



Sully School - FOUNDATION PHASE PLANNING- YEAR 1, 1/2 and 2 – WC 09/05/22

Four Purposes

HCI who know how to find the information and support to keep safe and take part in physical activity; ACL who can explain the ideas and concepts they are learning about;

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

	MORNING	AFTERNOON
<p>Dydd Llun</p> <p>Monday</p>	<p>NUMERACY</p> <p>DoL: MN WM1 PS2 I can understand that the value of a number can be determined by the position of the digits.</p> <p>CCS: To use addition facts to help mental addition</p> <p>LO: To use number bonds in my addition</p> <p>Orally recap different number bonds - to 10, to 20, to 100. Use topmarks as a class to make this intro fun. Can they help the child whose turn it is? Teacher watch carefully for children listening to others before answering. Recap how we can use these to help our addition.</p> <p>Addition using number bonds eg</p> <p>1 chilli - $3+7$, $4 + \dots=10$, etc</p> <p>2 chilli - $43 + 7=$, $54 + 6$, $22 + 18$ etc</p> <p>3 chilli - $123 + 127$, $56 + 34$ etc</p> <p>EP - numicon and sheets to help add up using number bonds.</p> <p>Outside - use the bibs and numbers to get into pairs that make 10, 20 or 50.</p>	<p>Music:</p> <p>DoL: EA WM2 PS2 I can consider, with guidance, how moods, emotions and ideas are communicated both in my own creative work and in the creative work of others.</p> <p>CCS: LNF PS2 I can listen to others and understand that they may have a different perspective to my own.</p> <p>LO: To identify different styles of music</p> <p>Teacher log in to Charanga for the lesson.</p> <p>Website: https://charanga.com Username: 295551 Password: w8pn77er8n</p> <p>Do children like the song? What can they hear? How is the song put together? Use ppt on charanga to prompt. Why style do they think it is in? We will be looking at The Blues this week</p> <p>Charanga age 5-6 Spring 1 'In the Groove' Warm up by singing In the Groove. Can they remember the beat? Complete activities for this week's lesson as prompted online. No resources necessary at this stage.</p>

<p>Dydd Mawrth Tuesday</p>	<p>Literacy DoL: LLC WM3 PS2 I can organise my writing into a logical sequence. CCS: LNF To write for a variety of purposes LO: To write a non chronological report Look again at a non chronological report to see how we can skim to the section we want by using the clear subheadings. How do we know what it is about? the title and picture. Teacher model how you would use your mind map from last week to do this. Look back at the plan you made last week about how your body digests food. Each area on your mind map will be a subheading and paragraph. Write the title clearly at the top of the page and decide which section you want to go first. Write this clearly and underline. Carry on writing the paragraph in as much detail as you can. If you get to a section you think would benefit from a picture you can stick in the photo we took when you made your digested food and add a caption. Focus on capital letters after full stops as this is an area children are finding hard. TO BE FINISHED LATER IN WEEK</p>	<p>Topic: How do our lungs work? DoL: ST WM1 PS2 I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way. CCS: To ask and answer questions LO: To investigate how much air our lungs hold Set the enquiry question 'Do taller children have a bigger lung capacity?' Children get into pairs with a taller and smaller child. Predict which one will have the bigger lung capacity. Most children will assume it is the taller child. How could we tell how much air our lungs hold? Take ideas. Children explore their lung capacity by trying to blow up balloons in one breath. Teacher demonstrate how to do this and possibly pre-stretch the balloons if they are hard for the children to blow up. Tie and label the balloons so that you can see your own lung capacity. In books, write the investigation title, prediction, add a photo of the experiment and then write what you found out. Children could get into a line of height order and see if their lungs also go up in size. If not, what influences lung size? Genetics, original size of lungs, sports and exercise etc. Plenary: https://www.bbc.co.uk/teach/class-clips-video/science-ks2-respiration-how-is-oxygen-transported-round-the-body/z7t8qp3</p>
<p>Dydd Mercher Wednesday</p>	<p>NUMERACY DoL: MN WM1 PS2 I can understand that the value of a number can be determined by the position of the digits. CCS: To add and subtract using mental methods LO: To use appropriate methods when adding. (teacher deep mark) Introduction: Remind pupils of the work they completed on Monday. Teacher to go through an example of an addition sum from each chilli on the board. Go through as a class. Play the following fun interactive game as a class- teacher to choose different levels e.g- 2d+1d or 2d+2d. Addition Fruit Splat Game - 7 levels - Math Game (sheppardsoftware.com)</p>	<p>Topic - PSE - Jigsaw Piece 2 Relationships DoL:HWB WM5 PS2 I can recognise that there are different types of relationships beyond my family and friends. CCS: To express opinions Y1 LO: To identify how to make and be a good friend . Draw a lolly stick and choose a child to say what they like about this person. (It is advisable for every child in the class to be 'chosen' however there is not sufficient time in this lesson for that to happen. Therefore, teachers are advised to play the game at other suitable times during the week (e.g. before home time, after registration, etc), so that every child has had an opportunity for something positive to be said about them). Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>

Chilli 1: Addition sums within 20 (At this stage pupils to aim to answer these without the help of a number line. 6-8 questions
Chilli 2: Addition sums within 100 (use previous place value and partitioning knowledge to help them.e.g- 52+ 45. part 1. 50+40=90 part 2. 2+5=7. Add answers together. Do workings out step by step. 6-8 questions
Chilli 3: Addition sums within 100 (with carrying)- use column addition method to help. 10 questions.
extension- addition sums within 1000.

Slide 1: Sing or listen to the Jigsaw song 'RELATIONSHIPS' and draw out from the children the aspects of friendship that the song describes. Explain some of the words that may be unfamiliar to the children. Tell me or show me
Slide 2: With the children sitting in a circle, ask them to suggest names of pairs of characters they know from story books, movies or TV who are good friends and get on well together. Explore these a little: why do they get on well? Do they always get on? Explain to the children that, to have good friends, we need to be a good friend.
Show the children the PowerPoint image of the child alone at play time and invite the children to suggest why the child in the picture is alone. Draw out that they could have fallen out with their friends, they could be new in school, or they might be feeling poorly or upset. EAsk the children to suggest what they could do to be a good friend to this child. Let me learn
Get children into groups of 3 or 4. Give the cards with qualities that might make a good friend. Ask them to discuss them and sort according to true or false, e.g. should wear nice clothes; be kind; give you all their things, etc. Bring their favourite quality to the carpet to share with Jigsaw Jack.

Y2 LO: know which types of physical contact I like and don't like

Warm up by drawing letter on a partner's back and they guess what it is. Sit in a circle and do the calm me script. Ask children whether they liked their friend drawing on their back? Why? Why not? Could you have asked them to stop if you didn't like it? Think of 5 ways we communicate with touch - hugs, hand holds, linking arms, kiss, pat on the head etc. Make a class list of touches they like eg lick from pet dog, hug and ones they don't like eg fighting in playground, slap, smothering hugs from distant relative etc. Make sure children know they can say 'Please stop, I don't like that.'
Make sure our hands are kind to others.
Draw round both hands and write touch that you like on one hand and touch you don't like on the other. **We need to give our permission to be touched as our bodies belong to us.**

PE

DoL H&W WM4 PS2 I can recognise and follow the rules and norms of different groups and situations in which I take part.

CCS H&W PS2 I have the confidence and motivation to persevere when faced with physical challenges.

LO: To learn the rules of netball

		<p>Warm up - children run around and freeze when they hear a tambourine. Repeat with walking, hopping etc.</p> <p>Let children know that they will be passing the ball but they have to stop when they are holding the ball. Practise by giving balls to children in threes. The children can run around and move their feet until the ball is passed to them. Then they have to freeze and pass the ball.</p> <p>Main: in groups of approx 10 (5 on each side) children play a mini game. Chalk out the court outline. When the ball is passed over the correct line (depending on what side each team is scoring, a point is scored)</p>
<p>Dydd Iau Thursday</p>	<p>Literacy DoL: LLC WM3 PS2 I can organise my writing into a logical sequence. CCS: LNF To write for a variety of purposes LO: To write a non chronological report Children continue the writing of the report from earlier in the week. Re read what you have already written so that it does not repeat. If you need to make any changes, do that now. Children continue writing sections with subheadings to tell others about how we digest food. Remember that these are going to be read by different classes so we need to make them clear and easy to understand! 1 chilli - Teacher provides subheadings and words to help 2 chilli - Use mind map to write the report 3 chilli - Add extra information from kiddle if you are not sure. Use a word book or dictionary for correct spelling</p>	<p>Topic ICT DoL: ST WM6 PS2 I can safely use a range of tools, materials and equipment to construct for a variety of reasons. CCS: DCF To save work and be able to find it again Y1 LO: To take and edit a photo Introduce the Puppet Pals app to children. Explain that we will be using this to create an animation. Use a familiar story, related to your topic, e.g. The Three Little Pigs, that the children will be able to retell, simply and independently. Using pictures from the book, or pre-printed illustrations of the characters, the children will take a picture of these. The children should be reminded of how to take a good photograph. The children need to edit and cut the picture using their fingers. Y2 - practise the same skill as Year 1 by using the puppet pals app</p> <p>NB teacher to make sure children save work and that ipads have puppet pals downloaded before the session.</p>
<p>Dydd Gwener Friday</p>	<p>Cross curricular maths DoL: MN WM3 PS2 I can estimate and measure, using <i>non-standard units</i>, before progressing onto standard units. CCS: LNF To use maths in every day play and situations LO: To measure a heart beat</p> <p>Remind pupils that our topic for this term is 'How does it work'. Recap as a class on our wonderings from last week. Did anyone have any questions/wonderings that related to the body?</p>	<p>Topic - welsh DoL: LLC WM3 PS2 I can communicate using an increasingly varied vocabulary. CCS: To ask and answer questions in Welsh LO: To ask and answer questions</p> <p>Recap vocabulary from last week linked to Tegannau. Show pictures or real toys and ask children Ble mae Tren? Ble mae doli? Children answer Dyma doli etc. Recap sentence patterns to ask if you like something - wyt ti'n hoffi. Model this with a confident language learner</p>

What is our heart and how does it work? Pose this question to pupils and give them time to think, pair and share.

After discussing pupils different answers, show them the following video;

[How to Feel Your Heart Beat - YouTube](#)

Today pupils will be measuring how many beats per minute their heart makes using stethoscopes and stop watches.

pupils to work in partners to make it easy- one pupil time until the stopwatch reaches 60 seconds whilst partner uses stethoscope to measure their heart beat. Record initially on post it note before recording either in floor book/individual books.

This can be recorded two ways-

In floor book- Once a pupil knows how many times their heart beat within 60 seconds, write it in the floor book

OR

Individually in pupils books- . Teachers to take individual photos of pupils wearing the stethoscope/using it- stick into books and pupils to write how many times their heart beated within 60 seconds, e.g- 'I recorded 100 heart beats in a minute'.

Extension - how many beats in 2 minutes? How many in half a minute etc?

Outside - Explore what happens if you run around. Does that change how many beats per minute?

Indoor PE

DoL H&W WM4 PS2 I can recognise and follow the rules and norms of different groups and situations in which I take part.

CCS H&W PS2 I have the confidence and motivation to persevere when faced with physical challenges.

LO: To use equipment safely

Warm up - traffic lights. Children run, walk or stop depending on the colour.

Get into partners and safely help put out mats.

Teacher set up three PE stations. The large apparatus, a section for children to practise throwing and catching bean bags and a section to balance on beams.

Wyt ti'n hoffi doli? Ydw, dw i'n hoffi doli/Nag ydy, dw i ddim yn hoffi doli. Children ask partners whether they like each of the toys in turn. Make sure they are answering in full sentences and are trying to use correct pronunciation.

Focus: At tables have toys in the box. Ask Beth sy yn y bocs tegan? Children choose a toy, name it and say whether they like it or not.

This is oral work, no recording necessary.

MAT - if confident, teacher can extend speaking by asking children Pa lliw? Dyma doli coch etc.

<p>Large apparatus - Teacher set out. Take your shoes and socks off. Rules are that you can't go over the top, one person on a ladder at a time and don't jump off. Only go as far as you are happy.</p> <p>Beanbags - throw and catch to self with two hands then try one handed. Can you score more than 50 in a row? Throw lightly higher if too easy.</p> <p>Balance - Set out the benches upturned in three sides of a square. Can children balance along them? Have arms out to help keep balance.</p> <p>Rotate these activities so that all children get a turn on each. Teacher to stay by the large apparatus.</p>	
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