



Sully School - FOUNDATION PHASE PLANNING- YEAR Nursery – WC 24/01/22

Four Purposes - ACL - are questioning and enjoy solving problems; EIC - find, evaluate and use evidence in forming views;

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

<p>Dydd Llun Monday</p>	<p>LITERACY DoL: PS1 I am beginning to ask and answer questions to clarify my understanding. CCS (LNF DCF): I am beginning to ask and answer questions to clarify my understanding L.O. To suggest questions to ask Mrs Waddington about her role in the school Talk about the different jobs people do within Sully School. Eg: Head teacher, office staff, caretaker, cook, teachers. The teacher will ask the children for ideas about what they think Mrs Waddington does in her role as the Head Teacher of our school. The teacher will scribe any questions the children would like to ask her. HEALTH AND WELL- BEING DoL: 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. CCS: listen and respond with growing attention and concentration LO: To move in different ways and control the movements Follow instructions for moving around the playground, walking fast/slow, big/small steps, forwards/sideways, tiptoes. Children to show each other their movements. Teacher to show a number and child hops/skips/jumps that amount of times. Action songs and rhymes</p>
<p>Dydd Mawrth Tuesday</p>	<p>LITERACY DoL: PS1 I can <i>discriminate sounds</i>, play with sounds and manipulate sounds both in my environment and in words CCS: link picture cards or objects with spoken initial sounds LO: To recognise and say the sound 'g' Introduce the RWI sound 'g'. Practise saying g. Look at the objects on our sound table. Play Kim's game with some of the 'g' objects – girl, gate, grass, green, gorilla, glasses. Say the name of the objects emphasising the 'g' sound. Can you make your own 'g' table using objects around the house or garden. HUMANITIES DoL: PS1 I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences CCS: I am beginning to take turns in a conversation, following the topic. LO: To find out about the Head Teacher's role in Sully School The teacher will remind the children of the questions they would like to ask Mrs Waddington. The children will go in small groups to visit Mrs Waddington in her office. The children will ask their questions and find out more information about her role in the school. Take photos and scribe children's questions and Mrs Waddington's answers into the floor book.</p>
<p>Dydd Mercher Wednesday</p>	<p>NUMERACY DoL; PS1: I have experienced and explored numbers, including <i>cardinal, ordinal</i> and <i>nominal</i> numbers, in number-rich indoor and outdoor environments. CCS: I can notice, read and write numbers from 0 to beyond 10, and relate to its respective quantity. LO: To practise writing numbers 1-5 or 1-10. Children practise through songs and rhymes counting to 5 and 10. Children are given a number and they show the corresponding amount of fingers. Practise tracing over their numbers either to 3, 5 or to 10. Carpet time/Outdoor area EXPRESSIVE ARTS</p>

	<p>DoL: PS1 I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies CCS: I can recognise and follow information and multi-step instructions pictorially and/or verbally on familiar topics and routines. L.O. I can name simple musical instruments and explore the sounds they make Collect into a basket a variety of musical instruments, including tambourine, drum, hand bells, stick bells, guiro, triangle, wood blocks. Show each instrument and ask if the children can name it, explain what it is made from and how we make a sound from it. Children are given an instrument and listen for commands from the teacher to start and stop playing. Let the children experiment with playing the instruments faster and slower and louder or quieter. Listen carefully to commands from adults. SCIENCE AND TECHNOLOGY DoL: I can identify, follow and begin to create sequences and patterns in everyday activities. CCS: I am beginning to talk with my peers in the language of the setting/school. LO: To identify the effects the different seasons have on some animals Discuss with the children how we can look after the birds in our garden during the winter. Ask the children if they have any ideas on how we can look after the birds. Talk about what food the birds like to eat. Do any of the children feed the birds at home? The children can help to make bird cake (bird seed and lard). The children can spoon the mixture into a yoghurt pot with string attached.</p>
<p>Dydd Iau Thursday</p>	<p>NUMERACY DoL: PS1 I am beginning to represent and interpret data, using a range of methods. CCS: I have collected data found in my environment. LO: To choose their favourite colour and put it on a graph The children will have 6 colours to choose their favourite from. Red, blue, yellow, green, pink or orange - use multilink cubes. The children will select the cube which is their favourite colour and put it on a graph. The children will be encouraged to count how many of each colour were chosen. Which colour did the most/least children like? LITERACY DoL: PS1 – I can listen to others with growing attention. CCS: I can listen to others with growing attention. LO: To listen to an adult talk about their job The children will go in small groups to visit Mrs Game and Mrs Davies in the school office. The children will ask some questions about their job and what they do in the school office. take photos for books.</p>
<p>Dydd Gwener Friday</p>	<p>WELSH- DoL: I can experiment with newly learned vocabulary. CCS: I can develop my vocabulary by being read to and trying new words. L.O. To learn the Welsh words for feelings. Ask 'Sut wyt ti?' Recap over feelings words- hapus, drist, grac, wedi blino, bendigedig. Children draw a picture of how they are feeling today to put into the floor book. LITERACY- DoL: PS1 – I can respond to what I hear, read and view and can express simple opinions on it. CCS: I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts. LO: To make marks to communicate what they have found out about people who help us in school The children will draw a picture in their learning journal and make marks. The children will read back their mark making, which a teacher will scribe, explaining what they have found out about Mrs waddington, Mrs Game or Mrs Davies and how they help us in school (their role in the school). HEALTH AND WELL BEING DOL: PS1 I have an awareness of my perceptions and thoughts. CCS: I can share ideas and feelings and express what I like and dislike.</p>

LO: I can keep trying until I can do something

Jigsaw PHSE - Dreams and Goals Piece 2 Never Giving Up

Area	Monday	Tuesday	Wednesday	Thursday	Friday
Introduction & focus tasks	Who helps us in school? Teacher to scribe children's suggestions and how they help us	Revise RWI sounds already covered - introduce 'g' sound. Scribe questions the children would like to ask AW	Oh no, the birds are so hungry! Talk about how to take care of the birds in the winter. Make bird cake to hang in their garden (outside)	Teacher to scribe questions to ask the office staff about their job Finish bird cake (outside)	Draw a picture in LJ of AW/PD/AG and teacher to scribe for children what they found out about their job
Continuous provision	Number puzzles, threading beads, peg boards and pegs, sorting people and colours. Colour games RolePlay - Superheroes Headquarters Sand Tray - wet sand with buckets and spades Water Tray - Bubbles				
Welsh	Daily -Songs - Bore da ,Prynhawn da, Hwyl fawr ffrindiau. Ask Sut mae'r tywydd heddiw? Pwy wyt ti? And Ydw i , name colours of plates at snack time. Count children in groups.				
Writing table	Mark make on g shape	Colour objects that begin with 'g'.	Green paper and white pencils/crayons	White paper and green pens/pencils/crayons	Tracing names.
Malleable Table	Use tongs to sort coloured cubes.	Shaving foam	Green Playdough and cutters.	Salt trays and green glitter	Multilink cubes - practise fitting them together
Plenary and rhymes/songs	5 Little Ducks	Humpty Dumpty	Twinkle Twinkle	Hickory Dickory Dock	5 Little Men in a Flying Saucer.
Story	The Gruffalo	The Gruffalo's Child	Goldilocks (can the children help to retell it?)	Oi Goat	Guess How Much I Love You
Small World	Fairy happyland set	Construction set	Pirate ship	Happyland Zoo	Happyland Fairground
Construction	Stickle bricks	Popoids	Duplo	Mobilo	Train set
Group time	Brioche Write questions down for Mrs Waddington. PE- Outdoors - Hop/Skip/Jump &	Fromage frais (keep pots) Go through RWI sounds - Focus on the new sound -'g'. Visit AW's office	Cucumber ,carrots and dip Music - naming instruments. respond to start/stop, loud/quiet commands	Crumpets Make a graph to show favourite colour. Count how many like each colour. Which colour did the children like the best/least?	Cereal PHSE Jigsaw week 2/Welsh Sut wyt ti? Secret Garden

	Action Games - What's the Time Mr Wolf?		Bikes	Visit the school office. Ask questions to AG/PD about their jobs	
Physical Activities		Bouncy hoppers and stilts	Bikes Make bird cake	Balls and hoops Make bird cake	Bean bags and number buckets