



**Reception weekly Group time plan**

**Week beginning: 13/01/2020**

|                               | <b>LEARNING OBJECTIVES</b>   | <b>Monday</b>  | <b>Tuesday</b>  | <b>Wednesday</b> | <b>Thursday</b>  | <b>Friday</b>   |
|-------------------------------|--|--|---|------------------|--|---|
| <b>Maths</b><br><b>9.30am</b> | <p>I can recognise amounts of 5,6,7 or 8 objects.</p> <p>I can count out up to 8 objects from a larger group.</p> <p>I can recognise amounts of objects up to 15.</p> <p>I can count on from ten to find a total.</p> <p>I can count out up to 15 objects from a larger group.</p> | <p>Starter – Days of the week song. Tell the children what day it is today and what day it will be tomorrow.</p> <p>How many vegetables are in the cupboard? Show the children the PP images. Mr Hemington has asked us to check how many vegetables are in the school cupboards. Can we help him and count the vegetables? Ask the children to help you count the vegetables and then to show it on a 10s frame. Children to count one type of vegetable at a time and represent it using the counters.</p> <p>VD – children will be counting 6/7 vegetables 5 vegetables are always the same and then the other one or two are different. Children to use coloured counters for the first five to help them see it as five and one or two more.</p> <p>HMC – children will be counting up to 15 vegetables. With 10 being all the same</p> | <p>Starter – Days of the week song. Tell the children what day it is today and what day it will be tomorrow.</p> <p>How many foods are in the fridge? Show the children the PP images. Yesterday we had to check how many vegetables were in the cupboard but we forgot to check the fridges. Ask the children to help you count the food in each fridge and then to show it on a 10s frame. Children to count one type of food at a time and represent it using the counters.</p> <p>VD – children will be counting 6/7 food types 5 foods are always the same and then the other one or two are different. Children to use coloured counters for the first five to help them see it as five and one or two more.</p> <p>HMC – children will be counting up to 15 food objects With 10 being all the</p> | PE               | <p>Starter – Days of the week song. Tell the children what day it is today and what day it will be tomorrow.</p> <p>How many vegetables do we need to make different soups?</p> <p>Show the children a recipe card on the PP and explain that today the cook is going to be using some of the vegetables to make some soups for the teachers. Can we help her to count out how many of each vegetable she needs?</p> <p>VD – children will be counting out 5/6/7 vegetables each time. Children will have counters to represent the veg and will count to represent each number along with the board.</p> <p>HMC – children will have tens frames and counters. Children will be counting out up to 15 vegetables each time.</p> | <p>Starter – Days of the week song. Tell the children what day it is today and what day it will be tomorrow.</p> <p>How many fruits do we need to make a smoothie?</p> <p>Explain to the children we are making some juice using fruits. We need 6/14 apples to make the juice can you show me this number on your tens frame?</p> <p>VD – children will be counting out 5/6/7/8 fruits each time. Children will have counters to represent the veg and will count to represent each number along with the board.</p> <p>HMC – children will have tens frames and counters. Children will be counting out up to 15 fruit each time.</p> |



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|  |   |   |   |  |   |   |
|--|---|---|---|--|---|---|
| <p><b>11:15am</b></p>                    |   | <p>and the remaining ones being another type of vegetable. Children will be encouraged to see it as one group of 10 and several ones. Children will be encouraged to identify and count the group of ten as 10 and then count on to quickly work out the answer.</p> <p>Story introduction - read supertato and discuss ideas.</p> <p>What is special about supertato? He is extra special because he is a vegetable. Can you name any other types of vegetables?</p> | <p>same and the remaining ones being another type of food. Children will be encouraged to see it as one group of 10 and several ones. Children will be encouraged to identify and count the group of ten as 10 and then count on to quickly work out the answer.</p> <p>Fruit and veg - healthy eating songs for carpet before lunch.</p> |  | <p>Fruit and veg - healthy eating songs for carpet before lunch.</p>  | <p>Fruit and veg - healthy eating songs for carpet before lunch.</p>  |
| <p><b>Phonics</b><br/><b>10.30am</b></p> | <p><b>READ, WRITE, INC (see handbook for lesson plans)</b></p> <p><b>1 x writing group per day – see focus task below</b></p> |   |   |  |   |   |
| <p><b>Topic</b><br/><b>1.00pm</b></p>    |   | <p>What is a superhero? Look at ppt - discuss images.</p> <p>What does a superhero do? Do they all look the same?</p> <p>Model sentences.<br/>e.g. Superman has a red, flowing cape and he is very brave.</p>   | <p>Word collector - using images from supertato story.</p> <p>Describing what can be seen in the supertato story scene.</p>   | <p>If you were a superhero, what would your superpower be?</p> <p>Collect ideas and model how to write into sentence<br/>e.g. If I were a superhero I would fly high in the sky. I would be as fast as a rocket.</p> | <p>Healthy /not healthy sorting activity.</p> <p>show the children each printed image in turn and ask them if they think it is healthy/unhealthy. Children to sort the images into 2 hoops in middle of circle.</p> | <p>Play superhero/fruit and veg kim's memory game ppt.</p> <p>Linked to Wellcomms gaps. Can you remember 5 objects/items?</p> |



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|                                   |    |                      |   |                      |                                |
|-----------------------------------|----|----------------------|---|----------------------|--------------------------------|
| End of day carpet focus<br>2.45pm |    | Storytime and Rhymes | Collective worship - see separate planning sheet. | Storytime and Rhymes | Story Time and Rhymes/Assembly |
| Pupil Premium                     | HA |                      | AA  |                      | LA                             |

| Focus Activities    |          | Learning Objective/Curriculum Link   | Activity and resources  | Differentiation  |
|---------------------|----------|--|---|--|
| Morning Focus Tasks | Maths    | <p>I can recognise amounts of 5,6,7 or 8 objects.</p> <p>I can count out up to 8 objects from a larger group.</p> <p>I can recognise amounts of objects up to 15.</p> <p>I can count on from ten to find a total.</p> <p>I can count out up to 15 objects from a larger group.</p> | Children to use recipe cards to create the correct amounts of objects. Children will recognise the number, make it on a tens frame and then draw it using the matching coloured pen to the fruit. | <p>LA – children will only record if able to and will mostly focus on one to one counting skills.</p> <p>AA – children will be encouraged to recognise the number, make it and record up to 8 objects. Children will be encouraged to subsidise 5 on the tens frame.</p> <p>HA – children will be recognising, counting out and recording up to 15 objects. Children will also be encouraged to record the number sentence of 10 + 2/3/4/5 to support understanding of ten and ones.</p> |
|                     | Literacy | I can write about a story character.   | <p>Who is supertato? Children to label characters from the story using captions/simple sentences.</p> <p>Focus on descriptive writing.</p>  | <p>HA - 2/ 3 full sentences using finger spaces.</p> <p>AA - simple sentence/s - use of fred fingers for writing.</p> <p>LA - initial sounds/cvc recording.</p>  |



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|                              |                |  |   |   |
|------------------------------|----------------|--|---|---|
| <b>Afternoon focus Tasks</b> | <b>Topic</b>   | I can name and discuss different fruits and vegetables.  | Vegetable printing activity - children to print veg and talk about which vegetables they like/dislike and why they are good for us. Children to discuss names of veg, what they look like and which one they think will make the best print.          | Differentiated by outcome and discussion. |
|                              | <b>Outdoor</b> | I can move in different ways<br>I can measure time using a stop watch.<br><br>I can play as part of a group narrative. | Superhero obstacle course – adult to set up course with the children and encourage them to time each other using stopwatching. Develop the role play of superhero training centre. Provide dress ups and masks and encourage recording n chalk board. | By support and questioning in the moment. |

| <b>Groups</b> |             | <b>Monday</b>                     | <b>Tuesday</b> | <b>Wednesday</b> | <b>Thursday</b>          | <b>Friday</b> |
|---------------|-------------|-----------------------------------|----------------|------------------|--------------------------|---------------|
| <b>AM</b>     | MATHS FA    | Yellow                            | Blue           | PE               | Green                    | Red           |
|               | LITERACY FA | Story introduction and discussion | Yellow         | Blue             | Red                      | Green         |
| <b>PM</b>     | Topic FA    | Green                             | Red            | Yellow           | Readers – no focus group | Blue          |
|               | Outdoor FA  | Blue                              | Green          | Red              |                          | Yellow        |

**Morning:** Ferihan outside manager, Kim inside manager, Vicki and Hannah focus inside

**Afternoon:** Kim Outside manager, Ferihan inside manager, Hannah focus inside, Vicki focus outside