



Sully School - PS2 PLANNING- YEAR 2/3 and 3– WC 24/01/22

Four Purposes - ACL - Communicate effectively in different forms. HCI - Form positive relationships built on trust and mutual respect.

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

9:15-9:30

Y2/3 - phonic groups. Main group with teacher and other group with LSA. Y3 - Guided reading and RWI group with LSA

WEEKLY READING AND PHONICS

DoL: LLC-PS2 I can use a range of strategies to read with increasing fluency.

CCS: PS2 I can blend phonemes together automatically and silently

Thursday- AM- DG walk around local village to explore old train station site

PM - JE walk around local village to explore old train station site

LITERACY-

DoL: EA WM1 I can explore and describe how artists and creative work communicate mood, feelings and ideas.

CCS: PS2 I can communicate using an increasingly varied and precise vocabulary

LO: To use descriptive language

Tell the children that we are going to look at two Welsh artists (Rhiannon Roberts and Gwilymn Prichard) who use very different styles today- give a brief account of each artist showcasing some of their works. Tell the children that we are going to use as much descriptive language as we can lots of WOW words. We will describe what is different about the paintings and what is similar about the paintings.

Teacher models how to describe a painting - talk about use of colour- warm and cool colours, bright and dark colours. Texture- smooth, choppy et. What feeling does this painting convey- how does it make you feel when you look at it. Using <https://grammar.yourdictionary.com/word-lists/list-of-descriptive-words-to-critique-art.html>

- useful website for vocab. Give children copies of paintings they will describe and compare - Model how you would like them to set it out in their books- (double pager)

Gwilym Prichard (1931 - 2015) Rhiannon Roberts (MAKE PPT)

1 chilli- prompt sheet- work with LSA

2/3 chilli- work in pairs- can choose what way they would like to set out their work e.g. using a venn diagram for similarities and differences

Focus: Children to compare and contrast the works of Welsh Artists Rhiannon Roberts and Gwilymn Prichard.

EP: Missions

CP: Lexia

NUMERACY 1 - Telling the Time

DoL: MD- PS2-WM3 - I am beginning to tell the time using a variety of devices. . MD-PS3-WM3 - I can read analogue and digital clocks accurately.

CCS/DCF: LNF - I can use standard units of time to read 'o'clock', 'half past', 'quarter past' and 'quarter to' using both analogue and 12-hour digital clocks.

L.O: To tell the time to the nearest hour using digital and analogue clocks

L.O: To tell the time to the nearest half an hour using digital and analogue clocks

L.O: To tell the time to the nearest quarter of an hour using digital and analogue clocks

See lesson plan below:

[W Y2-3 Time 24.01.22.docx](#) Use following PPT to assist lesson: [P Telling the Time Quarter Past Half Past Quarter to Task Setter Powerpoint.ppt](#)

[W Time success criteria 24.01.22.docx](#)

1 chilli - children focus on making o'clock times on analogue clocks and then convert into digital time. Record on clock template sheet:

[analogue-clock-and-digital-time-template-activity-sheet.pdf](#)

2 chilli - children focus on making o'clock times on analogue clocks and then convert into digital time. Record on clock template sheet:

[analogue-clock-and-digital-time-template-activity-sheet.pdf](#)

3 chilli - children focus on making o'clock times on analogue clocks and then convert into digital time. Record on clock template sheet:

[analogue-clock-and-digital-time-template-activity-sheet.pdf](#)

Extension: [Extension 24.01.22.pdf](#)

CP - Missions

EP- **Abacus active learn games.** Bubble Burst 1.18a/1.18b/1.18c. Marching Madness 1.28a/1.28b/1.28c. Marching Madness 2.18a/2.18b/2.18c.

[ni-n-144-time-problem-solving-challenge-cards_ver_1.pdf](#) [Time-forwards-and-backwards-challenge-cards](#)

NUMERACY 2 - Telling the Time

DoL: MD- PS2-WM3 - I am beginning to tell the time using a variety of devices. . MD-PS3-WM3 - I can read analogue and digital clocks accurately.

CCS/DCF: LNF - I can use standard units of time to read 'o'clock', 'half past', 'quarter past' and 'quarter to' using both analogue and 12-hour digital clocks.

L.O: To tell the time to the nearest half an hour using digital and analogue clocks

L.O: To tell the time to the nearest quarter of an hour using digital and analogue clocks

L.O: To tell the time to the nearest 5 minutes using digital and analogue clocks

See lesson plan below:

[Year 2-3 Telling the Time 26.01.22.docx](#) Use following PPT to assist lesson: [P Telling time to 5 minute intervals PPT.ppt](#)

Focus:

1 chilli - children focus on making half past times on analogue clocks and then convert into digital time. Record on clock template sheet:

[analogue-clock-and-digital-time-template-activity-sheet.pdf](#)

2 chilli - children focus on making quarter past and quarter to times on analogue clocks and then convert into digital time. Record on clock template sheet:

[analogue-clock-and-digital-time-template-activity-sheet.pdf](#)

3 chilli - children focus on making 5 minute interval times on analogue clocks and then convert into digital time. Record on clock template sheet:

[analogue-clock-and-digital-time-template-activity-sheet.pdf](#)

Extension - Y3 Txbk 1 p.35

CP - Missions

EP- **Abacus active learn games** - Bubble Burst 1.18a/1.18b/1.18c. Marching Madness 1.28a/1.28b/1.28c. Marching Madness 2.18a/2.18b/2.18c.

[ni-n-144-time-problem-solving-challenge-cards_ver_1.pdf](#) [Time-forwards-and-backwards-challenge-cards](#)

Numeracy 3- Big Maths/ Number bonds/Times Tables session

DoL: MD-PS2-WM1-I am beginning to estimate and check the accuracy of my answers, using *inverse* operations when appropriate.

CCS: LNF: I can select appropriate mathematics and techniques to use.

LO: To consolidate number skills

Focus: Children will complete differentiated questions from the Big Maths Scheme including some timed activities based on number bonds and times tables.

ashtonvaleprimary.weebly.com/uploads/5/3/6/7/5367191/bmbt_clc_tests.pdf

See Week 11 L1/L2/L3 CLIC test.

www.mathematicshed.com/uploads/1/2/5/7/12572836/bmbt_learn_its_tests.pdf

1 chilli - Week 12 & 1 Y1

2 chilli - Week 12 & 1 Y2

3 chilli - Week 12 & 1 Y3

CP: Children to access active learn software, Lexia

Topic (hold on to for future lesson)

DoL:EA WM1 PS2 I can explore and describe how artists and creative work communicate mood, feelings and ideas.

CCS:To listen carefully to information and instructions

LO: To explore colour mixing using water colours

Look at how a castle in Wales has been portrayed by 2 welsh artists. Rhiannon Roberts and Gwilymn Prichard. How are they Similar? Different? Which do you prefer?

<https://www.rhiannonart.co.uk/>

<https://artuk.org/discover/artworks/mynydd-parys-181306>

Focus on Rhiannon Roberts. Which Welsh places can you see in her work? Look at the backgrounds in her work and how she has blended colours.

Use a page in sketch books or on paper to explore colour mixing and blending using a colour wash of water colour paints. This can be abstract and just exploring at this stage.

Choose the three colours together that you like best and colour an A4 piece of white card fully in that style and colours so that there is no white. This will be the background for future artwork.

Topic Science

DoL: ST WM5 PS2 I can communicate the effect forces have on myself and on objects.

CCS: LNF PS2 I can speak clearly, varying expressions and gestures to communicate my ideas and help listeners.

LO: To understand what forces are

[Forces and motion - KS2 Science - BBC Bitesize](#) - extra information

Explain to the children what is meant by forces-. Discuss pushes and pulls and specific forces e.g. gravity.What do they already know about forces?Provide a selection of toys for children to explore e.g. spinning top, car, yo-yo, wind-up toys, electrical toys .If real toys are not available use powerpoint.  Toys-from-the-Past-Video-Powerpoint.pptx . Identify the forces used to make them work and sort findings in a table.  us-s-97-push-and-pull-toy-sorting-activity_ver_3.pdf

 us-s-105-push-and-pull-forces-hands-on-investigation-powerpoint_ver_3.pptx  us-s-106-push-and-pull-forces-hands-on-investigation-recording-sheet_ver_1.pdf

Focus- In groups children design and make a new type of toy for the local toy shop from a choice of materials.

The local toy store has asked for some new designs.Your task is to create a new toy that uses the push and/or pull force.Think about whether your toy will use the push or pull force, how it will work,and what materials you will need.Design and plan your toy before building

Take pictures/video how toy works-

INDOOR PE Jasmine lesson

DoL: **HWB-PS2-WM1-I can use and improve basic movement skills in familiar and unfamiliar situations.**

CCS: LNF- I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.

LO: I can begin to order instructions, movements and skills

See Unit 3 'Cognitive', lesson 3 in the link below:

[PE Y3 U3 Lesson 3 - Jasmine \(jasmineactive.com\)](http://jasmineactive.com)

Focus - Warm up - All Change **Skill - On a line** - I can walk fluidly, forwards and backwards, lifting knees up to 90 degrees. I can walk fluidly, forwards and backwards, lifting heels up to bottom. **Skill Application- Raise the level-** Travel along some or all the 4 different levels of apparatus, introducing the following challenges when you're ready:

Stop on 1 foot. Turn 180°. Balance a beanbag on your head. Pick up and/or transfer cones. Stand in a hoop and raise it above your head. Combine the challenges.

Tricky - Move with support from a partner. Perform the challenges walking fluidly. Perform the challenges with high knees. Perform the challenges with heels up. Move along a line. Move along a rope. Include tricky challenges with equipment

Trickier - Perform the challenges with high knees and arms driving. Perform the challenges with heels up and arms driving. Move from spot to spot. Move along a bench. Add trickier challenges with equipment.

Trickiest - Perform the challenges lunge walking forwards. Perform the challenges lunge walking backwards. Move along a low beam. Include trickiest challenges with equipment.

Review method - Time shares - With your partner or in your group take turns to hold a ball/piece of equipment for a short time before you pass it on. You can only speak or answer the question you hear if you're holding the ball.

OUTDOOR PE - Circuits

DoL: **HWB-WM1-I can use and improve basic movement skills in familiar and unfamiliar situations. HWB-WM1-I have the confidence and motivation to persevere when faced with physical challenges.**

LNF: I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.

LO: To set personal goals in my fitness.

Focus on a selection of circuit skills taken from the sheet below. Children to practise performing their movements using floor space and mats where necessary. Children begin to practise performing movements in a timed element.

[PE-circuit-recording-activity-sheet.pdf](#)

Some activities may require mats.

PSHE -JIGSAW - Dreams and Goals

DoL: **HWB-PS3-I can take part in group decisions and I understand why some decisions need to be made as a group. HWB-PS2-WM4 - I can recognise and follow the rules and norms of different groups and situations in which I take part.**

CCS: LNF-I can explain information and share ideas, opinions and feelings using relevant vocabulary.

Year 2 - Puzzle Pieces 4 & 5 'A Group Challenge'

LO: To work cooperatively in a group to create an end product. To explain some of the ways I worked cooperatively in my group to create the end product. To work with other people to solve problems. To express how it felt to be working as part of this group.

See pages 65 - 72 of SOW below:

[UK 6-7 3-DG Pieces 1-6.pdf](#)

Year 3 - Puzzle Piece 4 'Our new challenge'

LO: To be motivated and enthusiastic about achieving our new challenge. To know that I am responsible for my own learning and that I can use my strengths as a learner to achieve the challenge.

See pages 59 - 69 of SOW below:

[UK 7-8 3-DG Pieces 1-6.pdf](#)

WELSH- Fy a fy ffrindiau - [W Spring 1 - Me and My Friends - Fi a Fy Ffrindiau.doc](#)

DoL: LLC-PS2 - WM2 - I can listen to, understand and later recall what I have heard. LLC-PS2-WM3 - I can use familiar punctuation.

LNF: PS2 - I can listen to, understand and recall what I have heard later. **LNF-PS2** - I can use familiar punctuation, including capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for omission.

LO: To ask and answer questions about how someone is feeling

Revise vocabulary for parts of the body. Use flashcards and sing the 'Heads, shoulders, knees and toes' song. Recap the question 'Beth sy'n bod?' (What's the matter?) and the reply, 'Mae pen tost gyda fi.' (I've got a bad head.) 'Does dim coes dost gyda fi.' (I haven't got a bad leg.) Briefly recap asking and answering questions using the sentence structure on the board to help the children - Mae tost gyda fi. Does dim ... gyda fi. Introduce the question 'Oes bola tost gyda ti?' and the correct response:

Oes, mae bola tost gyda fi / Nac oes, does dim bola tost gyda fi.'

Focus:

1 chilli - children write 3 questions and answers using 'Oes ... gyda ti?' 'Oes, mae tost gyda fi/ Nac oes, does dim tost gyda fi.' They can illustrate in books.

2 chilli - children write 4 questions and answers using 'Oes ... gyda ti?' 'Oes, mae tost gyda fi/ Nac oes, does dim tost gyda fi.' They can illustrate in books.

3 chilli - write 6 sentences or more using 'ond' e.g. 'Oes ... tost gyda ti?' 'Oes, mae tost gyda fi ond does dim tost gyda fi.'

Use the following scaffold sheets to support each chilli challenge: [Chilli challenge Cymraeg 27.01.22](#)

ICT - Computing Unlocked - Our Digital World

DoL: H-PS2-WM1-I can present what I have discovered in a variety of ways and draw simple conclusions. LLC-PS2-WM3-I can explain information and share ideas, opinions and feelings using relevant vocabulary. I can talk to plan writing and write for different purposes and audiences.

CCS: DCF: PS2-I can save files to a specific location using an appropriate file name that is easily searchable. I can save work using different processes to avoid the loss of work.

DCF-PS2-I can use online collaborative platforms to create and edit a file, e.g. word processing, presentation tools and spreadsheets.

[ourdigitalworld2017final.pdf](#)

Year 2 - Make me a Map

LO: To use the Internet to carry out research into a specific topic relating to using technology

See Year 2 Step 3 of SOW in link above.

Year 3 - Getting connected

LO: To understand how a Virtual Learning Environment(VLE) works, practice uploading images to the 'cloud' and write a blog entry

See Year 2 Step 3 of SOW in link above.

Mandarin Lesson- external teacher

DG 1:15 pm- 1:45pm

JE 2:00pm - 2:30pm

https://teams.microsoft.com/dl/launcher/launcher.html?url=%2F_%23%2F%2Fmeetup-join%2F19%3Ameeting_MmM4NWNhOGQtZWVmZi00MDM1LWlyNTEtY2IxZTQ0NmI0Nzc%40thread.v2%2F0%3Fcontext%3D%257b%2522Tid%2522%253a%2522bdb74b30-9568-4856-bdbf-06759778fcbc%2522%252c%2522Oid%2522%253a%252212db6eaf-517d-4d47-9e43-48d1e1766793%2522%257d%26anon%3Dtrue&type=meetup-join&deeplinkId=d52d5695-578d-42cc-97dd-819f3bf4e501&directDI=true&msLaunch=true&enableMobilePage=true&suppressPrompt=true