

Suggested Weekly Timetable for Reception Remote learning: **SPRING 2 WEEK 2 beginning 1st March 2021**

Day	Get ready for the day	Live session Daily 9.15 -9.45	Phonics Choose suitable time	Maths Choose suitable time	Handwriting Choose suitable time	Storytime available at 3pm daily
Monday	<ul style="list-style-type: none"> get out of bed help to tidy your bed brush your teeth have a shower get dressed have breakfast be ready for the 9.15 live lesson 	Check the Daily Live Lesson Schedule below for each lesson focus and what you will need to have ready for the lesson each day.	Freeflow 1. Check the daily Phonics Group task on Google Classroom 2. Attend Group Phonics live lessons on Tues, Wed & Thurs 2. Practise key word list daily	Freeflow Lunch and Play Maths Focus this week: Numbers within 15 Watch the daily Maths video lesson on Google Classroom and submit the task	Physical activities Practise daily letter formation: Choose 3 tricky words from your child's animal word list to practise correct letter formation	Listen to a story daily at Storytime on Google Classroom Read with an adult decodable eBooks on Oxford owl's
Tuesday						
Wednesday						
Thursday						
Friday						

RECEPTION LIVE LESSON SCHEDULE SPRING 2 WEEK 2 beginning 1st March 2021		
Day	Lesson Focus	You will need:
Monday	RHE: Healthy Me - Routines We will discuss daily routines and create a daily routine chart	A4 sheet of paper Pencil Coloured pencils or felt tips
Tuesday	GROUP PHONICS: Group 1: Miss Pillay & Mrs Begum Group 2: Mrs Keer Group 3: Miss Thompson	Group 1: Phonics cards (your own set or the ones we made last term) A4 paper/ green homework book Group 2&3: A4 paper/ homework books
Wednesday	GROUP PHONICS: Group 1: Miss Pillay & Mrs Begum Group 2: Mrs Keer Group 3: Miss Thompson	Group 1: Phonics cards (your own set or the ones we made last term) A4 paper/ green homework book Group 2&3: A4 paper/homework books
Thursday	GROUP PHONICS: Group 1: Miss Pillay & Mrs Begum Group 2: Mrs Keer Group 3: Miss Thompson	Group 1: Phonics cards (your own set or the ones we made last term) A4 paper/ green homework book Group 2&3: A4 paper/ homework books
Friday	CLASS ASSEMBLY: A celebration of learning and what we are grateful for	A4 sheet of paper Pencil Coloured pencils or felt tips
A KEY TO ABBREVIATIONS: CAL: Communication and Language PSED: Personal, Social and Emotional Development (RHE: Relationship, Health Education) PD: Physical Development LIT: Literacy MAT: Mathematics UW: Knowledge and understanding of the World EAD: Expressive Arts and Design		

Freeflow Activities:

These are opportunities for your child to choose something that they would like to do eg: puzzles, building, construction, painting, drawing, playdough, craft activities, role play, small world animals or character toys, dolls house, parking garage or small vehicles, etc.

If your child did not get a chance to finish something they were working on earlier, you could let them to finish before starting the next task or let them continue in the next freeflow session after they complete one of the learning tasks. You could use a timer to agree a set time by which the next activity will begin, so your child is prepared for the change in activity. This is something they are familiar with at school.

If they finish a freeflow activity, then encourage them to play with something different or try to make something new until the next learning task begins. Children like repetition and sometimes need encouragement to adapt their play or to try new things that may seem challenging.

If you find your child getting easily bored with their chosen activity, present them with a challenge, either using the same equipment or by asking them for ways in which they could improve what they might be making or extending their play by adding other characters or creating a story around their play. Asking how and why questions at appropriate points during play allows your child to extend their thinking. Try not to over question your child while they are at play.