



Sully School - FOUNDATION PHASE PLANNING- Reception/Year 1 – WC 5.7.2021

Four Purposes -

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

	MORNING	AFTERNOON
<p>Dydd Llun Monday</p>	<p style="text-align: center;">Sullyfest Opening Ceremony</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>Topic Humanities</p> <p>PS2 I can describe how places, spaces, environments and landscapes are important to different people and for different reasons</p> <p>CCS:Y1: use specific words which relate to the topic of their writing. Rec: copy and write letters, words and phrases</p> <p>LO: To recall some facts about the indigenous tribes of the Amazon</p> <p>Focus: Look at the power point on Twinkl and select some slides to discuss with the children. Show them a video showing what life is like for them</p> <p>▶ Amazon rainforest indigenous people in fight for survival- BBC News.</p> <p>Discuss what is difficult, and how different the children's lives are from their own lives. Children to write facts that they recall</p> <p>Challenge 1: With support recall and write a fact</p> <p>Challenge 2: As above, but at least 2 sentences</p> <p>Challenge 3: As above, include an opinion about what is good or not good</p> <p>CP - decorate bodies with insect / animal patterns as in the ppt.</p> <p>Outdoor -</p> <p style="text-align: center;">Sullyfest Races Year 1</p>
<p>Dydd Mawrth Tuesday</p>	<p style="text-align: center;">Sullyfest Races Reception</p>	<p>Expressive Arts</p> <p>Topic</p> <p>LO : To copy the art style of Brazilian artist Romero Britto</p> <p>PS1 I am beginning to compare my own creative work to the creative work of others.</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>PS2 I can compare my own creative work to creative work by other people and from other places and times.</p> <p>CCS: Y1: show understanding of what they have heard by asking questions to find out more information Rec: Ask questions about something that has been said.</p> <p>Focus: Look online at the artist's work. Count how many different patterns there are in the various parts of the clothing, there are spots on different backgrounds, stripes etc. Explain that they are going to create a person and decorate them in the same way, and that they will sell their work to their parents for their Enterprise project. Model for them how they will go about creating their masterpiece on w/board. Provide them with a template of a body on which they have to draw clothing of their choice, and pattern it in a similar way to the artist.</p> <p>Challenge 1: Use template of body to draw clothes and decorate in different patterns</p> <p>Challenge 2: Create their own drawing and clothes</p> <p>Challenge 3: As above.</p> <p>Outdoor - Listen to readers</p>
<p>Dydd Mercher</p> <p>Wednesday</p>	<p>Maths LO: I can subtract</p> <p>PS1 I can explore how sets change when objects are taken away from them</p> <p>PS2 I can subtract whole numbers</p> <p>CCS: Select appropriate maths techniques to use</p> <p>Focus: Look at some subtraction sentences and model how to read them. Demonstrate how to complete them: using counters/using a number line/putting the smallest number in your head and using fingers to count on to the biggest number</p> <p>Challenge 1: Subtract within 10</p> <p>Challenge 2: Subtract within 20</p> <p>Challenge 3: Subtract a single digit number from any 2-digit number</p> <p>CP – number puzzles; use calculators to complete subtractions</p> <p>Outdoor - chalk sums on the floor for a partner to complete</p>	<p>Welsh</p> <p>PS1 I am beginning to exchange information</p> <p>PS2 I can exchange ideas and information. I am beginning to use appropriate language to talk about events.</p> <p>CCS: Y1 Talk about what they are going to write. Rec Share ideas</p> <p>LO: To communicate information</p> <p>Recap Pwy wyt ti? and Ble wyt ti'n byw? Model how to answer using full sentences egi ydw i. Dw i'n byw yn ... gyda....</p> <p>Focus: Pupils draw a picture of their home and family in their topic book. Underneath they will need to write sentences about who they are</p>

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<p>Dydd Iau Thursday</p>	<p>Maths LO: I can subtract PS1 I can explore how sets change when objects are taken away from them PS2 I can subtract whole numbers CCS: Select appropriate maths techniques to use Focus: Demonstrate how to make up subtraction stories to match number sentences Challenge 1: Subtract stories within 10 Challenge 2: Subtract stories within 20 Challenge 3: Subtraction stories; spot mistakes in given subtractions CP – paint subtractions; Top Marks ‘Hit the Button’ subtractions Outdoor – role play number stories</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>PE Health and Well-being PS1 PS2 CCS: LO: Focus: Challenge 1: Challenge 2: Challenge 3:</p>
<p>Dydd Gwener Friday</p>	<p style="text-align: center;">Sullyfest Closing Ceremony</p> <p>DAILY MATHS: number bonds, number recognition, number formation, days and months</p>	<p>PSE Health and Well-being Jigsaw - ‘Changing Me’ Piece 4 - Fun and Fears Part 2 PS1 I can notice and communicate how I am feeling PS2 I can notice and communicate my feelings LO: I can express how I feel about moving to a new class Focus: Explain to the children that they will be visiting their new classroom on Monday and ask them how they feel about that. Explain that there may be some children in their new class who weren’t there before and that some of their friends in their class now might be going to a different class. Make a list of questions that they could ask their new teacher next week. Reassure them again that it is normal to feel lots of different emotions about moving</p>

	<p>Children to choose their favourite piece of work from their topic work to go into a portfolio.</p>	<p>to a new class. Remind them about 'A Huge Bag of Worries' and who they can chat to if they have worries.</p>
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