Bear Hunt story. There are plenty of other yoga stories online too if you have a look and want to try a different one. Just type in '<b>Cosmic yoga</b>' into YouTube. <a href="http://www.youtube.com/watch?v=KAT5NiWHFIU">www.youtube.com/watch?v=KAT5NiWHFIU</a> Or put on some calming music and try doing your own yoga stretches to a story you have at home.</p>	<p><u>Mindfulness &amp; well-being activity:</u> Think about your physical health and how having a healthy body helps you to feel happy and have a healthy mind. In particular, think of how you can keep your <b>mouth and teeth healthy</b>. You need strong and clean teeth to smile! So, how can we look after our teeth? After lunch, show an adult how you <b>brush your teeth</b> properly. Pretend the adult is an alien from outer space and you need to teach them how to clean their teeth! They are from a planet where everything is made of sugar! Show them how to put toothpaste on their toothbrush and how they need to move the brush around their mouth. You could also explain to them what happens if they eat lots of sugar.</p>
<b>1:15-2:00</b>	<p><u>Creative Curriculum:</u> This afternoon we are having a musical focus. Do you have any <b>musical instruments</b> or anything you can use as an instrument e.g. pot and wooden spoon. Alternatively, you could use body percussion e.g. clapping, clicking, stamping, patting parts of your body. Can you create a <b>repeating rhythm</b>, for example; 1. Loud beat, loud beat, quiet beat, loud, loud, quiet... 2. Tap, tap, tap, shake, tap, tap, tap, shake... You could also try tapping some words with different syllables E.g. elephant, tiger, elephant, tiger</p> <p>Listen to some <b>instrumental or classical music</b> and discuss with an adult. How does it make you feel? What does it make you think of? Which instruments do you think are being played? <b>Compare</b> with another piece of music. How is it different?</p>	<p><u>Creative Curriculum:</u> Continuing the theme of planets, think about how we can <b>care for our own planet</b> and the world around us. Create a <b>poster</b> by drawing and labelling pictures or record a <b>video</b> to tell people what they can do to help the world. Can you find examples in your house where you can help the planet e.g. recycling rubbish, turning the light off when you leave the room, put litter in the bin and not on the ground. You could also ask an adult to help you to <b>research on the internet</b> for other ideas and look at pictures of what happens if we don't care for our planet. There are also some child friendly videos and books online too. Here is an example <a href="http://www.youtube.com/watch?v=bn8R_Xqjil0">www.youtube.com/watch?v=bn8R_Xqjil0</a> - Animated educational short film. <a href="https://www.youtube.com/watch?v=2Mkwhe6LOBo">https://www.youtube.com/watch?v=2Mkwhe6LOBo</a> - I can save the earth children's story.</p>

	<p>For example you could listen to a section from each of the <b>Four Seasons</b> by Vivaldi  <a href="http://www.youtube.com/watch?v=GRxofEmo3HA">www.youtube.com/watch?v=GRxofEmo3HA</a>          Can you play your instrument along with the music?</p>	
<b>2:00-2:45</b>	Independent play: You could role play being a shopkeeper, doctor, chef, family member, fireman or teacher using toys and props.	
<b>2:45-3:00</b>	<p><u>Story time:</u>          Ask an adult to read a story from your collection at home.          Have fun by <b>changing the characters</b> in the story to people you know e.g. the main character could change to yourself and other characters in the story could be other family members.</p> <p>The <b>book trust</b> website has free children's books you can read on screen, if you would like to try something new.  <a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/</a></p>	<p><u>Story time:</u>          Practise reading your <b>reading book from school</b>. Practise blending the sounds together to read the words. Then re-read your sentence to show some comprehension and understanding. Can you tell an adult what it is about?</p> <p>If you would like more books to read at home yourself, you could log on to the <b>Oxford Owl</b> website. They have a whole library of <b>ebooks</b> for all levels of reader. Select the reading which suits you to see which titles are available to read.  <a href="https://www.oxfordowl.co.uk/home/reading-site/find-a-book">https://www.oxfordowl.co.uk/home/reading-site/find-a-book</a></p>
<b>3:00-3:15</b>	Snack and reflection time - what have you learnt today? What have you succeeded in and been proud of? What do you think you could practise more of tomorrow? What else would you like to learn about?	