



Sully School - FOUNDATION PHASE PLANNING- YEAR 2 and 1/2 – WC 03/05/21

Four Purposes - EIC Are knowledgeable about their culture, community, society and the world. Are ready to citizens of Wales and the wider world.

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

	MORNING	AFTERNOON
Dydd Llun Monday	May Day Bank Holiday	May Day Bank Holiday
Dydd Mawrth Tuesday	<p>NUMERACY DoL: PS2 I am beginning to tell the time using a variety of devices. CCS: Y1 use standard units of time to read 'o'clock' using both analogue and 12-hour digital clocks Y2 read hours and minutes on a 12-hour digital clock LO: To become familiar with a digital clock face Focus: Recap with pupils any information they can recall about analogue clocks. Hold clock and make different times including half past, quarter past, quarter to and O'clock. Introduce pupils to the digital clock by showing them how each number we pass on the clock represents five minutes. Explain how there are 60 minutes in an hour and model to pupils how we count each number using the 5x table all the way from 12 (O'clock) as we pass each of the 12 numbers., e.g- 'Five, ten, fifteen (quarter past), twenty, twenty-five, thirty (half past)'. When approaching half past, quarter past or quarter to, ask pupils what time it is. Show pupils attached powerpoint 'read, write and convert time'. This powerpoint model will show how time is represented on a digital clock. Chilli 1: Pupils to recognise a time shown on an analogue clock face and use this to write the correct digital time for a range of O'clock and half past times shown. Chilli 2: Pupils to recognise a time shown on an analogue clock face and use this to write the correct digital time for a range of O'clock, half past, quarter past and quarter to times shown. Chilli 3: Pupils to recognise a time shown on an analogue clock face and use this to write the correct digital time for a range of digital times including five past, 10 past, half past etc. CP: Matching- Simple matching exercise- analogue clocks to digital times. Digital time games- top marks. Drawing the correct time on the clock. Outdoor: What's the time Mr Wolf. Drawing and labelling a analogue clock with both analogue and digital times (use poster for support)</p>	<p>TOPIC DoL: I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world. CCS: I can identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. LO: To learn about famous landmarks in Wales. Focus: Look at the 'Wales is a special place' powerpoint https://docs.google.com/file/d/1nKzyFRzfGvbTsp_ZWYs_UrJ8UXmS-SM6/edit?usp=docslist_api&filetype=mspresentation. Look at the map of Wales slide and choose 4 places on the map slide to explore further. Discuss together and then make a list on the board of some interesting places to visit in Wales. Discuss other places they may have visited in Wales. Do they have any interesting facts/information about the places listed? (Try to include examples from different categories e.g beaches/castles/cities and towns/mountains and rivers). Divide topic books into four sections - children to sort the list on the board into the correct category. 1 Chilli - Sort 4 famous places in Wales into the correct category in their books and draw a picture. 2 Chilli - Sort 8 famous places in Wales into the correct section of their book and choose some to draw a picture of. 3 Chilli -Sort 12 famous places in Wales into the correct section of their book and draw a picture of. CP: Research some famous places in Wales using the ipads and record on whiteboards. Complete a word search of famous places in Wales Outdoor: Use Chrome books if weather permits to create a wordle of a famous landmark in Wales/ Or do their own wordle on the playground floor.</p>

	<p>Guided Reading - RWI Groups</p>	
<p>Dydd Mercher Wednesday</p>	<p>LITERACY</p> <p>DoL: I can recognise the distinct physical features of places, environments and landscapes in my locality and Wales, as well as in the wider world.</p> <p>CCS: I can use talk to plan writing and note down my ideas to use in writing.</p> <p>LO: To compare Wales to Australia.</p> <p>Focus: Read through the story of the 'Amazing Australian Road Trip'. When finished discuss all the places that were visited. Can they think of great places in Wales they could compare these to? Recap over famous Welsh places discussed yesterday. Using a mixed up list of Australian/Welsh place names- pupils sort them out correctly in topic books. Then choose one of the places in Australia and one from Wales to find out some facts about and write down information about in their topic books.</p> <p>1 Chilli - With adult support children to sort the list of places into the correct category of either Australia or Wales and then research 1 place in Australia and 1 in Wales to write a sentence about in topic books. 2 Chilli - Sort the lists correctly and then with some adult support pupils choose 2 places in both Wales and Australia from the lists, research them to write some sentences about them, comparing them. 3 Chilli -Sort the places into lists and then independently choose 2 places both in Wales and Australia to find out about.</p> <p>CP: Create a visual map of the places that were visited in the story using a large map of Australia.</p> <p>Outdoor: Make a list of the places that were visited in the story - put into alphabetical order. Choose one to create a picture of on the playground using chalks.</p> <p>Guided Reading - Whole Class Guided Reading.</p>	<p>PSE - RELATIONSHIPS - JIGSAW PIECE 4</p> <p>DoL: I can notice and communicate my feelings.</p> <p>CCS: I can listen to others and understand that they may have a different perspective to my own.</p> <p>LO: To begin to understand the nature of secrets.</p> <p>Share the jigsaw charter to start.</p> <p>Year 1- Play 'Squeeze' as in piece 3. Use the 'Calm Me' script and chime. In pairs talk about someone who has helped them at school this week. Children work in groups using people cards, turn over and discuss if it is someone who can help at school or not. Sort cards into groups of people who might help at school and people who might help outside school. Look at the powerpoint and focus on how they are feeling. Use the scenario cards to act out different situations in school. Using the My Jigsaw learning resource, ask children to reflect on their learning.</p> <p>Year 2- Play the game of Chinese whispers. Teacher to use the 'Calm Me' script and the chime. Teacher brings a special gift wrapped box into the circle and asks the children if they can keep a secret. Discuss what might be in the box, then discuss secrets and when it is good to keep one and when we should share a secret. Look at powerpoint. Discuss different secret scenarios about secrets. Use the My Jigsaw learning resource and invite the children to reflect on their learning about secrets.</p> <p>PE- YOGA</p> <p>African animal yoga story- see available cards.</p> <p>Pupils to follow along with the African animal story being read out as they engage in accompanying yoga moves at different parts of the story. .</p> <p>resources needed- yoga mat per pupil, activity cards and story. .</p>

<p>Dydd Iau Thursday</p>	<p>NUMERACY DoL: PS2 I am beginning to tell the time using a variety of devices. CCS: Y1 use standard units of time to read 'o'clock' using both analogue and 12-hour digital clocks Y2 read hours and minutes on a 12-hour digital clock LO: To develop ability to recognise time on a digital clock Focus: Chilli 1: Pupils to recognise the digital time shown and use this to draw the hands on the clock correctly. (O'clock, half past) Chilli 2: Pupils to recognise the digital time shown and use this to draw the hands on the clock correctly. (O clock, half past, quarter past and quarter to) Chilli 3: Pupils to recognise the digital time shown and use this to draw the hands on the clock correctly. (any time on the five minute mark- 5 past, 10 past etc..) CP: digital and analogue games- top marks. Analogue and digital time matching cards. Decorate an analogue clock with digital times around the outside. Outdoor: What's the time Mr Wolf.</p> <p>Guided Reading - Whole class guided reading</p>	<p>TOPIC An information leaflet DoL: CCS:I can write for different purposes and authentic audiences, real or imagined. LO: To recall famous landmarks in Australia. Focus: Recap over the story read yesterday. What do people do in Australia? What are the famous sights? Use famous landmark ppt to show famous landmarks in Australia. Add key facts to the board for later use. Discuss what a leaflet is, show some examples, discussing why people make them? Look at an example of a poster made last week. Explain that they are going to make a leaflet for one of these landmarks. If they were going to go to Australia, which landmark would they want to visit? Tell them they are going to find out more about that landmark. Using ipads and Chrome books give children time to find out about their chosen landmark. 1 Chilli - In pairs children to work with adult support to include 2 key facts and other pieces of information on their leaflet about a famous landmark in Australia. 2 Chilli - In pairs children work independently to include at least 3 key facts about a famous landmark in Australia to create their leaflet about it. 3 Chilli - In pairs children work independently to research and include at least 4 key facts on their leaflet about their chosen landmark. CP: Australian landmarks word search. Work in pairs each child to write some clues/questions about a landmark so their friend has to guess which one it is. Outdoor: Record themselves using ipads talking about what they've learnt this week about Australian landmarks.</p>
<p>Dydd Gwener Friday</p>	<p>ICT CCS: I can plan a digital task, identifying success criteria to support the process. I can create, edit and organise multimedia components. I can use talk purposefully to contribute to group discussion sharing ideas and information. LO: To begin to plan/create a film Year 1: Create final scenes for the animation based on storyboards created by pupils. Ensure all scenes are downloaded and exported to camera roll. These can now be transferred to 'clips' (if available on the ipads) or iMovie to make up a 3-scene animation for each pair of pupils. Year 2: Remind pupils about the movie we have been planning over the last few weeks. Is anyone ready to start filming their scenes? This will need to be done on an ipad (labeled with names) in a quiet area.</p> <p>INTERNATIONAL LANGUAGES - MANDARIN DOL: I can use spoken languages for different purposes. CCS:I can recognise and follow information and multi-step instructions pictorially and/or verbally on familiar topics and routines. LO: To learn about Chinese culture. Lesson 4 Mandarin Scheme of Work.</p>	<p>RE DoL: PS2 I have an awareness of what is right and wrong and that my actions should reflect that. CCS: LO: To understand what is meant by the terms 'fair' and 'unfair' Introduction: Recap with pupils the importance of identity and diversity within this world. 'Everyone is unique'. 'How would you feel if everyone looked exactly the same?' 'Why is it important that everyone is unique in this world and different from each other?' In the bible Jesus gave what was called the golden rule, telling his followers to 'treat others as you would like to be treated'. Show pupils the following video: https://www.youtube.com/watch?v=X8OqwZvEorI (focused around the golden rule) Discuss with pupils the importance of the golden rule. How would they feel if everyone followed this rule? Would the world be a better place? Despite their being many different beliefs, values and religions in the world, all follow a similar message. Can pupils come up with their own message to promote fairness like the book showed. Focus: In pairs, pupils to design a poster on A3 paper, encouraging others to follow the golden rule. CP and outdoors- create golden rule pictures/posters. Fair/unfair discussion cards</p>

	<p>Recap over the Chinese animals of the Zodiac, learnt about last week. Watch the story about the snake for Lesson 4 https://www.youtube.com/watch?v=cjs_Xo1REh0 and discuss it, discuss the process of how the lady made the shadow puppets. Make shadow puppets using the twinkl resource and try out behind some white paper.</p>	
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