



Sully School - FOUNDATION PHASE PLANNING- YEAR – WC

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>**SULLY FEST - OPENING CEREMONY</p> <p>Pupils perform dances to each other outside.</p> <p>LITERACY</p> <p>DoL:</p> <p>CCS (LNF DCF):</p> <p>LO:</p> <p>Focus:</p> <p>CP:</p> <p>Outdoor:</p> <p>Guided Reading -Set 3 RWI sounds.</p>	<p>WELSH</p> <p>DoL:PS2- I can listen, understand and respond to a range of questions and multi-step instructions in a variety of familiar contexts.</p> <p>CCS:Year 1 - I am beginning to ask and answer questions to clarify my understanding. Year 2- I can ask and answer questions and exchange ideas and information on topics.</p> <p>LO: To write sentences using healthy foods vocabulary.</p> <p>Focus: Recap over healthy food vocabulary introduced wb 21.06 - Discuss likes/dislikes. Remind pupils how we say what we like/dislike e.g dw i'n hoffi....., dw i ddim yn hoffi..... Play bang bang - show children flash cards and the first one to answer in a full sentence dw i'n hoffi mefus, wins - best of 3. Remind pupils about the questionnaire they completed previously. Children write sentences based upon the information they've gleaned from the questionnaire e.g. Mae Sam yn hoffi mefus,mae Ben yn hoffi ceirios. Chilli 1- Use questionnaires to write about 2 sentences regarding what fruits/veg their friend liked (support given). Chilli 2- Use questionnaires to write 3 sentences independently. Chilli 3 - Use questionnaires to write 3 sentences about what their friends like, and some about what they dislike too.</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 action commands</p> <p>LO: To practice sports for Sully Fest.</p> <p>Focus:</p> <p>walk, jog, sprint- encourage fast reaction times.</p> <p>On playground/field (if available), pupils to continue practicing for Sully Fest. This is the final opportunity for pupils to practice the following chosen sports.</p> <ul style="list-style-type: none"> ● 60m sprint ● relay in small teams ● long jump ● egg and spoon race ● hurdles

<p>Dydd Mawrth</p> <p>Tuesday</p>	<p>NUMERACY - OLYMPIC MATHS</p> <p>DoL: PS2 I have explored measuring, using counting, measuring equipment and calculating, and I can choose the most appropriate method to measure.</p> <p>CCS: Y1 Y2 select appropriate equipment and resources</p> <p>LO: To measure distances and time within sport.</p> <p>Focus: Today pupils will be taking part in sporting activities where they will measure the distance travelled/time completed of their peers. Pupils to work in pairs and have one clipboard between themselves with a table to record results on (see resource file).</p> <p>Pupils to use metre sticks, trundle wheels, electronic timers as well as non standard measures to measure the results within the following sports;</p> <p>Long jump (metre sticks or hands depending on distance)</p> <p>Sprint (stop watch)</p> <p>hurdles (stop watch)</p> <p>skipping- how many skips per minute? (timer)</p> <p>shot put- using small plastic balls (metre stick or trundle wheel).</p> <p>Pupils to rotate around the different stations in small groups.</p> <p>CP: using chromebooks, pupils to compare times run by famous sprinters (Usain bolt etc. Analyse/draw conclusions from results.</p> <p>Outdoor: Listen to readers. (Focus will take place outside)</p> <p>Guided Reading -RWI Guided reading groups.</p>	<p>TOPIC - SULLY FEST - Pupils to perform their races to the other class.</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:</p> <p>Focus:</p> <p>CP:</p> <p>Outdoor:</p>
<p>Dydd Mercher</p> <p>Wednesday</p>	<p>LITERACY</p> <p>DoL:PS2- I can organise my writing into a logical sequence.</p> <p>CCS:I can write using an increasingly imaginative, varied and precise vocabulary.</p> <p>LO: To write a recount.</p> <p>Focus: Discuss with pupils what they've done this week regarding the Sully Fest ie - the opening ceremony, sports races. Recall all the dances/songs performed by each class. Recall all the sports races performed. Children write a recount of the weeks activities</p> <p>1 Chillli - With support pupils write a few sentences describing the dances/sports they've seen performed this week.</p> <p>2 Chillli - Children write a more detailed paragraph describing the dances and sports they've watched.</p> <p>3 Chillli - Working independently - children to write a longer piece describing the dances and sports they've seen.</p> <p>CP: Use chrome books to research more information about one of the dances they watched.</p>	<p>PSE</p> <p>DoL:PS2: I can reflect upon my experiences.</p> <p>CCS:I can use talk purposefully to contribute to group discussion sharing ideas and information.</p> <p>LO:To understand that when I learn something new I change.</p> <p>Focus: Year 1-Put on some music, children move around acting happy, sad, excited, worried. Using Jigsaw Jennie, discuss moving to the next year group and how they may be feeling. Discuss how we can cheer Jigsaw Jennie up. Share things they may be excited or worried about when moving to the next class. Talk about fears to help them overcome them.</p> <p>Year 2 - Share the jigsaw charter. Discuss changes that have already occurred in their lives, reinforce that change is part of growing up and to be expected. Use the Calm Me script. On a whiteboard the teacher draws the stem and centre of a flower. Add one petal at a time and fill up with photos of people changing. Discuss what they've learnt today and how they may have changed. Teacher writes a list on the board of what they've learned since being a baby. Play a game where they curl up in a ball and the teacher calls out things they may have learnt, they grow a little bit if so. Complete individual flower templates.</p>

	<p>Outdoor: Use ipads to record a short video of themselves talking about what they've seen during the week.</p> <p>Guided Reading -RWI Guided Reading Groups.</p>	<p>PE- summer olympic yoga</p>
<p>Dydd Iau Thursday</p>	<p>NUMERACY - OLYMPIC MATHS DoL: PS2 I am beginning to interpret and analyse simple graphs, charts and data. CCS: Y1 Y2 Use standard units LO: To compare and contrast. Focus: Pupils to use chromebooks to research the world record held for different sports. Model how we would search for this information using keywords 'Long jump world record' / 'who holds the current record for long jump?' Chilli 1: Pupils to record world record for Sprinting, long jump and javelin (using the correct units) Chilli 2: Pupils to record world record for Sprinting, long jump and javelin (using the correct units). Pupils to also complete a column to record the name of the athlete who holds the record. Chilli 3: Pupils to record world records for Sprinting, long jump and javelin. Pupils then choose 3 sports of their own (six in total) Pupils to complete a column to record the name of the athlete who holds the record. CP: Research famous olympians Outdoor: Using timers, pupils time their peers to see how many skips, bounces, hops etc they can do in 1 minute</p> <p>Guided Reading -Whole class guided reading.</p>	<p>TOPIC DoL:PS2: I can describe how and where some places and environments are similar, and others are different. CCS:I can express opinions, giving reasons, and provide appropriate answers to questions. LO: To recognise the flags of different countries. Focus:Discuss the different continents in the Olympics and how they are different to countries. Show some flags to the children of different countries taking part in the Olympics. Discuss colours, shapes, patterns etc. Children can choose some Olympic flags to stick in their books. Find out about the flag which represents their country and draw or write some facts about it. Discuss the other flags of the United Kingdom e.g the Welsh flag, Scottish flag etc. 1 Chilli - Choose 5 flags from different Olympic countries to label. Draw a picture of the flag that represents our country. 2 Chilli- Choose 4 flags from different Olympic countries, stick them in books and children label them. Draw a picture of our flag and find out 1 fact about it. 3 Chilli-Choose 5 flags to stick into their books and label. Draw a picture of our flag and find out 2 facts about it. CP: Colour flag templates. Outdoor:Make a collage of our flag using materials available outside.</p>
<p>Dydd Gwener Friday</p>	<p>ICT DoL: PS2 I am beginning to apply creative techniques in my work with guidance. I can produce and share my creative work. CCS: Speak clearly to a range of audiences. Use a growing range of appropriate vocabulary in structured activities. LO: To speak confidently/To understand musical terms Y1: Finalise iMovies from last two weeks. Y2: Reintroduce pupils to the Play It! music programme from the BBC using https://www.bbc.co.uk/teach/bring-the-noise/eyfs-ks1-music-play-it-bring-the-noise/z4sq92p Remind pupils about the components that they explored last week. As a class, listen to some sports music. Ask pupils to work in pairs to create a piece of music that could be used within the Olympics using the Make Some Noise element of the programme.</p>	<p>CLOSING CEREMONY</p>

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