

Reception Cherry and Apple class weekly overview

Week commencing: 26/4/2021

Subject	Objectives and activities
<p>Literacy</p> 	<p>The Three Billy Goats Gruff They demonstrate understanding when talking with others about what they have read.</p> <p>To read the story of the Billy Goats Gruff. https://www.youtube.com/watch?v=aiy3a1v9Q2E</p> <p>What happens at the beginning of the story? What Happens in the middle? What happens at the end? Can you draw your own story map for the story?</p> 
<p>Phonics</p> 	<p>I can segment and blend sounds in words. I can read CVCC words.</p> <p>Can you join in with the tricky word song? https://www.youtube.com/watch?v=TvMyssfAUx0</p> <p>Have a look at the pictures below. Can you write these CVCC words? Challenge: Can you write a sentence about one of these pictures?</p> <div data-bbox="450 970 1442 1150"></div> <p>(nest, pond, tent, golf)</p>

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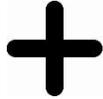
Maths



Addition

I can combine two amounts to add two numbers to 10.

I can count on on a number track to add.



Can you recognise this symbol?

It's the addition symbol. What happens to numbers when we add? (the amounts become bigger). This is because we are combining 2 groups. Which way will we count on the number track if the numbers are becoming a larger amount? (we will count on).

You will need something in your house to use as counters e.g. lego, cereal, beads etc.

For the challenge you will need the number track at the bottom on this plan.

Follow our steps to success to complete these addition calculations.

Steps to success

- 1- Say the addition calculation.
- 2- Count out the first amount in the calculation.
- 3- Count out the second amount in the calculation.
- 4- Count everything altogether.
- 5- Say the calculation with the answer and record the sum.

Challenge: Can you use your number track to check your answer? Start on the first number and count on the second.

$$2 + 4 =$$

$$7 + 2 =$$

$$5 + 4 =$$

$$4 + 5 =$$

$$3 + 6 =$$

$$6 + 1 =$$

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<p>UTW</p> 	<p><u>Changes in me</u> I can make observations and explain why some things occur, and talk about change. Last week we looked at what you could do as a baby and what you can do now. This week we would like you to think about what you will do when you're grown up. What would you like to be? Can you draw a picture of you as a grown up being what you'd like to do? Write a sentence about what you would like to be e.g. I would like to be _____. Can you tell an adult why you'd like to be that?</p>
<p>Physical Development</p> 	<p><u>Throwing under arm</u> I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. You need a ball or a bean bag for this activity. You'll need a target, such as a hoop or a spot to throw the ball to. Can you practise throwing under arm? Can you follow these steps to success to throw under arm? <u>Steps to Success:</u> 1- Have the ball in your dominant hand. 2- Swing your arm back. 3- Swing your arm forward and step forward with the opposite leg to hand. 4- Let go of the ball/bean bag when your hand is pointing to the target. Once you are able to hit the target, can you throw the ball/bean bag to someone in your house? Can they catch the ball once you've thrown it? <u>Fine motor activity:</u> Can you get a paint brush and a pot of water? Go outside and draw some big shapes on the floor with the paint brush and water. Can you do some swirls and zig zags on the floor?</p> 
<p>Expressive Arts Development</p>	<p><u>Creating a troll</u> I can create simple representations of events, people and objects. I can choose a particular colour to use for a purpose. Last week a Wanted poster was delivered to school. On the Wanted Poster there was a description of the Troll. It said: Slimy, smelly and dirty. Ugly and hairy with bright red eyes. Sharp claws and large disgusting feet, that are covered in mud! Can you draw what you think the Troll looks like? Can you use paint or collage to decorate your Troll?</p>

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<p>Forest School</p> 	<p><u>Building a Bridge</u> I can build with a purpose in mind.</p> <p>Have a look online at different bridges. What helps them to stay up? What makes the bridge strong? Can you go into your garden. What things can you find to build a bridge? Can you build your own bridge in the garden? What will help it stay up? How will you make the bridge strong?</p> <p>Get someone in your house to take a photo of you with your bridge.</p>	
<p>Communication and Language</p>	<p><u>Musical statues</u> Play some music. When the music stops the children have to stand very still. This will encourage their listening skills. Can they tune in to the music and freeze as soon as it stops.</p>	
<p>Please continue to practice the children's independence skills e.g. putting shoes and coats on independently. To continue to read home reading book and other stories at home. Have a look on Oxford Owl for additional reading books : https://www.oxfordowl.co.uk/</p>		