



Sully School - FOUNDATION PHASE PLANNING- YEAR 1 – 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 Monday</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 use addition facts to help mental addition LO: To know my number bonds to 10 Orally recap the concept of different number bonds - to 10, how we can use our fingers to find the answer, but that we should know these additions by heart. Use topmarks daily 10, addition, number bonds with chn using w/boards. Recap how we can use these to help our addition. Addition using number bonds eg 1 chilli - chn make number bonds out of cubes, record the results. 2 chilli - additions within 20 3 chilli - additions to 50, but less if needed</p> <p>EP - numicon and sheets to help add up using number bonds. Outside - use the bibs and numbers to get into pairs that make 10, 20 or 30.</p>	<p>Music: 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. CCS: LNF PS2 I can listen to others and understand that they may have a different perspective to my own. LO: To identify different styles of music 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 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. Use the pictures / drawings if you think they fit what you are writing about.</p> <p>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 whether children take as many breaths in a minute as an adult Set the enquiry question 'Do children take as many breaths in 1 minute as adults?' Show chn the ppt of the lungs. Take ideas about what they think about the enquiry question. Discuss why they think this. Say we are going to test to see whether this is true. Take a group of 5 children at a time and say we are going to practise making a tally of how many breaths we take in a minute, it will be one mark for in and out. record on a sheet. Grown ups to do the same, then compare. Record on a chart in books, write a sentence explaining why you think the result was this.</p> <p>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)</p> <ul style="list-style-type: none"> • Show 100-square on Number square tool 1.29.1a. • Ask a child to highlight 14 in blue. Together count on 3 and highlight the answer in purple. Record $14 + 3 = 17$. Repeat for $24 + 3 = 27$, $34 + 3 = 37$. • Discuss the pattern and establish that if we know $4 + 3$, we can work out any number ending in 4, + 3. Ask children to write three more additions. • Take feedback and record the additions: $44 + 3$, $54 + 3$, $64 + 3$... • Clear the highlights from the 100-square. Children work in groups of four or five. Give a number facts card (made from RS 836 Number fact cards) to each group: $5 + 3 = 8$, $4 + 3 = 7$, $4 + 4 = 8$, $2 + 7 = 9$, $2 + 4 = 6$, $6 + 2 = 8$. • Ask each child in the group to write the addition plus one other addition that matches, e.g. $6 + 2 = 8$ and $26 + 2 = 28$. Can each child write a different addition? 	<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. 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</p>

	<ul style="list-style-type: none"> • Write on the whiteboard a calculation, e.g. $34 + 4$ or $86 + 2$, and ask the groups to look at their number fact card. Will theirs be useful here? • Ask a child in that group to come to write the answer, e.g. $34 + 4 = 38$. Show the calculation on the 100-square. • Repeat, choosing one calculation for each of the number facts cards. <p>Addition Fruit Splat Game - 7 levels - Math Game (sheppardsoftware.com) Use a A3 paper with a number bond in the middle. Chn to make up further additions with different 10s numbers, calculating by looking at the 1s number. EG: $3 + 5 = 8$ in the middle, children to write, $23+5$. $43+5$ etc. Chn to check each others sums.</p> <p>Chilli 1: Concentrate on bonds to 10 for some, but challenge other children to try the activity Chilli 2: A3 activity Chilli 3: A3 activity</p>	<p>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.</p> <p>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</p> <p>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.</p> <p>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> <p>Warm up - children run around and freeze when they hear a tambourine. Repeat with walking, hopping etc. 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. 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</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</p>

	<p>Children continue the writing of the report from earlier in the week. Encourage those children that can to re-read their writing. Try to use mind maps, but revise what they might write about, and model writing it on board. Include pictures. Using a word mat for support</p> <p>1 chilli - Teacher provides subheadings and words to help, write what you can 2 chilli - As above, but more independently 3 chilli - As above, but independently, more detail, refer to books if required.</p>	<p>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.</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 <u>LO: To measure a heart beat</u></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? 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</p> <p>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.</p> <p>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</p>	<p>Topic - Welsh DoL: LLC WM3 PS2 I can communicate using an increasingly varied vocabulary. CCS: To speak clearly and audibly <u>LO: To learn topic vocabulary</u> Recap sentence patterns and games from past few years by playing Bang Bang where teacher says the phrase in Welsh and children see who can say it in English the fastest.</p> <p>Introduce the new topic of tegannau/toys. We will be looking at this because we will be also looking at how some toys work! Show ppt of welsh toys focusing on the pronunciation. Stick mini language mat for this topic into topic books and children draw toys around it and label them in Welsh. Plenary - Have a selection of real toys children could name on a table. Ask them either Ga i or ble mae.....? Children reply Dyma.....</p> <p><u>Indoor PE</u> 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. <u>LO: To use equipment safely</u> 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.</p>

	<p>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'.</p> <p>Extension - how many beats in 2 minutes? How many in half a minute etc?</p> <p>Outside - Explore what happens if you run around. Does that change how many beats per minute?</p>	<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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