



Sully School - PROGRESSION STEP 1 PLANNING- Reception 27/06/22

Four Purposes - Ambitious, capable learners who: can communicate effectively in different forms and settings, using both Welsh and English. Children practise their Welsh speaking at St Fagans with the guides in the houses in addition to talking in English, asking questions to clarify their understanding.

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.

Visit to St Fagans Friday 1st July - Children wear school uniform, comfortable shoes/trainers and have appropriate outerwear for the weather. Please provide a packed lunch (lunch bags will be kept in lockers so children will not carry them around). No money to be brought on the trip.

	MORNING	AFTERNOON
<p>Dydd Llun</p> <p>Monday</p>	<p>Literacy </p> <p>LO I can use describing words</p> <p>PS 1 I can respond to what I hear, read and see.</p> <p>CCS I can describe objects and events, building and extending vocabulary.</p> <p>Focus - Read a book about a pirate. What are pirates? What do they do? Are they right to take what isn't theirs? Why do you think pirates often bury or dig up treasure? How do they know where the treasure is? Model describing a picture with the children, emphasise using words such as red hat rather than just hat to make it as descriptive as possible.</p> <p>Challenge 1: Supported writing words to describe the pirate they have chosen</p> <p>Challenge 2: Mostly independent descriptions, beginning to use full sentences.</p> <p>Challenge 3: Independent descriptions with correct use of full stops and capital letters.</p> <p>EP- Find out and write your pirate name, make a pirate hat, eye patch, pirate colouring</p> <p>Outdoor - Make a pirate ship using cardboard, blocks etc. Find objects the can use for a sail, a flag, oars.</p>	<p>Topic Expressive Arts </p> <p>LO I can follow creative techniques to tea stain paper</p> <p>PS1 I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies.</p> <p>CCS I can recognise and follow instructions in the appropriate order to perform a task.</p> <p>Focus - Follow the video and multi step instructions to use tea bags to make a piece of paper look old, also tear around the edge of the paper first. This paper will be used to write a letter in a bottle later in the week.</p> <p>https://www.google.com/search?q=how+do+you+use+tea+to+make+paper+look+old&rlz=1C1CHBF_en-GBGB911GB911&oq=how+do+you+use+tea+to+make+paper+&ags=chrome.5.69i57j33i160l4j33i22i29i30.8676j1j7&sourceid=chrome&ie=UTF-8#kpvalbx=_cQu4YtCFI9Ow8gK8qJ_YCQ14</p> <p>Challenge 1: Step by step instructions. Copy the technique from an adult.</p> <p>Challenge 2: Listen and follow multi step instructions, some support with technique.</p> <p>Challenge 3: Listen carefully and follow multi step instructions in the correct order independently.</p> <p>EP - Make a treasure map, Cut and stick treasure to the treasure map</p> <p>Outdoor - Walk the plank activity</p>

<p>Dydd Mawrth</p> <p>Tuesday</p>	<p>Maths</p> <p>LO I can give and follow instructions</p> <p>PS 1 I have explored movements and directions and I am beginning to use mathematical language to describe position.</p> <p>CCS I can organise, select and use simple language to give instructions to others.</p> <p>Focus - Treasure hunt. Work in pairs, one person to hide 'treasure' and give instructions to their partner to find it e.g. 10 steps forward, turn, backwards 4 steps etc. Teach children how to find left by looking at their fingers and making a L shape with both. The L the correct way is left so the other hand is right. Swap roles so both partners have the opportunity to do both roles. <i>Build on prior learning when following clues to find the dinosaur egg. This time the children give their own instructions to take learning to the next step.</i></p> <p>Challenge 1: Give basic verbal clue in pairs eg forward/back</p> <p>Challenge 2: Begin to use more directional language such as turn right/left even if inaccurate for the turns.</p> <p>Challenge 3: Accurate directions, using sensible estimates for the number of steps forwards/back. accurate left/right turns.</p> <p>EP - Make a telescope,</p> <p>Outdoor - Walk the plank activity: Walk like a pirate on a bench. Can children walk forwards/sideways and backwards?  for floor book</p>	<p>Topic QR code in floor </p> <p>LO I can sing a sea shanty</p> <p>PS1 I can join in with familiar songs, rhymes, stories and poems.</p> <p>CCS I can use familiar words and phrases and experiment with newly learned vocabulary.</p> <p>Focus - Learn a sea shanty - The Wellerman for Kids - A Twinkl Sea Shanty! - Bing video</p> <p>Challenge 1: Follow along with the sea shanty</p> <p>Challenge 2: Join in and remember the chorus of the sea shanty</p> <p>Challenge 3: Join in and remember most of the sea chanty, make up actions to go with the words</p> <p>EP - Design a Pirate flag, make a paper plate pirate</p> <p>Outdoor - Working in pairs practice sea shanty and make up actions, perform on the stage in front of their group</p>
<p>Dydd Mercher</p> <p>Wednesday</p>	<p>Maths </p> <p>LO I can communicate how sets change</p> <p>PS1 I can communicate how sets change when objects are added to and taken away from them.</p> <p>CCS I can suggest what I might need to do to complete the task or reach a solution.</p> <p>Focus - Children to be given a pirate related picture. There will be an opportunity for children to count what they see, answer questions and be encouraged to show their workings out. Children will be challenged at the appropriate level to show developing reasoning skills when the sets change.</p> <p>Challenge 1: Give simple answers of what they see, with support of questioning extend. E.g How many? How many would there be if one more/more less, use a number line for support within 10.</p> <p>Challenge 2: One more/one less, use a number line for support within 20. Write workings out.</p>	<p>Welsh</p> <p>LO I can use newly learned vocabulary</p> <p>PS 1 I can experiment with newly-learned vocabulary.</p> <p>CCS I am beginning to talk with my peers in the language of the setting/school.</p> <p>Focus - Read a story in Welsh. Penguin ar ei Wyliau. Introduce new vocabulary first. Read through the story, stopping to clarify understanding and showing the illustrations to help the children's comprehension. Read again as the children will be more familiar with vocabulary and story for the second read.</p> <p>Challenge 1: Supported remembering the vocabulary and supported recalling what the story was about.</p> <p>Challenge 2: Be able to remember the general outline of the story and some vocabulary.</p> <p>Challenge 3: Show a good understanding of what happened and recall some phrases.</p>

	<p>Challenge 3: Look at the pattern more closely and try to give a more complex answer, describing colour, how many etc. independently work out how the number will change when asked questions. Write workings out.</p> <p>EP - Draw their own pattern and describe. Practice writing sums.</p> <p>Outdoor - Digging for treasure - Hide treasure in the sand pit, roll the dice and the number it lands on is the number of digs you get, can you find a treasure? Fill the bucket game: Children line up in two lines and race</p>	
<p>Dydd Iau Thursday</p>	<p>Literacy LO I can write a message PS 1 I am beginning to understand that writing can be for different purposes and audiences. CCS I can segment words into syllables and sounds to help me spell. Focus - Talk to the children about how we communicate today, phones, email, in person using the language we know. Discuss ways people used to communicate before phones. Sometimes people would send a message in the hope someone would receive it. In some stories about the sea or pirates, messages would be sent in bottles. In response to a message sent in a bottle to the children by Pirate Pete, write a response to send back in a bottle. Use some pirate lingo that they have heard this week. Use the tea stained paper they made earlier in the week to write a message. Challenge 1: Recognise initial sounds, with support recognise second/last sounds. Use word mats for support with formation of letters. Challenge 2: Use their sound knowledge and word mats to independently spell some words. Challenge 3: Independently write sentences, using their sound knowledge to spell, use a connective to extend the sentence. EP- write a message to your friend, make a pirate hat, eye patch, pirate colouring Outdoor - Float or sink? Try different resources both natural and man made to predict then test if it floats or sinks. What material, shapes float best? Wonderings : Why do some things float and other things sink?</p>	<p>Health and Well-being - Jigsaw Jigsaw scheme - Fun and Fears, Changing Me LO: I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1. PS1 I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help. CCS Focus - Explain to children that they will soon be moving to a new class and that they may be feeling some of the emotions they have just acted out. Read the suggested story or one similar about having worries and that the best thing to do is to share them. Tell the children that it is only natural to be feeling lots of different emotions. Questions: What are you excited about? Are you nervous about anything? Are you scared about anything? Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and feel excited about next year. Set children a challenge to think about going next year. What are they excited about? Are they nervous about anything? Are they scared about anything? Get the children or adults to write their ideas down on paper and place them in a worry box or looking forward to box that is freely accessible in the classroom. Let them know that Jigsaw Jack (orange Jigsaw Friend) will be waiting for them next year. (Jack may be able to visit them).</p> <p>PE Health and Well-being LO Take part in Pirate themed races PS1 I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.</p>

		<p>CCS I can recognise and follow instructions in the appropriate order to perform a task.</p> <p>Focus - Practice for sports day races. Children practice handing and receiving a baton, decide on the obstacles they want to have in their race and egg and spoon.</p>
<p>Dydd Gwener Friday</p>	<p>Trip to St Fagans Begin to have an understanding of how people lived in the past. See some of the changes in Rhyd y Car cottages through the ages. Would the children like to live in any of the houses? If so, which ones and why. Try out their Welsh greetings with the guides.</p>	<p>St Fagans</p>