Reception week 34 Theme- Getting To Know Routines, ‘Handa’s Surprise’ and ‘The Princess and the Wizard’ Week Commencing: 08.06.20

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| **Staff**  | **Info** | **Focus Children** |
| Mrs Griffiths and Mrs Batchelor bubble 1 Miss Andow and Mrs Derby bubble 2 | Mon- Fri- Bubble 1 all dayWed- Fri- Bubble 2 home at 12 | Rotate the focus around the children in your bubble |

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:50Soft start | Whilst chn arrive encourage them to use the image to create a conversation between the chn <https://www.pobble365.com>Can you talk in full sentences? Can you make sure your sentence has a ‘who’ and a ‘what’ in it? Use your imagination as much as you like- there is no wrong or right! | 8:50 | <https://www.pobble365.com> | 8:50 | <https://www.pobble365.com> | 8:50 | <https://www.pobble365.com> | 8:50 | <https://www.pobble365.com> |
| 9:00**If these links don’t load find ‘Kids Get Moving’ channel on youtube** | **Adult led-** Try this Harry Potter ‘Book of Spells’ workout to make sure you’re awake and ready for the day<https://www.youtube.com/watch?v=GZrvByulAHg&t=57s> | 9:00 | **Adult led**- Try this Frozen ‘Elsa’s workout today<https://www.youtube.com/watch?v=R-dpQ2JjJCw> | 9:00 | **Adult led-** Try this Star Wars ‘Jedi Training’ today <https://www.youtube.com/watch?v=6wVo6HmfIds> | 9:00 | **Adult led-** Try this super hero workout today<https://www.youtube.com/watch?v=TGex6z_t4Mk> | 9:00 | **Adult led-** Try this Avenger’s training academy ‘Spiderman Workout’ today<https://www.youtube.com/watch?v=YC_V8hnU2PY> |
| 9:10- 9:30 | **Adult led**- PhonicsSee powerpoint | 9:30- 9:30 | **Adult led**- PhonicsSee powerpoint | 9:10- 9:30 | **Adult led**- PhonicsSee powerpoint | 9:10- 9:30 | **Adult led-** PhonicsSee powerpoint | 9:10- 9:30 | **Adult led-** PhonicsSee powerpoint |
| 9:30- 10:30 | Child led- Play in continuous provision **Resource idea-** Bucket/ container of clean water and brush/ sponge can you ‘clean’ the (real) car? Or maybe clean/ ‘paint’ the shed/outside of your home?**Adult 1 child led**- Support play (IMP\*)**Adult 2 led**- 1:1 reading | 9:30- 10:30 | Child led- Play in continuous provision **Resource idea-** Instruments or pots, pans and spoons**Adult 1 led**- 1:1 reading**Adult 2 child led**- Support play (IMP\*) | 9:30- 10:30 | Child led- Play in continuous provision **Resource idea-** Double sided tape on card. Can you collect pieces of nature to attach?**Adult 1 child led**- Support play (IMP\*)**Adult 2 led**- 1:1 reading | 9:30- 10:30 | Child led- Play in continuous provision **Resource idea-** Chalk lines/ zones outside with number of points in and a ball/ scrumpled paper**Adult 1 led**- 1:1 reading **Adult 2 child led**- Support play (IMP\*) | 9:30- 10:30 | Child led- Play in continuous provision **Resource idea-** Table/ tuff tray with a label ‘observation station’. Can you find interesting things to add to the table for others to enjoy looking at?**Adult 1 child led**- Support play (IMP\*)**Adult 2 led**- 1:1 reading |
| 10:30/45- 11 | Playtime- All children outside | 10:30/45- 11 | Playtime- All children outside | 10:30/45- 11 | Playtime- All children outside | 10:30/45- 11 | Playtime- All children outside | 10:30/45- 11 | Playtime- All children outside |
| 11:00 11:50 | **Child led**- Play in continuous provision **Adult 1 led-** Writing groups (at home write a sentence using one of the pictures in phonics)**Adult 2 led-** Writing groupsTidy up | 11:00 11:50 | **Child led**- Play in continuous provision **Adult 1 led-** Writing groups (at home write a sentence using one of the pictures in phonics)**Adult 2 led-** Writing groupsTidy up | 11:00 11:50 | **Child led**- Play in continuous provision **Adult 1 led-** Writing groups(at home write a sentence using one of the pictures in phonics)**Adult 2 led-** Writing groupsTidy up | 11:00 11:50 | **Child led**- Play in continuous provision **Adult 1 led-** Writing groups(at home write a sentence using one of the pictures in phonics)**Adult 2 led-** Writing groups**Full tidy up inside and outside** | 11:00 11:50 | **Child led**- Play in continuous provision **Adult 1 led-** Writing groups(at home write a sentence using one of the pictures in phonics)**Adult 2 led-** Writing groupsTidy up |
| 12:00- 13:00 | Lunchtime | 12:00- 13:00 | Lunchtime | 12:00- 13:00 | Lunchtime | 12:00- 13:00 | Lunchtime | 12:00- 13:00 | Lunchtime |
| 13:10- 13:30 | Adult led- Maths<https://whiterosemaths.com/homelearning/early-years/>You will need to find ‘The Princess and the Wizard’ story on youtube | 13:10- 13:30 | Adult led- Maths<https://whiterosemaths.com/homelearning/early-years/>You will need 2 folded pieces of paper and some music | 13:10- 13:30 | Adult led- Maths<https://whiterosemaths.com/homelearning/early-years/>You will need some space to play two games | 13:10- 13:30 | Adult led focus- Maths <https://whiterosemaths.com/homelearning/early-years/>Use your WB or paper portrait. You many need to unifix to help you check you have 20 ingredients | 13:10- 13:30 | Adult led-Maths<https://whiterosemaths.com/homelearning/early-years/> |
| 13:30 | **Child led-** Play in continuous provision **Adult 1 child led**- Support play (IMP\*)**Adult 2 child led**- Support play (IMP\*) | 13:30 | **Child led-** Play in continuous provision **Adult 1 child led**- Support play (IMP\*)**Adult 2 child led**- Support play (IMP\*) | 13:30  | **Child led-** Play in continuous provision **Adult 1 child led**- Support play (IMP\*)**Adult 2 child led**- Support play (IMP\*) | 13:30 | **Adult led-** Physical exercise* Daily mile
* Bikes on the field path
* Walk to the pond
* Parachute games
* Relays in the MUGA
* Track races on the field
* Roll the dice action game
 | 13:30 | **Child led-** Play in continuous provision **Adult 1 child led**- Support play (IMP\*)Adult 2- Book changes and restocks |
| 14:3014:45 | Adult 1 Full tidy outAdult 2 Full tidy in | 14:3014:45 | Adult 1 Full tidy in Adult 2 Full tidy out | 14:3014:45 | Adult 1 Full tidy outAdult 2 Full tidy in | 13:30- 14:45 | 14:3014:45 | Adult 1 Full tidy outAdult 2 Full tidy in |
| 14:45 | **Adult led-** Communication and languageTalk through this page and watch the videos<https://ashtonvaleprimary.weebly.com/class-blog---penguin/preparing-for-restarting-school> | 14:45 | **Adult led-** Communication and languageRead ‘Handa’s Surprise’ (youtube if no book) first without the illustrations. Ask chn to describe to their talk partner what they could picture as you read. Scribe their ideas so that you have a record of this version. Read the story again showing the children the illustrations. Read to the end without stopping to comment or question. Invite the children to describe what has happened in the story for a second time. How has seeing the pictures changed their descriptions of what happened? Why is Handa surprised at the end? We knew about what the animals got up to? Did Handa?  | 14:45 | **Adult led-** Communication and languageRevisit this page, watch the videos and reflect on how today had similarities and differences since before the school closure<https://ashtonvaleprimary.weebly.com/class-blog---penguin/preparing-for-restarting-school> | 14:45 | **Adult led-** Communication and languageHanda is from the Luo tribe of south-west Kenya.<http://news.bbc.co.uk/cbbcnews/hi/pictures/galleries/newsid_2658000/2658491.stm>Talk about these African photos together.Can you remember the names of the fruits? Can we find different pictures of them online? Which ones have seeds in? What colour are they? Which ones have you tried? Which ones would you like to try? Can you draw/ write it. Pay attention to the details. | 14:45 | **Adult led-** Communication and languageBlow up a balloon and let it go. How did the class feel? Did the have a surprised feeling?Talk partner- was it right that the animals took the fruit Handa had collected?Why not?Discuss stealing together.What does it mean?Draw a surprised face or a situation where you may have a surprised feeling. |
| 15:05 | Collect belongings for home timeReflection of the day/ singing | 15:05 | Collect belongings for home timeReflection of the day/ singing | 15:05 | Collect belongings for home timeReflection of the day/ singing | 15:05 | Collect belongings for home timeReflection of the day/ singing | 15:05 | Collect belongings for home timeReflection of the day/ singing |

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| \*IMP  |  |
| * Focus on children of the week
* Check child’s cover sheet for focuses (areas of the curriculum or other focuses)
* Observe and wait for a suitable moment where you feel you can extend the child in some way (interact not interfere)
* Teach the next step to the child when appropriate (this could be by providing a suitable environment or resources, or by using the following teaching methods encouraging, explaining, questioning, facilitating, modeling, showing, setting challenge)
* Note the outcome- record on ILD during or after interaction (focus on interaction not the documenting)

**Cycle:****Observe** (and possibly assess), wait for a moment where you can make a difference and **Teach** the appropriate next step, **Record** the outcome (evidence that learning has happened) |  |

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| Provision |
| **Individual** | **To be confirmed****Limited cleanable options in classroom for weekly rotation after clean** | **To be confirmed****Limited cleanable options outside for weekly rotation after clean** |
| Packs PencilColouring pencils/ crayonsPaper/ blank exercise bookGlue stickScissorsTapeWhiteboardPenSponge rubberClipboard | NumiconUnifixStencils CarsPlastic small people DuploPlastic only junk modeling | Counting sticksCounting teddiesRubbing platesPlanes and trainsAnimalsLegoPlastic only junk modeling | Area outside RecBubble’s own box withBats BallsQuoitsHoops HudlesBikes WheelbarrowPlastic large constructionMud kitchen plastic/ metal equipmentBlue water tray for cleaning | Area outside Y1Bubble’s own box withBats BallsQuoitsHoops HurdlesFoam constructionPlastic dollsPlastic dinosaursTuff tray with mud kitchen plastic/ metal equipmentBlue water tray for cleaning |