



Sully School - FOUNDATION PHASE PLANNING- YEAR 1 and 1/2 – WC 22/02/21

Four Purposes - eg ACL - Undertake research and evaluate critically. ECC - Lead and play different roles

Languages, Literacy and Communication - Mathematics and Numeracy - Science and Technology - Humanities - Health and Well-Being - Expressive Arts

	MORNING	AFTERNOON
<p>Dydd Llun</p> <p>Monday</p>	<p>LITERACY</p> <p>DoL: PS2 I can communicate using an increasingly varied and precise vocabulary.</p> <p>CCS: Y1 Write in response to a variety of stimuli. Speak audibly, conveying meaning.</p> <p>Y2 Extend response to a variety of stimuli. Prepare and ask a variety of questions.</p> <p>LO: To develop curiosity</p> <p>Introduce pupils to the new topic 'Deep Blue Sea'. In small groups, spend time using the VR headsets. Guide pupils through under the sea experiences, discussing what can be seen.</p> <p>Website of under the sea footage - https://www.youtube.com/watch?v=3_4JPitlCB</p> <p>Focus: Pupils to complete 'wonderings' about the topic to be displayed on Our Learning journey board.</p> <p>CP: Colour pictures of sea creatures, read stories related to life under the sea.</p> <p>Outdoor: Walk to the bottom of the school field and look at the Deep Blue Sea. What can we see? Where are the boats travelling to? Does this give us any further wonderings?</p> <p>Guided Reading - AB/SH - 1, 2, 3 = Set 3 sounds, 4 = Set 2 sounds</p>	<p>WELSH - SEA BASED VOCABULARY PAGE</p> <p>DoL: PS2 I can listen to, understand and recall what I have heard.</p> <p>CCS: Y1 Use an increasing range of appropriate vocabulary. Communicate purposefully in writing, supported by a drawing. Y2 Speak clearly to a range of audiences. Write text which makes sense to another reader and might include pictures.</p> <p>LO: To learn new vocabulary</p> <p>Introduce pupils to flashcards of words related to under the sea - cranc, pysgod, gwylan, cregyn, ser mor etc. Ask pupils to repeat words.</p> <p>Focus: Create a vocabulary page in topic books with pictures and the correct word. https://www.i2e.com/sully-primary-school/ShelleyH/O+dan+y+mor+words/</p> <p>PE</p> <p>DoL: PS2 I can use and improve basic movement skills in familiar and unfamiliar situations.</p> <p>CCS: Y1 Y2 follow more complex action commands</p> <p>LO: To develop sending and receiving skills by developing spatial awareness.</p> <p>Warm up: Slow stretching, warming up on the line (high knees, heel flicks, sprint to the line and jog back, lunges)</p> <p>Focus: Begin by reminding pupils of three KEY passes that are often used within team sports such as basketball and netball. These include a chest pass, shoulder pass and bounce pass.</p> <p>Level 1: Pupils to find partner and practice alternating between these passes (have three minutes trying to practice and develop each pass before moving onto the next).</p> <p>Level 2: Still using these passes, the receiver needs to run and make 1 change of direction before they can receive the ball (remind sender to only send the ball when the receiver has called/is ready). Swap around a few times.</p> <p>Level 3: Twos will now turn into 3's (piggy in the middle). One person within the three will wear a bib and stand in the middle and try to stop the sender and receiver from passing the ball to each other. Remind receivers to use the skills learnt that include quickly changing direction to get into a free space to receive the pass. Skills practiced today will be used in a team game next week.</p> <p>Cool Down: Slow stretching</p>

<p>Dydd Mawrth</p> <p>Tuesday</p>	<p>NUMERACY - CAPACITY</p> <p>DoL: PS2 I can estimate and measure, using non-standard units, before progressing onto standard units.</p> <p>CCS: Y1 Make a sensible estimate of capacity. Use non standard measures for capacity. Y2 Use standard units to measure capacity. Use symbols related to capacity.</p> <p>LO: To begin to show an understanding of capacity</p> <p>Focus: Y1 Introduce pupils to the idea of capacity and how we can measure using non standard measures (how many cups of water will fill this bucket etc). Remind pupils of what more or less means. Show them examples.</p> <p>Pupils to have two different shaped containers. (one taller/shorter and wider than the other). Pupils to predict how many cups of water will container 1 hold. Teacher to carry out test). Pupils write their result and use this to then write whether container 2 will hold 'more or less', making sure to give their reason and to use these keywords of 'more and less'.</p> <p>Y2 Introduce pupils to the idea of capacity (show powerpoint).</p> <p>Capacity is a measure of how much something can hold. Usually, we use capacity when we are talking about liquid.</p> <p>Small demonstration to encourage thinking;</p> <p>Fill two glasses of the same size with the same volume of water. Ask pupils to answer if they are the same. Then pour one of the glasses into a taller/shorter and wider glass and ask them to ask which one has more. Explain how they both still hold the same amount, however only thing that has changed is the maximum capacity the new glass can hold.</p> <ul style="list-style-type: none"> • We often measure capacity in millilitres (ml) and litres (l). • Introduce pupils to the different language we can also use to describe an item's capacity- half full, nearly full, nearly empty, full. (this will inform CP). <p>Show pupils a litre bottle of water and a measuring jug with 1000ml of water in. Explain how these hold the same capacity as 1 litre=1000ml.</p> <p>Teacher to place two different sized/shaped containers in front of pupils. (this will be repeated three times so you will need 6 different sized containers in total)</p> <p>In their groups, pupils to get given a table where they are going to record their predictions and results.</p> <p>Pupils to write a prediction- What will hold the largest capacity and why? Remind pupils to use keywords. For example, 'I think that the blue container will have the bigger capacity as it is taller'.</p> <p>Once pupils have written their predictions with their reasoning, test out which container holds the most water. Remind pupils to use the correct terminology when writing their answer. 'Container B held 1000 more ml/Container B held 1 more litre has it was taller so there was a greater capacity.'</p> <p>Repeat this experiment for the other styles of containers.</p>	<p>TOPIC</p> <p>DoL: PS2 I am beginning to record and represent data in a variety of ways, including block graphs.</p> <p>CCS: Y1 Collect data and represent it in a table or drawing. Y2 Use a variety of ways to represent collected data. Gather and record data.</p> <p>LO: To create a graph</p> <p>Demonstrate to pupils how to create a graph using a ruler. Model where numbers should be written so that they are accurate. Model how to use the Under The Sea picture to create a graph.</p> <p>Focus: 1 Chilli - Create a pictogram. 2 Chilli - Create a block graph where one square equals one. 3 Chilli - Create a block graph where one box equals 2.</p> <p>https://www.i2e.com/sully-primary-school/ShelleyH/Under+the+sea+picture+for+graphs/</p> <p>CP: Create block graphs based on information gathered from friends within the class. Maths games on ActiveLearn.</p> <p>Outdoor: Use natural materials to create pictograms. Use skipping ropes, balls etc to practise counting in 2s, 3s, 4s, 5s and 10s.</p>
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	<p>CP: Capacity games on IPADS</p> <ul style="list-style-type: none"> ● Pupils to use colours to colour in bottles to represent the labelled capacity 'half full, nearly full, full capacity' etc. ● Pupils to fill labelled bottles (half full, nearly full, empty, 200ml, 1 litre) etc with the correct amount using a measuring jug and a bucket already filled with water. ● Prediction game- how many cubes can fit into the bowl? Pupils to only have a bowl and a small selection of cubes to help them predict. Leave their predictions on post it notes and find out at the end of the lesson. <p>Outdoor: Outdoor investigation. Pupils to have clipboards with a list of items on them. Using a large container of water, pupils fill these items up to their maximum capacity, pour into a measuring jug and record how many ml/l the item can hold on their sheet.</p> <p>Guided Reading - AB/SH - 1, 2 = GR reading groups, 3, 4 = Lexia</p>	
<p>Dydd Mercher Wednesday</p>	<p>LITERACY</p> <p>DoL: PS2 I can use grapheme-phoneme correspondences. I can organise my writing into a logical sequence.</p> <p>CCS: Y1 Use spelling strategies such as sound-symbol correspondence. Link letter sounds and letter names. Y2 Recognise and use an increasing number of phonemes and their corresponding graphemes.</p> <p>LO: To understand alphabetical order</p> <p>Talk to pupils about the alphabet (use the alphabet song to help aid memory, if needed https://www.youtube.com/watch?v=XC6wQQHo8uU) and what 'alphabetical order' means. Explain the need to firstly look at initial sounds and then at second and third letters if necessary.</p> <p>Focus: Organise items into alphabetical order. 1 Chilli - Use 'under the sea' pictures to help to put things into alphabetical order. 2 Chilli - Put the 'under the sea' words in the correct order (all words start with the same initial sound). 3 Chilli - correctly order the 'under the sea' words when many start with the same initial sound.</p> <p>CP: Create an A-Z of 'under the sea' words using non-fiction books to help. Create group posters of sea related words that start with the same letter.</p> <p>Outdoor: Take clipboards outdoors and make a list of things starting with each letter of the alphabet in the outdoor area.</p> <p>Guided Reading - AB/SH - 1, 2 = Independent reading 3, 4 = GR group reading</p>	<p>PSE - DREAMS AND GOALS</p> <p>DoL: PS2 I have the confidence and motivation to persevere when faced with challenges.</p> <p>CCS: Y1 Talk about things they have done, explaining the process. Organise what they say and choose words deliberately. Y2 Talk in detail about what they have done, including relevant details. Speak confidently including relevant details.</p> <p>LO: To begin to understand 'success'</p> <p>Year 1 - Pass an object around the circle without making a sound eg a tambourine. How did they achieve this? Show 'success pictures' one at a time and discuss whether they show success or not. Each 'success' picture needs to be added to a treasure chest. Give each child a prepared coin with one of their successes written on one side. Children then need to decorate their own 'treasure chests' and talk about their successes as they put their coins inside.</p> <p>Year 2 - This new unit of work is all about our dreams and goals. Talk to the children about what 'dreams and goals' mean. How can we work towards achieving our dreams and goals? Today we will be thinking about what success looks like. Show some pictures e.g. people with cups and medals and discuss whether this is success. Children will need to think about a time when they were successful and record their ideas on a treasure chest template using A success I achieved is....This made me feel.... Set children a challenge to be achieved before the next lesson - learning the Macarena dance.</p> <p>PE- Under the sea Yoga</p> <p>DOL: I can respond to prompts in imaginative and creative ways.</p> <p>CCS: Y1 Y2 follow more complex action commands</p>

		<p>Warm up: Slow stretching. Give pupils a name of an animal or something that is known to live underwater. Ask pupils to move/travel around the playground and whilst recreating these movements. Underwater animals could include Crab, fish, octopus, starfish, shark, seaweed, mermaid?</p> <p>Main activity- Pupils to perform 'Under the sea' yoga (seen on activity cards) on a yoga mat.</p> <p>Cool down- slow breathing in through the nose and out through the mouth (sitting tall with legs crossed and hand on belly)</p>
<p>Dydd Iau Thursday</p>	<p>NUMERACY - COOKING WELSH CAKES DOL: NM I can use a variety of different measuring devices from different starting points. I can use standard units. ST I can observe and describe how materials change when they are mixed together.</p> <p>Show children a picture of Welsh cakes and the recipe for how to make them. Remind pupils about the importance of following instructions in the correct order and focus on the units of measurement included in the recipe. Cook Welsh cakes in small groups. https://www.i2e.com/sully-primary-school/ShelleyH/Welsh+cake+recipe.pdf/</p> <p>Guided Reading - AB/SH - Whole Class GR</p>	<p>St David's Activities - These activities will be completed over the next 2 days DoL: LLC I can write legibly. EA I can produce creative work for different audiences.</p> <p>Expressive Arts - Observational painting of a bunch of daffodils. Language, Literacy and Communication - Handwriting - copy out a poem about Wales/National Anthem or write a poem about Wales.</p>
<p>Dydd Gwener Friday</p>	<p>St David's Activities DOL: HWB I can notice and communicate my feelings</p> <p>Science and Technology - Taking 'Proud to be Welsh' photos. Health and Wellbeing - Create a Welsh emotions poster with pictures showing situations when you feel that way eg Dw i'n hapus with a picture of the park (hapus, trist, ofnus, grac)</p>	<p>St David's Activities DOL: LLC I can listen to, understand and later recall what I have heard. I can speak clearly, using expressions and gestures. I can remember poetry. H I can explain why places are important to different people. I can recognise the distinct features of Wales.</p> <p>Humanities - Find out facts about some famous castles in Wales and orally present them. (Flipgrid?) Numeracy - Sing un dau tri banana. https://www.youtube.com/watch?v=ZiA08g1WLA</p>