



Sully School - FOUNDATION PHASE PLANNING- Reception/Year 1 - WC 3.5.2021

Four Purposes - EIC Are knowledgeable about their culture, community, society and the world. They are becoming more aware of their identity outside of the school/home.

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>May Day Bank Holiday</p>	<p>May Day Bank Holiday</p>
<p>Dydd Mawrth</p> <p>Tuesday</p>	<p>LITERACY LO : To understand past tenses, and know that, like the red words in RWI, you have to learn the ones that are different PS1 N/A PS2 I am beginning to use appropriate language to talk about events in the past CCS: explore language, information and events in texts Focus: Explain to the chn that they will be writing their own diary entry on Thursday. Discuss a diary. Explain that the head teacher of Sully School used to always keep a diary to show what had happened each day at school. Read them some extracts. The Head Teacher's Diary of Sully School 100 years ago - Google Slides Notice the past tense is used to describe something that has already happened. Provide the children with simple sentences that are cut up in the present tense, and the same sentence in the past tense. With varying support, take photos for books</p>	<p>Topic Humanities LO Describe what else you would like to have in Sully village PS1 I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world. PS2 I can form and express opinions about something that is important to me, considering my own ideas, feelings and those of others. CCS: talk about things from their experience and share information Focus: Recap on the amenities in Sully. Sully is now described as a dormitory village, which means people sleep here, but go to other places for work and recreation. Over a 100 years ago, the people that lived here mostly had jobs on Cog Farm. In the school diary it tells us that... https://docs.google.com/presentation/d/1XL-c8oBOZLU_dYBx6wtaGyv04-aewKbau-mBZ3yIBJY/edit#slide=id.p If Sully continues to grow, as it has done, what will the village need to meet all the interests of its people?</p>

	<p>Challenge 1: Order a simple sentence and orally turn it into the past tense.</p> <p>Challenge 2: Order and change more than a sentence</p> <p>Challenge 3: Write the past tense sentence on a whiteboard</p> <p>CP - Literacy games, spelling game forest phonics on topmarks, listen to readers</p> <p>Outdoor - Play long rope skipping game, where children have to say, I went to the shop and I bought some ham, and the next child continues the list.</p> <p>DAILY PHONICS: Groups to read, revise/learn sounds, write Mon - Thurs</p> <p>DAILY MATHS: number bonds, number recognition, number formation, days and months</p>	<p>Challenge 1 :Think of what Sully needs to improve the village</p> <p>Challenge 2 :As above but give a reason for your choice</p> <p>Challenge 3: Give pros and cons for your choice. Be able to see the good points and bad points of the suggestion.</p> <p>Outdoor - Build a village/business/facility using large construction.</p> <p>CP Draw pictures of what you would like to have in Sully.</p>
<p>Dydd Mercher</p> <p>Wednesday</p>	<p>Maths</p> <p>LO: I know when to add and when to subtract</p> <p>PS1 I can explore how sets change when objects are added to them and taken away from them</p> <p>PS2 I can add and subtract whole numbers using a variety of written and mental methods</p> <p>CCS: Select appropriate maths techniques to use</p> <p>Focus: Look at some real life problems and talk about how to decide whether an addition or subtraction sum is required. Remind the children of the different techniques we have been using over the past two weeks.</p> <p>Challenge 1: Add or subtract within 10</p> <p>Challenge 2: Add or subtract within 20</p> <p>Challenge 3: Add or subtract within 100</p>	<p>Welsh</p> <p>PS1 I am beginning to recognise and read <i>high-frequency words</i> that I encounter.</p> <p>PS2 I can use <i>grapheme-phoneme correspondences</i> when reading.</p> <p>CCS: use words, phrases and simple sentences</p> <p>LO: To learn vocabulary about school</p> <p>Focus:</p> <p>https://www.learn-welsh.net for vocabulary and games.</p> <p>Challenge 1: be able to say some school related vocab eg ysgol, chwarae, athrawes, dosbarth</p> <p>Challenge 2: Be able to say some simple sentences about school eg Dw i'n hoffi mynd yr ysgol</p>

	<p>CP - number puzzles; use calculators to complete subtractions Outdoor - chalk sums on the floor for a partner to complete</p>	<p>Challenge 3: as above but use achos and a reason why. CP match pictures to Welsh/English words</p> <p>Outdoor - Intervention groups</p>
<p>Dydd Iau Thursday</p>	<p>LITERACY LO: To use the past tense writing a diary entry PS1 n/a PS2 I can organise my writing into a logical sequence.</p> <p>CCS:Y1 understand different types of writing. Rec: show understanding of different formats,</p> <p>Focus: Read diary entry example , my amazing school day - Google Docs Can the children see similarities and differences with their experience of school in reception and Year 1? Notice how the language has to be in the past tense. Play ping pong questions saying a verb in the present tense, and the children put it in the past tense. Model writing on board, using rwi phonics to spell. Challenge 1: Write a sentence describing something they have done during the school day. Challenge 2: Write more than a sentence, use time connectives such as This morning, first I.. then I, next I. Challenge 3: As Challenge 2, but try to extend their sentence with but/because/as.</p> <p>CP literacy games, reading, forest phonics, Outdoor mime an action standing in a hoop, the other children have to say what it was in the past tense</p> <p>DAILY PHONICS: Groups to read, revise/learn sounds, write Mon - Thurs</p>	<p>PE Health and Well-being Pirate Ships (carried over from previous week due to number of trips to church) PS1 I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions. PS2 I can use and improve basic movement skills in familiar and unfamiliar situations. CCS: listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions LO: Listening to instructions and teamwork Focus: Outside in group size of choice to suit class. Teach children some actions and mark out the grid/area for children to keep in. commands Main deck - run to a different line man the lifeboats - OR call out a number eg 4 and the children have to get into groups of that number and "row" their boat. Walk the plank - walk in straight line one foot in front of the other rats on board - sit on floor hugging knees with feet off the floor rowboats - in pairs facing each other, soles of feet touching and join hands then rock backwards and forwards in rowing motion Sharks - run to a corner as instructed Peg Leg Jim - hop on one leg to a cone Challenge 1: Begin to respond to instructions Challenge 2: Improve basic skills by following good practice shown by others Challenge 3: As above but show resilience in fitness</p>

	<p>DAILY MATHS: number bonds, number recognition, number formation, days and months</p>	
<p>Dydd Gwener Friday</p>	<p>ICT</p> <p>Use google search to find images of Cog Farm in the past and how it looks in modern day.</p> <p>DAILY MATHS: number bonds, number recognition, number formation, days and months</p>	<p>PSE Health and Well-being Jigsaw 'Relationships' Piece 2 - Make Friends, Make Friends, Never Ever Break Friends! Part 1 PS1 I have an awareness of the feelings of others PS2 I can pay attention to the feelings of others and I am learning to think about why they may feel that way LO: I know how to make friends to stop myself from feeling lonely</p> <p>Focus: Show the lonely child photo and ask the children how they think she is feeling and why. Explain that she is feeling lonely and share possible solutions. Draw and/or describe a friendly person - smile, eyes that look at you, kind hands, says nice things. What can you do if you find someone who looks lonely?</p>