



Sully School - PROGRESSION STEP 1 PLANNING- Reception 24/01/22

Four Purposes - Ambitious, capable learners who: can use number effectively in different contexts

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

Daily counting, number recognition, recognising and writing name/numbers, practising sounds taught. Reading groups Mon-Thurs 30 mins.

Homework - Practise letter formation of all sounds and number formation 0-9 and recognise numbers to at least 20.

	MORNING	AFTERNOON
<p>Dydd Llun Monday</p>	<p>Literacy LO I can repeat the start of a sentence and use my own words to complete PS 1 I can respond to what I hear, read and see. CCS I can listen with growing attention Focus - Oracy -If I was a superhero my special power would be.... Children sit in a circle and pass a superhero to each other when it's their turn to speak. The teacher models 'If I was a superhero my special power would be....because....' Children's responses can be used for superhero display. Challenge 1: Supported repeating of the sentence and supported reason Challenge 2: Repeat the start of the sentence independently and supported reason Challenge 3: Independently repeat the sentence starter and give a reason without assistance. EP- draw superheroes with different powers, small world role play superheroes eg Bat cave, write speech bubbles for display. Outdoor - Children make a 'floor is lava' course and try it out. can they make it harder/easier. What other challenges can they add e.g. balance on one foot.</p>	<p>Topic LO I can explore my environment and make observations PS1 I can explore the environment, make observations and communicate my ideas CCS I can collect data found in my environment. Focus -We're going on a winter walk https://youtu.be/hZvqjX7A3SA Watch the video and then in groups go on a walk around the school grounds with a winter checklist and explore and make observations of the seasonal signs. Challenge 1: Find the items on the winter hunt checklist Challenge 2: Find the items on the winter hunt checklist and add more of their own they come across. Challenge 3: Sensory nature trail checklist EP - Winter challenge cards, winter painting, writing winter words Outdoor - Winter walk - go on a winter walk around the school grounds and see what you can find. Take a winter checklist and tick off what you come across. (Twinkl)</p>
<p>Dydd Mawrth Tuesday</p>	<p>Maths ENQUIRY QUESTION (number based)  LO I can explain/show my thinking when answering a word problem PS1 I can use mathematical language to describe quantities, and to make estimates and comparisons such as 'more than', 'less than' and 'equal to'. CCS I can explore answers within the context of the problem and I am beginning to consider whether answers are sensible.</p>	<p>Science and Technology  LO I can design a superhero mask PS1 I can explore the properties of materials and choose different materials for a particular use. PS 1 I am beginning to design my own creative work. CSS I can recognise and follow instructions in the appropriate order to perform a task.</p>

	<p>Focus - Using a repeated pattern image, children can predict what will happen if...eg count how many eyes on each superhero. How many eyes all together. How many eyes would there be if another superhero came/left etc? Encourage children to use small world figures to count and then draw out their thinking. Scaffold the children by showing them how they can use real objects to help them answer and then draw out the objects to show their thinking</p> <p>Challenge 1: Supported using objects to work out how many... and supported showing how to record thinking</p> <p>Challenge 2: Become more independent after initial support</p> <p>Challenge 3: Independently use objects to show their understanding how to solve the problem and answer extended questions. Draw their thinking to answer the problem.</p> <p>EP - Superhero role play, craft activities, numicon superhero city, shapes out of lolly pop sticks</p> <p>Outdoor - Winter activity challenges eg find natural materials such as sticks to make a triangle, square, rectangle etc</p>	<p>Focus - Explore different face masks that a superhero may wear. Why do some superheroes wear them? Look at images of different types of masks that are worn. What do the superheroes need to be able to do when wearing them? Explain that they are going to make a new superhero mask for the superhero of their choice or a superhero from their imagination. The superhero must be able to see through the design.</p> <p>Challenge 1: Talk about the design with support and draw a mask</p> <p>Challenge 2: Begin to identify what materials are more suitable and label the mask design with support</p> <p>Challenge 3: Explain in more detail why some materials will be better than others and label their mask design with support if needed.</p> <p>EP - Different masks, images of masks, some superhero ones or other types of masks</p> <p>Outdoor - With bare branches on trees and bushes, winter can often be a good time to spot spider webs. Explore the outside area with magnifying glasses and see if you can spot a web. Take a photo of it, so you can look at it again in class and observe the patterns made. Where did you find the spider's web? Could you see the spider? • Why do spiders spin webs?</p>
<p>Dydd Mercher</p> <p>Wednesday</p>	<p>Maths </p> <p>LO I can build a numicon city and match numbers to show value</p> <p>PS1 I am beginning to demonstrate, using objects, an understanding of the concepts of 'equal' and 'not equal'.</p> <p>CCS I can notice, read and write numbers from 0 to beyond 10, and relate a number to its respective quantity.</p> <p>Focus - Whole class input - show and discuss the numicon and how we know what number they represent. How can we put them together to make other numbers. Build a numicon superhero city - make towers and buildings with the numicon and count how many windows that building has. Is this building worth more than or less than the next? Are they equal or not equal. Match superhero numbers to the buildings to show their value.</p> <p>Challenge 1: With support build the numicon to make numbers within 10</p> <p>Challenge 2: Build the numicon and match numbers within 10 and describe if the buildings are equal, not equal.</p> <p>Challenge 3: Independently build the numicon and match numbers within 20 and describe if the buildings are equal not equal and explain how they know.</p> <p>EP - numicon tuff tray, write the corresponding number next to the numicon, numicon colouring and writing numbers.</p>	<p>Topic (textiles D/T scheme) </p> <p>LO I can use a needle to sew and make my superhero mask</p> <p>PS 1 I can safely use simple tools, materials and equipment to construct and deconstruct</p> <p>PS 1 I am beginning to use creative materials safely with guidance and direction.</p> <p>CCS I can focus for longer periods and listen to instructions</p> <p>Focus - Using the mask design as a plan, children select the materials chosen although it is ok to change the plan if something doesn't work or there's been a change of mind. That's part of the planning and designing process and having to change or having a change of mind is fine. Show children the needle and string they will be using. We have bought stainless steel 5cm blunt needles perfect for small hands and a large eye to encourage them to be as independent as possible when threading and sewing.</p> <p>Challenge 1: With support thread the needle and sew on a button or other material onto their mask.</p> <p>Challenge 2: As above but less supported and sew more than one object onto their mask.</p> <p>Challenge 3: Mostly independent after being supported for sewing the first object onto the mask.</p>

	<p>Outdoor - Numicon city tuff tray, matching numbers to numicon.</p>	<p>EP - fine motor skills activities - cheerios on spaghetti, threading, play dough</p> <p>Outside -</p>
<p>Dydd Iau Thursday</p>	<p>Literacy </p> <p>LO I can ask a question</p> <p>PS 1 I am beginning to ask and answer questions to clarify my understanding.</p> <p>CCS I am beginning to sequence symbols, signs or words appropriately.</p> <p>Focus - Pick and draw a superhero of the children's choice, ask the superhero questions to find out more about their work. Don't forget a question has to end with a question mark.</p> <p>Challenge 1: Think of a question starting with 'What?' and use question mark with support</p> <p>Challenge 2: Think of two questions starting with either 'what, where, when, why, how?' Correctly use a question mark with support.</p> <p>Challenge 3: Think of 3 questions starting with, 'who, what, where, when, why, how?' Independently use a question mark correctly.</p> <p>EP -</p> <p>Outdoor - Winter picture frames - collect natural resources from the school grounds, make a frame with sticks and make a picture inside with other resources. Children ask questions about each other's pictures to find out what it is.</p>	<p>Health and Well-being - Jigsaw  Floor Book</p> <p>Jigsaw scheme - Piece 3 - Setting a Goal</p> <p>LO: I can set a goal and work towards it.</p> <p>PS1 I have developed an awareness that my decisions can affect me and others.</p> <p>Focus: What will happen if I don't/Jigsaw Jenie doesn't try and give up easily on everything? Explain to the children that there are things we may not be good at and want to get better at. Give some examples of things they could work at in school or at home.</p> <p>Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out. Give the children some thinking time to think of something they want to get better at.</p> <p>Questions: What will happen if we don't try and give up easily on everything? What would you do? How can you achieve your goal?</p> <p>Let's Think Go around the circle and get children to share their idea of what they would like to get better at. Explain how this is going to become their goal.</p> <p>Write the children's ideas down and create a display with their ideas. (Keep the children's goals for Piece 6.)</p>
<p>Dydd Gwener Friday</p>	<p>ICT</p> <p>LO I can use the internet to research with support</p> <p>PS 1 I can experiment with and identify uses of a range of computing technology in the world around me.</p> <p>CCS I can find information, such as images, using keywords.</p> <p>Focus - With the support of a teacher, the children will use the internet to research the questions they wanted to ask their superhero.</p>	<p>PE Health and Well-being</p> <p>LO: I can work on simple tasks by myself I can follow instructions and practise safely</p> <p>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.</p> <p>CCS listen and respond with growing attention and concentration</p> <p>Focus - Warm up - Pirate Adventure</p> <p>Skill - Exploring one leg balance</p> <p>Skill Application - Oh! You'll never get to sea</p>