



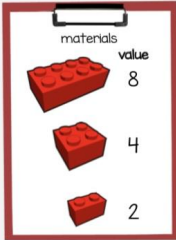
## Sully School - FOUNDATION PHASE PLANNING- YEAR 1, 1/2 and 2 – WC 24/01/22

**Four Purposes -Enterprising, creative contributors who:**connect and apply their knowledge and skills to create ideas and products; ACL who use digital technologies creatively to communicate, find and analyse information;

**ACL who are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts;**

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

	MORNING	AFTERNOON
	<p><b>NUMERACY</b></p> <p>DoL: MN WM1 PS2 I have explored additive relationships, using a range of representations. I can add and subtract whole numbers, using a variety of written and mental methods.</p> <p>CCS:LNF PS2 I can use mental strategies to add and subtract at least 2-digit numbers.</p> <p><b>LO: <u>To use different combinations to make an amount</u></b></p> <p>Problem solving- practical</p> <p>Today you will be builders. You will need to build a brick wall with a total value of 32. You can use more than one of the same bricks along with others to make the given value.</p> <p>Indoor: Each of the below challenges to be placed on different tables. pupils to spend 10-15 minutes on each challenge before moving onto the next challenge. Pupils to work in ability groups.</p> <p>Challenge 2: How many ways can you build a wall with a value of 32.</p> <p>Challenge 3: Build a wall with a value of 64. What bricks will you use? (record pupils' addition investigation through taking photos and getting individuals from each group to record their findings in the class floor book.</p> <p>*DIFFERENTIATION*- Each group to build a brick wall with a different value depending on ability- see cards on the resource file.</p> <p><a href="https://www.tes.com/teaching-resource/open-ended-maths-investigation-year-2-addition-11946314">https://www.tes.com/teaching-resource/open-ended-maths-investigation-year-2-addition-11946314</a> ?</p>	<p><b>Short oral Welsh then Topic</b></p> <p><b>Welsh: (oral)</b></p> <p>DoL:LLC WM1 PS2 I am beginning to understand that there are similarities and differences between our languages.</p> <p>CCS:LNF PS2 I can write using an increasingly imaginative, varied and precise vocabulary.</p> <p><b>LO: <u>To answer questions using new sentence patterns.</u></b></p> <p>Recap vocab for this topic, Teulu.</p> <p><a href="https://www.learn-welsh.net/welshlessons?topic=Family%20-%20members&amp;level=primary">https://www.learn-welsh.net/welshlessons?topic=Family%20-%20members&amp;level=primary</a></p> <p><b>Focus:</b> Introduce sentence pattern - <i>Oes chwaer/brawd gyda ti?</i> (Do you have a sister/brother?) <i>Oes/nag oes</i></p> <p>Remind children that because there is an Oes at the start of the sentence, the way we say Yes is now Oes.</p> <p>Ask different children Oes Chwaer gyda ti?</p> <p>Extend by getting children to say how many, eg Oes, dau chwaer gyda fi.</p> <p>Play a game where you pick a picture of a brother or a sister from a pack. Children have to ask each other if they have that person in their family. If you're at home you could play an online Welsh game here:</p> <p><a href="https://www.bbc.co.uk/wales/learning/primary/">https://www.bbc.co.uk/wales/learning/primary/</a></p> <p><b>Topic:</b></p> <p>DoL:ST WM2 PS2 I can make design decisions, using my <i>knowledge</i> of materials and existing products, and suggest design improvements.</p> <p>CCS:I can deduce ideas and information by linking explicit statements, e.g. cause and effect, sequence</p> <p><b>LO: <u>To express ideas and opinions</u></b></p>

	<p><b>Adding investigation:</b></p> <p>Today you will be builders. You need to build a brick wall with a total value of 32. Here are your materials:</p>  <p><b>Challenge 1:</b> Build the wall with a value of 32.</p> <p><b>Challenge 2:</b> How many ways can you build a wall with a value of 32?</p> <p><b>Challenge 3:</b> Build a wall with a value of 64. What combination of bricks will you use?</p>	<p>Introduce idea of enterprise sewing project. Tell children that although our lives have changed a lot in Wales and we can have safe places to work (link to Big Pit), some places in the world still have dangerous mines where children work. UNICEF helps children to go to school so that they can get safer jobs when they grow up. How could we raise money for that charity? Take ideas from children and guide them towards the idea of making something to sell. Is there a celebration soon where people often buy things for each other that we could use? Valentine's day? We could link it to our sewing project so what could we sew? Take ideas and record in floor book as initial thoughts for our enterprise 2022. Save space for the rest of the project.</p>
<p>Dydd Mawrth Tuesday</p>	<p>English</p> <p><b>DoL:</b> H WM3 PS2 I am beginning to use appropriate language to talk about events in the past</p> <p><b>CCS/LNF</b> I can write for different purposes , real or imagined.</p> <p>Read the chn the information in the link. These are real accounts from that time. <a href="https://museum.wales/articles/1013/Children-in-Mines/">https://museum.wales/articles/1013/Children-in-Mines/</a> Read and discuss before modelling an example.</p> <p>LO: To write a diary entry of coal mining from a child's perspective</p> <p>Recap on last week's workshop about the Big Pit. Discuss the difficulties and hardships the miners faced, which for children, were many times more scary and troublesome. Imagine how a child's day would have been. Ask the chn to use their senses to describe</p> <p>The mine, it looks: so dark/ pitch black, as dark as night, you can barely see, It smells: damp, musty, It feels: cold, breezy, dirty, dusty, I feel: scared, anxious, tired, worried, afraid, lonely, I hear: banging, clattering, sharp loud noises, shouting, eerie sounds</p> <p>Record the chn's vocabulary. Model writing a day in the life of a child in a mine. Draw a picture to go with your account. Chn to use phonic knowledge in writing.</p> <p>1 Chill: Write a simple diary account choosing words to describe senses (provide a template)</p> <p>2 Chill: Write sentences independently with a choice of vocabulary as prompts</p> <p>3 Chill: Choose from one of the real accounts, and describe what happened. (see resources). You could sign your name as the child you are pretending to be.</p>	<p><b>Topic (recorded)</b></p> <p>DoL:ST WM1 PS2 I can ask questions and use my experience to suggest simple methods of inquiry.</p> <p>CCS:I can deduce ideas and information by linking explicit statements, e.g. cause and effect, sequence.</p> <p><b>LO: To investigate the properties of sound - How can you make your voice travel further?</b></p> <p>Show children the ppt about What is sound?</p> <p><a href="https://www.j2e.com/sully-primary-school/Miss+Price/NI-Sc-13-Walkie-Talkies-STEM-PowerPointver1.ppt/">https://www.j2e.com/sully-primary-school/Miss+Price/NI-Sc-13-Walkie-Talkies-STEM-PowerPointver1.ppt/</a> Use our voices to make high and low sounds and use your fingers to touch your voice box while you do it. Can you feel it vibrating?</p> <p>Use two yogurt pots and a long length of string per group and make a 'telephone'. Click on the link for instructions if you are at home.</p> <p><a href="https://www.j2e.com/sully-primary-school/Miss+Price/cfe-sc-20-what-is-sound-powerpointver4.ppt/">https://www.j2e.com/sully-primary-school/Miss+Price/cfe-sc-20-what-is-sound-powerpointver4.ppt/</a> Take it outside to test it. What happens if the string is stretched tight? What happens if it is looser and floppier? Take a photo of children making and using the phones. Children write what they have learnt about sound eg Sound is made when something vibrates. You have to stretch the string tightly to let it vibrate. We could hear someone whispering from across the playground etc. Around your work, draw as many things as you can think of that are made to make sound eg radio, musical instrument, phone.</p>

<p>Dydd Mercher</p> <p>Wednesday</p>	<p><b>English</b></p> <p>DoL:H WM3 PS2 I can recognise the distinctive features of places, environments and landforms, and how these may change.</p> <p>CCS:LNF PS2 I can find and use information from different materials that I read, including skimming to gain an overview of a text and scanning to identify specific information. DCF I can develop strategies for finding specific information/media using different techniques and keywords.</p> <p><u><a href="#">LO: To create a fact file about a Welsh landmark..</a></u></p> <p>Ask the children if they have been anywhere in Wales, discuss what they know.</p> <p>Show the children a ppt describing a range of landmarks (explain they are something you can go and visit). (Search Welsh landmarks on twinkl to read about and look at pictures)</p> <p><a href="https://slideplayer.com/slide/9327513/">https://slideplayer.com/slide/9327513/</a> Review what they have learnt, and which was their favourite. Explain that tourists are people who like to visit different places and learn about that place. The children are going to choose a landmark, and create a leaflet for a tourist to tell them what they will see and experience if they visit it.</p> <p>Chilli 1: Include a title, picture, and words/short sentence to describe it.</p> <p>Chilli 2: As above, but describe in sentences/extended sentences about their choice.</p> <p>Chilli 3: Read and use the ppt information on which to base their fact file/ use key words to research and write about their own choice of landmark.</p>	<p><b>PSE - Dreams and Goals - Piece 3</b></p> <p>DoL:HWB WM3 PS2 I can recognise that my decisions can impact on me and others, both now and in the future.</p> <p>CCS:LNF PS2 I can use the concept of time in terms of my daily and weekly activities and the seasons of the year.</p> <p><b><u>Y1 LO: To work well with a partner</u></b></p> <p>Warm up using paired fruit salad game where pairs of children swap places. Calm me activity. In pairs children take turns to mirror what partner is doing with palms staying 10cm apart. Teacher and LSA want to design a welly to show something they both want to achieve. Model doing this badly such as arguing, not listening to each other etc. Children then work in pairs to design a welly but using much better partner skills. Show the class. If you're at home, watch this video <a href="https://www.youtube.com/watch?v=DlxbgNrlBUo">https://www.youtube.com/watch?v=DlxbgNrlBUo</a> and then try working with a sibling or parent to do a three legged race around the lounge or garden! Was it easier if you worked together or each did your own thing?</p> <p><b><u>Y2 - LO: To understand how working with others can help me learn</u></b></p> <p>Play pass the smile. Calm me activity. Give children time to work on and improve a challenge. It could be to draw a self portrait! In pairs, let them try and help each other by making helpful suggestions and modelling how to work in partners. Children discuss why it is easier (you both have different skills and abilities to share) and whether it was easier or harder working with someone you get on well with. How can this help us in school? Missions?</p> <p><b>Outdoor PE</b></p> <p>DoL:HWB WM1 PS2 I can use and improve basic movement skills in familiar and unfamiliar situations.</p> <p>CCS:LNF PS2 To explain clearly when giving instructions</p> <p><b>LO: To record a result.</b></p> <p><b>Warm up:</b></p> <p>Pupils to jog slowly around the playground (1-2 laps). Slow stretching.</p> <p><b>Main activity:</b> Pupils to sit opposite partner with one person holding a tennis ball. Begin sitting on the floor opposite with their legs pointed towards their partner (their legs should form a diamond shape when their feet are touching). Practice rolling the ball using 2 hands (then 1) to each other. If pupils complete 10 passes successfully, they can move back to create an even bigger distance, meaning they have to be more precise with their rolling. See how far back pupils can move from their partner.</p>
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<p>Dydd Iau Thursday</p>	<p>Problem solving- written</p> <p>DoL: MN WM4 PS2 I can explain my findings and I am beginning to evaluate how well my method worked.</p> <p>CCS: LNF PS2 I can use mental strategies to add and subtract at least 2-digit numbers.</p> <p>LO: <a href="#">To explore values and their combinations</a></p> <p>Whole class introduction: Read the following to the class: In Sam and Jill's garden there are two sorts of ladybirds. There are red Seven-Spot ladybirds with 7 black spots and shiny black Four-Spot ladybirds with 4 red spots. Teacher to show a photo of the two types of ladybirds there are. (this will form the basis of our lesson today) pupils will be practicing and using their numicon and number bond skills.</p> <p>Pupils will rotate in groups: <b>group 1:</b> accessing tuff spot numicon addition activity (outside) <b>group 2:</b> inside taking part in the 'numicon city' investigation (see example of WAGOLL on resource folder) <b>group 3:</b> <b>Outside</b> (weather depending) : Teacher to pre draw/cut a cut out of a ladybird and place flat on playground. Using red and black rubber tiles/chalk, pupils to draw what each of the ladybirds look like. 1st ladybird- red ladybird with 7 black spots. 2nd ladybird- black with 4 red spots. Pupils to work in smalll groups/pairs to discuss and solve the following questions;</p>	<p>Topic: DoL:ST WM1 PS2 I can explore and communicate the basic properties of sound, CCS:I can deduce ideas and information by linking explicit statements, e.g. cause and effect, sequence. <a href="#">LO: To investigate high and low sounds</a></p> <p>Make sure children know what a high and low sound is like. Play the high or low game to check <a href="https://www.youtube.com/watch?v=V9yp99xGP6s">https://www.youtube.com/watch?v=V9yp99xGP6s</a> We are going to try to be inventors ourselves today. We want to see if we can invent a way to play a tune using only glasses, water and a spoon! Does anyone have any ideas? When we play a tune we need high notes and low notes. How can we make these with the glasses? Show how a little bit of water makes a high note and a lot makes a lower note because the water vibrates more slowly.</p> <p>Give groups a jug of water, spoon and glasses. Use the bells in science cupboard to help find a note. Let them explore adjusting the amount of water in the glasses until they have different notes. <a href="https://www.bbc.co.uk/cbeebies/curations/science-experiments-tlgc">https://www.bbc.co.uk/cbeebies/curations/science-experiments-tlgc</a> Can they make up a tune as a group to record? Record group performance as a QR code and stick in books with a photo. At bottom of page, write a short sentence or paragraph to explain how you made different notes using the water.</p>

	<p>Chilli 1 question: if you only had two ladybirds, what's the biggest number you could make? Smallest?  How can we record this systematically?  Chilli 2 and 3 questions: How would you make 15 and 14 spots with the Seven-Spot and Four-Spot ladybirds? Would we need more than 2 ladybirds?  (encourage children to draw on large A3 posters outside to explore all possibilities/draw with chalk etc.</p>	
<p>Friday</p>	<p><b>Cross curricular maths</b>  <b>LO:</b> To solve problems using a given method  <b>DoL:</b> MN WM4 PS2 I can collect and organise data to ask and answer questions in relevant situations.  <b>CCS:</b> LNF PS2 I can identify steps to complete the task or reach a solution.</p> <p>Explain to class that Sully is actually a really important place for sound because just down the road, the first ever Radio signal was sent. Show the ppt about Marconi.  <a href="https://www.j2e.com/sully-primary-school/Miss+Price/Marconi+ppt.pptx/">https://www.j2e.com/sully-primary-school/Miss+Price/Marconi+ppt.pptx/</a></p> <p>Can you create a message in morse code for a friend? Use challenge sheets in the resources file or write your own! How could you make a long a short sound to deliver your message? Use this to help if you need to.  <a href="http://aimmuseum.org/wp-content/uploads/2015/11/Morse-Code-Worksheet.pdf">http://aimmuseum.org/wp-content/uploads/2015/11/Morse-Code-Worksheet.pdf</a></p> <p><b>Indoor PE-</b> ALB 9:30-10:30  DoL:HWB WM1 PS2 I can use and improve basic movement skills in familiar and unfamiliar situations.  CCS:LNF PS2 To explain clearly when giving instructions</p> <p><u><b>LO: To explore movement through being creative.</b></u></p> <p><b>DoL:</b>EA WM3 PS2 I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work.  <b>CCS:</b> LNF PS2 I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.</p> <p>Remind pupils of their topic this term; Being me in My World.  Pupils will require mats- 2 per mat.</p> <p>Today in PE, we want you to think about the World you live in and the different environments there are. Ask pupils what types of environments we</p>	<p><b>Topic (practical)</b>  <b>DoL:</b>EA WM1 PS2 I can explore and describe how artists and creative work communicate mood, feelings and ideas.  <b>CCS:</b>To listen carefully to information and instructions  <b>LO: To use other artists as inspiration</b></p> <p>Look again at the work of Rhiannon Roberts. <a href="https://www.rhiannonart.co.uk/">https://www.rhiannonart.co.uk/</a>  Use the pictures of Welsh castles of buildings in Sully/Wales to draw your own colourful version on paper, cut it out and stick it onto the background you made last week. How has Rhiannon created movement and texture in her pictures?  Watch <a href="https://www.youtube.com/watch?v=dIT6F30uQE">https://www.youtube.com/watch?v=dIT6F30uQE</a> to see her painting in real life. Use black pencil crayons to add detail and texture.</p>

have (cities, countryside, towns etc). Where do you live? Have you been to the countryside? What did you notice there?

Today you will imagine that you have been immersed into a city landscape full of skyscrapers. Does anybody know what a skyscraper is? Using the activity cards on the resource folder, pupils to use their imagination to create a range of shapes representing different iconic city buildings in and around the UK.

Cool down. slow belly breathing. If you are in hall and have access to a laptop and the big screen, you may want to watch the following video; square breathing technique- pupils to lie down with hands either by their side or placed on their stomach.

[KIDS MEDITATION - SQUARE BREATHING \(Focus & Calm\) - YouTube](#)