Base 1 (Reception) Weekly planning: The Americas (Paddington Bear) **w/c: 14.2.22**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Reception | Monday | Tuesday | Wednesday | Thursday | Friday |
| **8.40 – 9.00** | CM - Meet and greet  AW – colour monster, phonics (phoneme formation) and tricky word of the day- the, she, me, we, sure | | | | |
| **9.00 – 9:20** | **Maths**  Counting to 30.  Ask children to tell their partner all the different ways they can think of to make 5. Write them on their fingers.  Think about the number 8. How can we represent the number 8? Use the numicon to show the children different ways of making number 8. Now ask the children to go and find different ways of representing 8.  -8 on a number fan  -8 on a clock  -8 counters  - 8 blocks  -the numeral 8 etc  **Resources:**  Number 8 flashcard, 8 numicon piece, number fan, clock, blocks | **Maths**  Counting to 40. Make sure children are focusing on the ‘30’ and ‘40’.  Remind children of number 8. How can we make the number 8? (quick fire)  Go through white rose powerpoint of matching 6, 7, and 8. Encourage children to identify the numbers by looking for the patterns. ‘I know that is 8 because there are 2 dots and 6 dots.’  Show children how to play the pairs game. Encourage children to play this game in provision.  **Resources**:  Pairs game, white rose ppt  **In provision:**  Pairs game- can children identify which representations are pairs? | **Maths**  Counting to 40.  Have a range of animals on the carpet. Talk to the children about the animals so they know which animals there are. Cover the animals up and take one away, ask children to tell you which animal is missing. Repeat this again.  Repeat this with bears. Count how many there are. Cover the bears up and take one away. Take the blanket away and explain that one has run away. So there is one less. What is one less? How many are there left? Repeat these so the children gain an understanding of finding one less.  **Resources:**  Animals, blanket, compare bears.  **In provision:**  Have a box of toys – can children play the guess who game to figure out which toy is missing when there friend takes one away? | **Maths**  Count to 40.  using the bears and a blanket from yesterday remind children of finding one less. What happens when we take one away? There is one less. What is one less than 5?  Repeat the same process as yesterday but this time add one in instead of taking it away.  Talk about how we are adding one more each time. What is one more than 5? What is one more than 7?  **Resources:**  compare bears, blanket | **Maths**  Remind children of finding one more and one less and how we do this. Use compare bears to model to children.  Repeat the process but use counters this time. Model to children that we are adding in one counter (this finds one more), taking one counter away (this finds one less). Keep using the vocabulary one more and one less and talk through the process every time to give children the understanding.  **Resources:**  compare bears, counters |
| **9.20 – 10.00** | **Continuous provision**  AW – Phonics keep up groups  **1:1 – phonics keep up sessions**  CM – in provision with children modelling play.  **Outside modelling in the mud kitchen-** reading and following recipes. | **Continuous provision**  AW – phonics keep up groups  **1:1 – phonics keep up sessions**  CM – in provision with children modelling play.  **Outside modelling play in the sandpit – modelling how we can use different size scoops etc.** | **Continuous provision**  AW – phonics keep up groups  **1:1 – phonics keep up sessions**  CM – in provision with children modelling play.  **Outside modelling in the water tray.** | **Continuous provision**  AW – phonics keep up groups  **1:1 – phonics keep up sessions**    CM – in provision with children modelling play.  **Outside modelling in the construction area.** Model how we think of an idea, plan it out and design it and then build it as a team. How can we improve it? What can we add to it? What can we change? Is it tall or short? Is it safe? | **Continuous provision**  AW – phonics keep up groups  **1:1 – phonics keep up sessions**  CM – in provision with children modelling play.  **Outside modelling in the large construction area.**  Can we build a den? What can we use to build a den? Can we build a train station for Paddington? Could we build an obstacle course? Model how we change and improve things. If it breaks, we try again. |
| **10:00 – 10:45** | **Continuous provision**  AW – in provision modelling play, questioning and encouraging vocabulary.  CM – writing group ***(writing about Wrenbury)*** | **Continuous provision**  AW – in provision modelling play, questioning and encouraging vocabulary.  CM – writing group ***(writing about Wrenbury)*** | **Continuous provision**  AW – in provision modelling play, questioning and encouraging vocabulary.  CM – writing group ***(writing about Wrenbury)*** | **Continuous provision**  AW – in provision modelling play, questioning and encouraging vocabulary.  CM – writing group ***(writing about Wrenbury)*** | **Continuous provision**  AW – in provision modelling play, questioning and encouraging vocabulary.  CM – writing group ***(writing about Wrenbury)*** |
| **10:45 – 11:15** | **AW –** reading group 1 and 2  **CM-** in provision modelling play, questioning and encouraging vocabulary. | **AW –** reading group 3 and 4  **CM**- in provision modelling play, questioning, and encouraging vocabulary. | **AW –** reading group 1 and 2  **CM-** in provision modelling play, questioning and encouraging vocabulary. | **AW –** reading group 3 and 4  **CM**- in provision modelling play, questioning, and encouraging vocabulary. | **AW – number intervention**  Can they recognise numbers 1-5? Can they place the right amount of animals on each number? Can they 1:1 count the animals? Can they order the numbers 1-5? Can they write the numbers 1-5?  **CM** – in provision modelling, play, questioning, and encouraging vocabulary. |
| **11:25- 11:50** | **Phonics – Little Wandle** | | | | |
| 11:45-12:00 | **Hygiene routine and nursery rhyme**  [Clap, clap, hands, one, two, three - BBC Teach](https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-clap-clap-hands-one-two-three/zkrcf4j) | | | | |
| 11.55 – 12:55 | Lunch/playtime | | | | |
| 1.00 – 1.30 | **Assembly**  **Shake break**  **Read next part of Paddington’s post up to birthday card.**  Talk about birthdays. What do we do for birthdays? How do we celebrate?  We might have a party. Explain that we are going to have a teddy bears picnic to celebrate Paddington’s birthday.  Model to children how to write an invitation. | **Assembly**  Talk about Paddington’s favourite food. Ask what is your favourite food? Get the children thinking and encourage answering in full sentences. ‘My favourite food is chocolate cake.’  Extend children by asking them to explain why.  We are going to be making our own sandwiches tomorrow but we need a recipe to follow!  Talk about the order in which we make a sandwich. Does the order in which we do things matter? Ask children to think about the order in which we make a sandwich. Chn to give you instructions. Draw pictures to go with instructions of how to make a sandwich on flipchart paper. | **Shake break**  Children will be making their sandwiches ready for their picnic. All children to make sandwiches at the same time.  One piece of bread and filling.  ***Ensure dairy free and nut free***. | **PPA**  **PE with LSC** | **Achieve assembly** |
| 1.30 – 2.30 | **AW – In provision**  Focus on junk modelling- encourage children to build landmarks of London and teach new skills such as different ways of joining, different types of glue- which would be best? etc.  **CM – 2** maths groups  how to make 8 using ladybirds, dominoes and numicon. | **AW – In provision**  Focus on junk modelling- encourage children to build landmarks of London and teach new skills such as different ways of joining, different types of glue- which would be best? etc.  CM – 2 maths group  how to make 8 using ladybirds, dominoes and numicon. | ***Teddy bears picnic.***  Children to bring in their own teddy bear’s or special toy.  Children to make their own sandwiches, using their instructions, then eat them at the picnic with their special toys and their friends. Children will have their fruit and milk at the picnic too. | **Music – next lesson using Charanga scheme**  Make sure all children have completed invitation to teddy bears picnic and instructions of how to make a sandwich.  Change books ready for the weekend.   * Big cat book – Little Wandle Phonicn * Letters and sounds book x2 * Love to read book   Record in reading file. |
| 2:30- 3:10 | **AW – NELI**  **CM – Tidy up from 2:30-2:45**  **Milk and outside play from 2:50- 3:00** | | | | |
| **3.00 – 3.20** | **Shared reading and nursery rhyme** | | | | |