







Sully School - PROGRESSION STEP 1 PLANNING- Reception - w/c 09/05/22


Four Purposes - Ethical, informed citizens who: respect the needs and rights of others, as a member of a diverse society

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.

	MORNING	AFTERNOON
<p>Dydd Llun Monday</p>	<p>Literacy LO I can express an opinion PS 1 I can respond creatively to the range of <i>literature</i> I hear, read or view. CCS listen and take turns Focus - Read 'Sharing a Shell'. Each of the creatures in the story had a very important role. Things weren't the same when the three friends weren't together, sharing a shell. Our class is just like that. We all share a classroom, just like the creatures shared a shell. We all play a very important part within the class. Circle time activity - Remind learners of circle time rules – sitting still, listening to others, and only the person holding the shell is allowed to speak. The shell will be passed around and when the learner has the shell they will say what their favourite part of the story is. Challenge 1: Take turns and supported giving an opinion Challenge 2: Give an opinion speaking in a full sentence Challenge 3: As above but give a reason/example for the choice EP- Sorting shells, can you really hear the sea in a large shell? Shell rubbings, shell sorting Outdoor - Write shell - what words can they make using different sounds at the start? use sound cards, children write the words they can make. tongue twister - She sells seashells on the sea shore....</p>	<p>Topic - Art 📷 LO Make a habitat for a sea creature PS1 I am beginning to design my own creative work. CCS I can talk and listen to other people's ideas Focus - Design and create your own habitat for the animals in the story. . <ul style="list-style-type: none"> How is glitter used in the illustrations? Think about the different materials that artists can use and try to use them in different ways Challenge 1: Supported talking about the sort of habitat that the creature would need and use the illustrations to copy ideas Challenge 2: As above but more independent in talking about the design Challenge 3: Use own ideas more than the illustrations in the book discussing creative ideas EP - Paper, ipads to look at sea creatures in their habitats, books both fiction and non fiction about the ocean Outdoor - Use a variety of resources, small world sea creatures and loose parts to make a habitat for a creature. Use water table.</p>

<p>Dydd Mawrth</p> <p>Tuesday</p>	<p>Maths </p> <p>LO I can recognise 3D shapes and their properties</p> <p>PS1 I have explored, compared, and used the general language of shapes through investigative play.</p> <p>CCS I can discuss the properties of shapes that I use in my everyday learning.</p> <p>Focus - 3d shapes (faces & vertices). Recap the names of 3D shapes. Explain that we call the 'sides' of the 3D shapes 'faces'. Look at some shapes together and count the faces. Demonstrate how to count the faces of cubes and cuboids methodically so they don't count any more than once or miss any out. Are they flat or curved? Demonstrate how to complete a table to show the number of faces for each shape.</p> <p>Challenge 1: Name 3D shapes cubes and spheres</p> <p>Challenge 2: Name 3D shapes and match labels, how many faces? with support. cubes, cuboids, spheres and cones</p> <p>Challenge 3: Name 3D shapes Cubes, cuboids, spheres, cones, cylinders and pyramids. Write the name and how many faces.</p> <p>EP - shape hunt, shape colouring/painting, labelling shapes</p> <p>Outdoor- 3D shape hunt, tick off the shapes they find and label name of shape and number of faces.</p>	<p>Topic - Science and technology - Floor </p> <p>LO I know some of the creatures that live at the seaside</p> <p>PS1 I can recognise that plants and animals are living things which grow.</p> <p>CCS I can discuss what I have found out</p> <p>Focus - Make a list of animals / plants that you might find in seaside habitats. How many different types of habitat can you find there (beach / rock pools / tide line/ sea/ vegetation at the top of the beach)? Begin to understand that some books are fact books and others are fiction.</p> <p>Challenge 1: Find creatures that live in a seaside habitat in books and know some of the names</p> <p>Challenge 2: As above but learn something about them that you didn't know before.</p> <p>Challenge 3: Also use Ipads to type in some information found in a non fiction book</p> <p>EP - Draw creatures that live at the seaside, sort books into fiction and non fiction. what are the features of a fact book compared to fiction?</p> <p>Outdoor - Draw a large creature eg octopus on the ground and the children label it. Use loose parts to make a sea creature</p>
<p>Dydd Mercher</p> <p>Wednesday</p>	<p>Maths </p> <p>LO I can half numbers within 10</p> <p>PS1 I can use my experience of the counting sequence of numbers and of one-to-one correspondence to count sets reliably.</p> <p>CCS I am beginning to apply relevant facts and techniques.</p> <p>Focus - Recap doubles, and explain what a half is. Halving is the opposite of doubling. By halving a number you will end up with a smaller number than you started with. Show examples of how they can work out half using objects, you should have equal numbers in each group.</p> <p>Challenge 1: With support half 2 and 4</p> <p>Challenge 2: Show some understanding of halving. Half numbers within 10 with support</p> <p>Challenge 3: Independently half numbers within 10. Understand only even numbers can be halved to make a whole number.</p> <p>EP - Fold shapes in half, use playdough to roll a snake or make a flat shape, use cutters to divide in half</p> <p>Outdoor - Make sandcastles and halve them</p>	<p>Welsh </p> <p>LO I can write about ar lan y mor yn gymraeg</p> <p>PS1 I can use familiar words and phrases and experiment with newly-learned vocabulary.</p> <p>CCS Understand that you can communicate in different languages</p> <p>Focus - Recap the vocabulary we learnt last week to describe ar lan y mor. Model the sentence mae ... ar lan y mor and ask the children to think of vocab they remember. Children repeat sentences. Explain they will be writing these sentences.</p> <p>Challenge 1: Fill in the sentence by remembering some vocab with support</p> <p>Challenge 2: Write a sentence with support remember at least 2 items in welsh</p> <p>Challenge 3: Write a sentence for at least 3 objects saying mae ... ar lan y mor. Remember the welsh word independently.</p>

<p>Dydd Iau</p> <p>Thursday</p>	<p>Literacy </p> <p>LO I can recognise rhyming words</p> <p>PS 1 I can <i>discriminate sounds</i>, play with sounds and manipulate sounds both in my environment and in words.</p> <p>Focus - Investigate the rhyming patterns on each page of the book. Make a list of the rhyming words in the story.</p> <p>Challenge 1: Supported finding the rhyming word</p> <p>Challenge 2: Find the rhyming word either by reading or by listening to the page being read</p> <p>Challenge 3: As above but think of other rhyming words that follow the same pattern eg shell/tell and fell</p> <p>EP- Play rhyming phonic games</p> <p>Outdoor - As outdoor for Monday but use other rhyming words from the story. Are more children using rhyme correctly showing an increased understanding of rhyme? Words that sound the same</p>	<p>Health and Well-being - Jigsaw</p> <p>Jigsaw scheme - Piece 3 - Make Friends, Make Friends, Never Ever Break Friends! Part 2</p> <p>LO: I can think of ways to solve problems and stay friends.</p> <p>PS1 I can get along with others with and without support.</p> <p>Focus - Read 'George and Martha: The Complete Stories of Two Best Friends'. Stop at strategic points of the book, e.g. when the friend's interactions are not always perfect.</p> <p>Questions: Have you ever argued/fallen out with a friend? What happened? Why? How did you feel? How did you make friends again?</p>
<p>Dydd Gwener</p> <p>Friday</p>	<p>PE Health and Well-being</p> <p>LO I can follow to instructions</p> <p>PS1 I can recognise and follow rules and norms in the groups and situations in which I take part.</p> <p>Focus - Play some games to warm up, moving in different ways, listening to instructions, warming up all body parts. Beans, traffic lights etc. Set up different stations: throwing and catching, skipping, hula hoops, kicking.</p> <ul style="list-style-type: none"> · Explore the different ways of moving in the story, Sharing a Shell – what might they look like? Rolling, rollicking etc. · Moving our bodies like different sea creatures · How do sea creatures survive and stay healthy? 	<p>Visit Sully Beach</p> <p>Science and Technology</p> <p>Earlier in the week we talked about habitats and what animals we might find beside the sea. When we visit the beach can we find the habitats and any animals living in them?</p> <p>Try and use a different part of the beach walking along the cricket field first. also look for driftwood to bring back to school for an art project.</p>