

Reception Learning grid for week 2 1.03.21 (Supertato)

Area of learning	Day 1	Day 2	Day 3	Day 4	Day 5
Writing/ Reading  (20mins)	<p><b>Read the book Supertato, please see the powerpoint. Once you have read through the book start looking at the story map of Supertato. Make one together on big paper, ask them if they can remember what happens at the start of the story. Start at the beginning. See story map below for help. Come up with some actions together to learn the story. Only do the first part of the story. Practice over and over. (Children loves this and won't get bored.</b></p> <p><b>Below I have linked a clip of Pie Corbett retelling the story of the little red hen. We get the children to retell the story alongside you</b></p>	<p><b>Re-read the Supertato story using the story map and actions they have decided upon for the first half. Go over previous learning and go over actions. Model and practice the rest of the story using some different</b></p>	<p><b>Read Supertato story again to children. Look at story map. Go over actions. From beginning to end. Do a quick acting session, act out parts of the story to each other using the actions, Can they remember which part it is ? (only 5 minutes-quick session) Writing- Share with them the Supertato, what does he look like, share some describing words. Use some of those words and put into a sentence, model</b></p>	<p><b>Explain that today, the evil pea has stolen the Supertato! Share with them a letter from the evil pea, explaining this. Re tell the story using our actions and story map. Get them to retell the story, see if they can do it more independently. Explain we want to draw a picture of our Supertato, so we can find him. Can they give you some sentences and clues about what he looks like? Draw the supertato aome paper based around what they tell you. Get them to tell you the sentences and draw him based around what they say. For example if</b></p>	<p><b>Read Supertato story again. Look at text map. Go over actions. From beginning to end. Talk about feelings. What is a feeling? How are they feeling today? Look through the book and some of the pictures. How do they think the characters are feeling at certain</b></p>

(20 minutes)

and do actions, so they can remember the story better (the scheme is called Talk for writing). Here is an example of Pie Corbett doing this with the story of the little red hen. The actions for Supertato can be made up with your child, not all the words have to be actioned, just key words. E.g. Supertato, The Evil pea... If you are not sure please send a message on Tapestry.

<https://www.youtube.com/watch?v=JdvJZD-cplg>



actions. E.g. for supertato, could do a superman pose? Practice together acting it out.

Caption writing sheets- please see attached resource.

this (recap sentence features, modelling sounding out) .

Do some sentence writing to describe the Supertato in books.

they say he has legs, ask them what kind of legs? Really get them to describe.

Complete the farm writing sheet using their sounds. If cannot print this off, get them to have a look at the pictures on the sheet and write the words.

points in the story.

Get them to write down feelings, write a sentence with a feeling in it.

	Tricky words-Practice tricky words, writing them out, finding them around the house...				
Maths  (25 minutes)	<p>Count in 2's to 20  <a href="https://www.youtube.com/watch?v=GvTcpfSnOMQ">https://www.youtube.com/watch?v=GvTcpfSnOMQ</a>          Watch subitising powerpoint          Ask the children if they can think of a time when they have counted down until that special thing has happened (it may have been a birthday, holiday or even Christmas) Make up a small calendar for the week and each day you can cross a day off and you can have a count-down to the weekend. Can the children see what is happening to the number each day (it gets smaller)</p>	<p>Count in 2's to 20  <a href="https://www.youtube.com/watch?v=GvTcpfSnOMQ">https://www.youtube.com/watch?v=GvTcpfSnOMQ</a>          Watch subitising powerpoint          Look at your calendar and cross off another day - talk again as to what they can see is happening to the number as we cross off, talk about what it will be tomorrow when we cross another day off.  <b>Children need to experience specific time</b></p>	<p>Count in 2's to 20  <a href="https://www.youtube.com/watch?v=GvTcpfSnOMQ">https://www.youtube.com/watch?v=GvTcpfSnOMQ</a>          Watch subitising powerpoint          Watch the one more monkey powerpoint and go through it together.          Have some objects and get the children to work out what one more is. If you feel they have an understanding of this, please go on to two more, three more....          Complete 1 more sheet dinosaur sheet, leave the 1 less part for the next day.</p>	<p>Count in 2's to 20  <a href="https://www.youtube.com/watch?v=GvTcpfSnOMQ">https://www.youtube.com/watch?v=GvTcpfSnOMQ</a>          Watch subitising powerpoint (Please see powerpoint)          Watch the one less monkey powerpoint          Have some objects and get the children to work out what one less is. If you feel like they understand this, carry on with 2 less, 3 less etc.          Finish of the dinosaur sheet and complete the 1 less space sheet.</p>	<p>Count in 2's to 20  <a href="https://www.youtube.com/watch?v=GvTcpfSnOMQ">https://www.youtube.com/watch?v=GvTcpfSnOMQ</a>          Watch subitising powerpoint          Please print off a tens frame (see resource for this tens frame) and you will need some small objects (beads, pasta shells, small bits of cut up paper, counters).          Give them a number and get them to put them on their tens frames and then add 1 more or take 1 away. See if they can tell you a full sentence. Eg. I have 10, I take one away and I have 9 left.</p>

		<p><b>spans in order to develop an overall sense of time.</b> Talk with the children about what can be done in a minute. Put a minute clock on ipad, phone, watch and talk about what a short amount of time in is. What could we do in such a time - get them to come up with some answers. Are they realistic? Get them to do jumps and count how many they did in that time. Were they right with their guess? Get them to experiment with this.</p>			
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<p>Phonics (20 minutes)</p>	<p>Go through previous sounds learnt, with powerpoint or use previous sound sheet we sent home.</p> <p>We are going to now be recapping and going over the digraphs (two letters sounds) and trigraphs (three letter sounds).</p> <p>Reintroduce ai.</p> <p>Get them to read wait, hail, pain, aim, sail, main, tail, rain, bait (write this words down on paper for them)</p> <p>Please complete phonics ai sheet.</p> <p>Get them to read these sentences-please see resource attached or write them down for them. Can they highlight the words that have ai in them.</p> <p>I will wait for a taxi. The cat has a long tail. I sang a song in the rain.</p>	<p>Go through previous sounds learnt, with powerpoint or use previous sound sheet we sent home.</p> <p>We are going to now be recapping and going over the digraphs (two letters sounds) and trigraphs (three letter sounds).</p> <p>Reintroduce ee.</p> <p>Get them to read see, feel, weep, feet, meet, deep, ree, leeb, deet, meep</p> <p>Please complete phonics ee sheet.</p>	<p>Go through previous sounds learnt, with powerpoint or use previous sound sheet we sent home.</p> <p>Teach tricky words- was, my</p> <p>Practise reading the high frequency words. Words: he, she, we, me, be</p> <p>Get them to read these sentences My rat was mad at the vet. The rain was a pain. I need to feed my cat and my dog.</p> <p>Can they include the words they have learnt in sentences.</p>	<p>Go through previous sounds learnt, with powerpoint or use previous sound sheet we sent home.</p> <p>We are going to now be recapping and going over the digraphs (two letters sounds) and trigraphs (three letter sounds).</p> <p>Reintroduce igh</p> <p>Get them to write down high, light, night, fight, sigh, tonight, might, tight.</p> <p>Please complete phonics igh sheet.</p> <p>Play Yes/No questions – get children to use thumbs up and thumbs down to show whether the answer is yes or no. Is it light at night? Can fish weep? Can a fox sail? Can a rat feel pain? Will it rain tonight? Will a chick cheep?</p>	<p>Go through previous sounds learnt, with powerpoint or use previous sound sheet we sent home.</p> <p>We are going to now be recapping and going over the digraphs (two letters sounds) and trigraphs (three letter sounds).</p> <p>Reintroduce oa.</p> <p>Get them to read goat, foal, cat, dog, rat, fox, rat, sheep, vet</p> <p>Complete oa sheet.</p> <p>Get them to read these sentences- I am a goat in a boat. My pet is a big toad. I was in my new coat.</p>
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		<p>Get them to read these sentences- please see resource attached or write them down for them. Can they highlight the words that have ee in them.</p> <p>He can see his big feet. I feel sad in the rain. A cat can meet a rat.</p>			
<p>Other ideas (20-40 minutes)</p>	<p><b>PE-</b></p> <p>Complete-Cosmic kids yoga video on youtube or a joe wicks (the body coach on youtube).</p>	<p><b>communication and language-</b></p> <p>Talk about favourite fruit and vegetables, what do they enjoy eating? Please can you record this on tapestry and send it in. If you have any fruit and vegetables at home, it would be lovely for them to describe them as well through touch, smell and taste. Can use the what I am powerpoint to see if</p>	<p><b>Expressive arts and design-</b></p> <p>Get them to design and make their own trap to catch the evil pea.</p> <p>This can be made out of anything! They could use junk modelling, paints, any arts and crafts.</p>	<p>UTW- Share with them where do vegetables come from powerpoint. Talk about where they come from together.</p>	<p><b>PSHE-</b></p> <p>Re-Read the story of 'Supertato' by Sue Hendra to the small group. Ask the children if they can think of some adjectives to describe Supertato.</p> <p>If the children do not suggest adjectives such as, 'kind', 'good', 'nice', suggest these to them. Circle 3 of these words e.g. 'friendly', 'helpful', 'caring'. Ask them what they think it means to be friendly, helpful or caring. Explain the game. Explain a situation to the children and they have to hold up a 'friendly' card if they think it is a friendly thing to do or</p>

		they know what the fruit and vegetables are.			hold up an 'unfriendly' card if it is an unfriendly thing to do.
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### Links-

Big number song- <https://www.youtube.com/watch?v=e0dJWfQHF8Y&list=PLTzV7bt6gF8WbSKIM0erptDDglH9tBaDb&index=24>

Jack Hartman counting to 100 video- <https://www.youtube.com/watch?v=1dkPouLWCyc>

### Activities

Reading based- reading a colour level book (15 minutes)

Joe Wicks body coach workout- 30 minutes

Cosmic yoga (search cosmic kids yoga on youtube-choose one) and wellbeing- (20 minutes)