

## Reception Plan

Week beginning: 14/11/22

Monday

**Key vocabulary:** Maths- part, part, whole, zero, one, two, three, reasoning (because) Literacy- bears, Goldilocks, porridge, house, scared, too big, too hot, just right

Phonics “y”	
MATHS	
Carpet session- Focus children/ resourcing	Adult led focus / Challenge Tables
<p>LO: To understand the composition of the numbers 0,1,2, 3.</p> <p>Starter - count up and down to 10. Sing 5 speckled frogs. ( use fingers to count down)</p> <p>Review representation of numbers 0,1,2,3 ( subitize up to 3)</p> <p>Discuss one more than each number - model number sentence discussing symbols + ( add, plus, more) and = (equal to or the same as)</p> <p>Use numicon - discuss how many 1's make each number.</p> <p>Plenary : find something in the classroom that represents 0, 1, 2, 3</p>	<p>Adult lead task: Use numicon to explore numbers to 3</p> <p>How many 1s make 2? How can we make 3? Is there a different way?</p> <p><i>Independent Challenge table:</i> Peg correspondence cards.</p>
READING AND WRITING	
<p>LO: <i>To join in with the repeated refrains of a familiar story.</i></p> <p>Read: Goldilocks and the 3 Bears.</p> <p>Talk about the different characters and the different voices they use.</p> <p>Encourage children to join in with different voices.</p> <p>Discuss the story and similarities and differences between this story and the other traditional tales we have read so far.</p>	<p>Objective: <i>To give meaning to marks as they draw and write.</i></p> <p><i>To begin to form the letters of their name correctly.</i></p> <p><i>To begin to link sounds to letters.</i></p> <p><b>.Show awareness of the sequence of letters, symbols &amp; words, e.g. selecting &amp; linking symbols together, writing your own name &amp; a few other simple words correctly from memory.</b></p> <ul style="list-style-type: none"><li>▪<b>Hold a pencil effectively</b></li><li>▪<b>Write some recognisable letters</b></li></ul> <p>Adult lead task: To write about the bears. (It is the big bear. He is big etc)</p> <p><i>Resources:-Name cards, wordbank of key words.</i></p>

TOPIC	
Focus: PSED/ French/ music/ <b>PE</b> / The World PE: First session in the hall. Rules and class team games.	. Creative: Play dough to make characters from the story

### Reception Plan

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**Tuesday**

***Maths- part, part, whole, zero, one, two, three, reasoning (because) Literacy- bears, Goldilocks, porridge, house, scared, too big, too hot, just right***

Phonics “Z, zz”	
MATHS	
Carpet session- Focus children/ resourcing	Adult led focus / Challenge Tables
<p>LO: To understand the composition of the numbers 0, 1, 2, 3. Starter - count up and down to 10. Sing 5 little ducks. ( use fingers to count down)</p> <p>Review representation of numbers 0,1,2,3 (bears subitizing)) Discuss symbols + ( add, plus, more) and = (equal to or the same as)</p> <p>Introduce part part whole model What does whole mean? ( everything, total) What is a part? (Some, a bit of) Goldilocks ate part of daddy bears porridge Part of mummy bears porridge The whole of baby bears porridge.</p> <p>Use examples of eating part \ whole of the Gingerbread Man. Use cubes tower- I have a tower of 2 then 3 blocks “I’m going to break it into 2 parts . If I put the parts together it makes the whole. Represent the part part whole model.</p> <p>Plenary: what is a part? What is a whole?</p>	<p>Adult lead task: use numicon to explore numbers to 3 How many 1s make 2? How can we make 3? Is there a different way?</p> <p><i>Challenge table:</i> cubes / symbols / sticky labels. Make and record your own number sentence.</p>
READING AND WRITING	

<p>LO: <i>To join in with the repeated refrains of a familiar story.</i>  <i>To describe a character using adjectives.</i></p> <p>Read a different version of Goldilocks and the 3 Bears</p> <p>Discuss what was different/ the same as the story we had yesterday.  Have a picture of daddy bear and think of adjectives to describe him.  Discuss what an adjective is. Write adjectives around the bear picture.</p>	<p>Objective: <i>To give meaning to marks as they draw and write.</i>  <i>To begin to form the letters of their name correctly.</i>  <i>To begin to link sounds to letters.</i></p> <p><b>.Show awareness of the sequence of letters, symbols &amp; words, e.g. selecting &amp; linking symbols together, writing your own name &amp; a few other simple words correctly from memory.</b>  <b>▪Hold a pencil effectively</b>  <b>▪Write some recognisable letters</b></p> <p>Adult lead task: To write about the bears. (It is the big bear. He is big)</p> <p><i>Resources:-Name cards, wordbank of key words.</i></p>
<b>TOPIC</b>	
<p>Focus: <b>PSED/</b> French/ music/ PE/ The World  PSED: Zones of Regulation: Relate this to Goldilocks and the 3 Bears. Should Goldilocks have gone into the bear's cottage? Should she have eaten their porridge, or slept in their beds? What zone were the bears in, when they saw their porridge had been eaten? etc</p>	<p>Creative: Children make their own puppets, to retell the story.</p>

### Reception Plan

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Wednesday

**Maths- part, part, whole, zero, one, two, three, reasoning (because) Literacy- bears, Goldilocks, porridge, house, scared, too big, too hot, just right**

Phonics “qu”	
MATHS	
Carpet session-	Adult led focus / Challenge Tables

<p>LO: To understand the composition of the numbers 0, 1, 2, 3.  Starter - count up and down to 10. Sing 5 little speckled frogs. ( use fingers to count down)</p> <p>Review: Representation of numbers 0,1,2,3 - with numicon  Discuss symbols + ( add, plus, more) and = (equal to or the same as)  What does whole mean? ( everything, total) What is a part? (Some, a bit of)  ( discuss goldilocks)</p> <p>Use 1 bear and 1 goldilocks in part, part whole model - “If there is only one goldilocks, how do I make 2 parts?” “ 1 and 0 or 0 and 1”  model number sentence alongside.</p> <p>Use 2 chairs and 2 beds in part, part whole model .  Discuss different ways to partition 2. model number sentence.</p> <p>Plenary : Can you get me 2 pencils? How do you know it's 2?</p>	<p>Challenge table : Independent challenge</p> <p>Match the numicon to the correct number</p> <p>How many different ways can you make number 3 with a numicon?</p>
<p><b>READING AND WRITING</b></p>	
<p>LO: <i>To join in with the repeated refrains of a familiar story.</i>  <i>To use different voices to add interest to a story.</i></p> <p>Main: Watch the version below of the 3 bears. Encourage children to join in with repeated refrains.</p> <p><a href="http://www.youtube.com/watch?v=Oaw-d3r_glc">www.youtube.com/watch?v=Oaw-d3r_glc</a></p> <p>Oral storytelling: Get the children to retell the story, using puppets. Have the 4 main characters. Encourage children to change their voices for specific characters. Encourage all children to join in with repeated refrains from the story.</p>	<p>Objective:<i>To give meaning to marks as they draw and write.</i>  <i>To begin to form the letters of their name correctly.</i>  <i>To begin to link sounds to letters.</i></p> <p><b>.Show awareness of the sequence of letters, symbols &amp; words, e.g. selecting &amp; linking symbols together, writing your own name &amp; a few other simple words correctly from memory.</b></p> <ul style="list-style-type: none"> <li>▪<b>Hold a pencil effectively</b></li> <li>▪<b>Write some recognisable letters</b></li> </ul> <p>Adult lead task: To write about the bears. (It is the big bear. He is big)</p> <p><i>Resources:-Name cards, wordbank of key words.</i></p>
<p><b>TOPIC</b></p>	

Focus: PSED/ French/ <b>music</b> / PE/ The World LO:See Charanga lesson plan.	Creative: Cutting and sticking porridge bowls and the things they would add.
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### Reception Plan

Week beginning: 14/11/22

Thursday

*Maths- part, part, whole, zero, one, two, three, reasoning (because) Literacy- bears, Goldilocks, porridge, house, scared, too big, too hot, just right*

Phonics “ch”	
MATHS	
Carpet session-	Adult led focus / Challenge Tables
<p>LO: To understand the composition of the numbers 0, 1, 2, 3. Starter - count up and down to 10. Sing 5 little ducks. ( use fingers to count down)</p> <p>Review: Representation of numbers 0,1,2,3 - with numicon subitize with 1.2.3 bears and chairs. Discuss symbols + ( add, plus, more) and = (equal to or the same as) What does whole mean? ( everything, total) What is a part? (Some, a bit of) (discuss goldilocks)</p> <p>Use 3 bears and 3 bowls in part, part whole model - discuss different ways to partition 3. We can partition them in 2 parts and 3 parts. Model number sentence alongside.</p> <p>Plenary : Can you get me 3 pencils? how do you know it's 3? - discussion</p>	<p>Independent challenge</p> <p>Cover table with paper- Explore part part whole model with natural, outdoor resources</p> <p>Sticky labels to write number sentences.</p>
READING AND WRITING	

<p>LO: <i>To join in with the repeated refrains of a familiar story.</i>  <i>To use different voices to add interest to a story.</i></p> <p>Look at a photograph of the classroom. The photograph will show that the classroom has been messed up. Ask the children to tell you what they think has happened? Who's been in our classroom and messed it up? Get the children's ideas.</p>	<p>Objective: <i>To give meaning to marks as they draw and write.</i>  <i>To begin to form the letters of their name correctly.</i>  <i>To begin to link sounds to letters.</i></p> <p><b>.Show awareness of the sequence of letters, symbols &amp; words, e.g. selecting &amp; linking symbols together, writing your own name &amp; a few other simple words correctly from memory.</b>  <b>▪Hold a pencil effectively</b>  <b>▪Write some recognisable letters</b></p> <p>Have copies of the photograph for children to look at and discuss.  Children are encouraged to talk and write about what the picture shows and what they think has happened.</p>
<b>TOPIC</b>	
<p>Focus: PSED/ French/ music/ PE/ <b>The World</b>  <b>Talk about past and present work and our class display.</b></p>	<p><i>Creative: Painting Goldilocks and the 3 bears, using various sized brushes for different effects.</i>  <i>Or various sized boxes and children encouraged to make the bears chairs and or beds, selecting and using resources themselves to make what they decide to.</i></p>

### Reception Plan

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**Maths- part, part, whole, zero, one, two, three, reasoning (because) Literacy- bears, Goldilocks, porridge, house, scared, too big, too hot, just right**

<b>Phonics "review sounds taught this week"</b>	
<b>MATHS</b>	
<b>Carpet session- Focus children/ resourcing</b>	<b>Adult led focus / Challenge Tables</b>
LO: To understand the composition of the numbers 0,1,2,3.	Independent Challenge:

<p>Starter - count up and down to 10. Sing 5 little men. ( use fingers to count down)</p> <p>Review: Representation of numbers 0,1,2,3 - with numicon subitize with 1.2.3 bears and chairs. Discuss symbols + ( add, plus, more) and = (equal to or the same as) What does whole mean? ( everything, total) What is a part? (Some, a bit of) (discuss goldilocks)</p> <p>Use 1,2,3, bears and bowls in part, part whole model - discuss different ways to partition 1, 2 and 3. We can partition them in 2 parts and 3 parts. Model number sentence alongside.</p> <p>Plenary : Introduce - symbol ( take away, less than, minus, subtraction) Next week we will be learning about taking away.</p>	<p>Part, part whole model on table - children to use a variety of manipulatives to explore and write number sentences on white boards.</p>
<p align="center"><b>READING AND WRITING</b></p>	
<p>LO: <i>To join in with the repeated refrains of a familiar story.</i></p> <p>Main: Watch Debbie and Friends song of the 3 bears</p> <p><a href="https://www.youtube.com/watch?v=UaulRHrJGeU">https://www.youtube.com/watch?v=UaulRHrJGeU</a></p> <p>Recap from yesterday. Look at a photograph of the classroom. <i>Encourage some of the children to share their ideas and writing from the previous day. Get the children to speak about their ideas.</i></p>	<p>Objective: <i>To give meaning to marks as they draw and write. To begin to form the letters of their name correctly. To begin to link sounds to letters.</i></p> <p><b>.Show awareness of the sequence of letters, symbols &amp; words, e.g. selecting &amp; linking symbols together, writing your own name &amp; a few other simple words correctly from memory.</b></p> <ul style="list-style-type: none"> <li>▪<b>Hold a pencil effectively</b></li> <li>▪<b>Write some recognisable letters</b></li> </ul> <p>Have copies of the photograph for children to look at and discuss. Children are encouraged to talk and write about what the picture shows.</p>
<p align="center"><b>TOPIC</b></p>	
<p>Focus: <b>PSED/</b> French/ music/ PE/ The World</p> <p>Circle time: Ask the children to discuss what they have enjoyed learning this week?</p>	<p><i>Creative; Children's choice</i></p>

### **Outside Learning:**

	Writing	Maths	Construction	Gross	Sand/water/Malleable	Other
Monday	Paper for children to draw and label the characters	Numbers in water tray (identify numbers)	Bricks to build the 3 bears house	Climbing frame	Finding numbers in the sand.	Reading shed
Tuesday	Make your own book	Cubes and numbers (children to make different amounts and count them)	Children's choice	Seated diggers	Shaving foam	Reading shed
Wednesday	Chalk drawing	Large number cards (ordering numbers) Part, part whole model with large chalk.	Children's choice	Big feet	shaving foam	Reading shed
Thursday	Pattern tracing on tables Clip boards by minibeasts Magnetic storytelling with characters	Porridge oats and water. One spoonful, two spoonfuls etc	Waffle bricks to make beds/chairs	Bikes Seated diggers	Spaghetti and plasticine for children to make beds/chairs	Reading shed
Friday	Pattern tracing on tables Clip boards by minibeasts Magnetic storytelling with characters	Porridge oats and water. One spoonful, two spoonfuls etc	waffle bricks to make beds/chairs	Bikes Seated diggers	Spaghetti and plasticine for children to make beds/chairs	Reading shed