



## Sully School - FOUNDATION PHASE PLANNING- YEAR 1, 1/2 and 2 – WC 27/06/22

**Four Purposes** - **ECI who** show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world.; **ACL who** set themselves high standards and seek and enjoy challenge; **ECC who** give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.

**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</p> <p><b>DoL: MN WM1 PS2</b> I have explored and can use my understanding of <i>multiplicative</i> relationships to multiply and divide <i>whole numbers</i>, using a range of representations, including sharing, grouping and <i>arrays</i>.</p> <p><b>CCS: MN PS2</b> I can use my understanding of multiplication to recall some multiplication facts and tables starting with tables 2, 3, 4, 5 and 10 and I can use the term 'multiples'.</p> <p><b>LO: To be able to recall multiplication facts.</b></p> <p><b>Pupils to recall the multiplication flowers that they created a few lessons ago.</b></p> <p><b>Year 1's-and any children who find Y2 work tricky</b> to write addition and subtraction families eg <math>2 + 4 = 6</math>, <math>4 + 2 = 6</math>, <math>6-2=4</math>, <math>6-4=2</math> teacher to write on board 8 examples for pupils to try but only put the first example on, e.g- teacher write on board, Q1. <math>3+4=7</math>. Then it is up to pupils to write remaining addition and subtraction families for that sum, e.g- <math>4+3=7</math>, <math>7-3=4</math> etc.</p> <p><b>Year 2's</b> and higher ability year 1's in Maths- practice some multiplications together as a class. Start off with simple ones, e.g- 2's, 5's and 10's. Encourage pupils to begin by using fingers. e.g- <math>3 \times 5</math>. We hold 3 fingers up and count in 5's. The answer is 15. Look at the following link as an introduction: <a href="#">What is Multiplication?   Multiplication Concepts for Kids   Rock 'N Learn - YouTube</a></p> <p>Practise some multiplications practically using blocks, grouping of bricks outside and smaller block inside before recording answers. Model how we write out times table on the board. E.g- <math>1 \times 2=2</math>, <math>2 \times 2=4</math>, <math>3 \times 2= 6</math> etc.</p> <p>1 chilli - 2 times table eg <math>6 \times 2</math>, <math>8 \times 2</math>, <math>10 \times 2</math> 2 chilli - 2,5,10</p>	<p>Welsh</p> <p>DoL: LLC WM PS2 I can explain information and share ideas, opinions and feelings using relevant vocabulary.</p> <p>CCS:LNF PS2 I am beginning to draw on information presented in one language and convey it in my own words in another.</p> <p><b>LO: To use eisiau/ want - Teacher deep mark</b></p> <p>Recap toy/teganau words and think about whether you like them or not. In pairs tell your friend how you would say I like the doll. I like the train. I like the ball etc. How would you tell your friends you did not like the ball? Dw i ddim yn hoffi.</p> <p>Look at eisiau instead. Eisiau means Want so we can swap hoffi for eisiau. NB we do not need yn with eisiau. Children take it in turns to pull a toy out of the bag and say Dw i eisiau...(name of toy). Practise the same with something you do not like (Dw i ddim eisiau) More able to go with LSA to practise using ond to join these sentences while others practise.</p> <p>Pick up cards so you know what it needs to say.</p> <p>1 chilli - just do dw i eisiau 2 chilli - do 3 dwi eisiau and 3 dw i ddim eisiau 3 chilli - do 6 sentences like in 2 chilli but join them with ond eg Dw i eisiau doli ond dw i ddim eisiau tren. Record by writing these in your topic book, You can illustrate it with pictures of the toys if you like.</p>

	<p>3 chilli - 3 and 4 times table</p> <p>Stick a number line in books so they can count in if needed for pupils who need extra support. .</p>	
<p>Dydd Mawrth</p> <p>Tuesday</p>	<p>Literacy</p> <p>DoL:LLC WM4 PS2 I can use my imagination to respond to and adapt literature to create my own work.</p> <p>CCS:LNF PS2</p> <p><b>LO: To draft a story</b></p> <p>Remind children about their own character and invention. We are going to turn them into a real story! TPS - tell your partner about your character. Teacher to model.</p> <p>Then imagine your invention from last week using the things we looked at. Why might your character have made it? Does it help someone? Is it fun? Useful? Decide now and try to tell the class using a full sentence eg Sally made the invention because.....</p> <p>Show children how you can put this info on a story map so that they can tell the story. What would I need to go at the end? A proper ending! What happens at the end?</p> <p>Teacher demo on the board a WAGOLL. Show how you don't have to write all of the info because you have already done that in your book.</p> <p>1 chilli - use sentence starters on story map</p> <p>2 chilli - Use the sentence starters on 2 chilli story map with useful vocab</p> <p>3 chilli - create own story map using the wagoll as a guide and character words.</p>	<p><b>English: Spelling</b></p> <p>DoL: LLC WM3 PS2 I can use my knowledge of letter sounds and patterns accurately in my spelling.</p> <p>CCS PS2 I can use my knowledge of letter sounds and patterns accurately in my spelling, including: plural forms correctly in context, e.g. -s, -es, -ies</p> <p><b>LO: To learn plural endings</b></p> <p>Focus on plurals. Depending on ability, children will look at plural spelling patterns. Most word add s (NOT with an apostrophe). If the word ends in ch, sh, s, x, or z add es. This will be heard in the word. Words that end in y, drop the y and add ies.</p> <p>1 chilli - add s eg book, books; cup, cups; sprout, sprouts</p> <p>2 chilli - as above and also box, boxes; bus, buses; prize, prizes</p> <p>3 chilli - as above and also baby, babies; country, countries; spy, spies</p>
<p>Dydd Mercher</p> <p>Wednesday</p>	<p>NUMERACY</p> <p>DoL:MN WM1 PS2 I can understand the equivalence and value of coins and notes to make appropriate transactions in role play.</p> <p>CCS:I can use appropriate notation, symbols and units of measurement.</p> <p><b>LO: To be able to recognise that different combinations of coins can make the same amount.</b></p> <p>Remind pupils of what they already know about money and making a total using coins. Short, interactive into; game- two pupils stand back to back- show them a picture with a coin on. Whichever pupil guesses the right coin gets to stay standing to face their next opponent.</p> <p>Show pupils the following video;</p>	<p><b>DoL: HWB WM1 PS2</b> I can describe the way in which physical and emotional changes are connected in different contexts.</p> <p><b>CCS:LNF PS2</b> I can express opinions, giving reasons, and provide appropriate answers to questions.</p> <p><b>PSE -</b> Jigsaw Piece 3 changing me (all do the age 5-6 scheme)</p> <p><b>LO: to understand that changes happen as we grow</b></p> <p>Warm up by playing Jigsaw Jack says with pointing or moving body parts. Like Simon Says game. Do Calm Me script or if you are at home <a href="https://www.youtube.com/watch?v=VZ_wdeog5Ek">https://www.youtube.com/watch?v=VZ_wdeog5Ek</a> . Show photos of the children or celebrities when they were babies. Can you tell who it is? How? What is the same eg skin colour, eye colour, hair colour and what has changed eg they are taller, make face looks different, more hair etc. Stick these in the class floor book and write around</p>

	<p><a href="#">UK Coins Explained for Kids - Maths Money Learning Video - YouTube</a>  <b>This lesson will be in preparation for Friday's lesson.</b></p> <p>pupils to access different chilli resources and complete in book, once they are stuck in. (resources for each chilli available in resource folder)</p> <p>Chilli 1: to use different coins to give change from 20p  Chilli 2: to use different coins to give change from 50p  Chilli 3: i - to use different coins to give change from 1 pound.</p> <p>*when each group is completing their work, ensure they have a pile of different coins in the middle of their table so they can use these to help them figure out which combination of coins they could use to give change.</p> <p>ICT zone- pupils to play the following game:  <a href="#">Toy Shop Money Game (GBP) - Topmarks</a></p>	<p>them ways they have changed and ways they have stayed the same as they have got older. Children to discuss this from their own perspective too eg I was born with black hair but now it is lighter, but my skin colour is the same.  Teacher to correct any children who are not sure of what changes because you get older and what might just change randomly eg a cut or bruise or a haircut.</p> <p><b>PE - DoL H&amp;W WM4 PS2</b> I can recognise and follow the rules and norms of different groups and situations in which I take part.  <b>CCS H&amp;W PS2</b> I have the confidence and motivation to persevere when faced with physical challenges.  <b>LO: To improve our technique.</b>  Now pupils have been put into their heats for the sprints, these next few weeks can be spent practising.  We will not require heats for the other events that include the egg and spoon race, obstacle course, skipping and relay.</p>
<p>Dydd Iau  Thursday</p>	<p>Literacy  DoL: LLC WM4 PS2 I can use my imagination to create my own literature.  CCS:LNF PS2 I can use talk to plan writing and note down my ideas to use in writing.  <b>LO: To write creatively - star and T mark</b>  Teacher to demo how to use the story map to write a full story. You can add detail but try not to change the order or main points of the story. For example, you can add that her hair was not just blonde it was golden, straight blonde hair that went all the way down to the floor, but don't change the hair to green spiky hair if it wasn't before.</p> <p>Children then use their story map to write their story. Try to use your best handwriting and write in full sentences, adding adjectives as you go if you are able.  <b>1-2 chilli</b> - write story directly from story maps but in full sentences.  <b>3 chilli</b> - Write up story but add more adjectives and description/reasons if possible.  Flick back to see how you have done this for recent work in your books.</p> <p><b>NB this might take longer than one lesson so could be continued in a pm....</b></p>	<p>Topic  Topic  DoL:ST WM2 PS2 I can safely use a range of tools, materials and equipment to construct for a variety of reasons.  CCS:LNF PS2 I can check understanding of what I have heard/seen (including audio-visual material) by asking relevant questions or making relevant comments.  <b>LO: to join materials using different methods</b>  How can we join materials together? How did we do it with material? We sewed. Would that work for wood? Why not? What would work? We will be using special glue to join the materials.  How can we make the wheels turn around if we glue them on? Take ideas.  Show children how we will be glueing the wheels onto the axles but will let them move round by putting them through straws.  Glue the straws to the chassis, slide the axles down the straws and then glue the wheels onto the ends to make the basic shape of your wheeled toy.</p>

		<p>Children to do this themselves, but make sure they know that the glue guns get hot.</p>
<p>Dydd Gwener  Friday</p>	<p><b>Cross curricular/Reasoning/Practical maths</b>  DoL: MN WM3 PS2 I have explored measuring, using counting, measuring equipment and calculating, and I can choose the most appropriate method to measure.  CCS : MN PS2 I can understand the equivalence and value of coins and notes to make appropriate transactions in role play.  <u><b>LO: To use and handle money in practical situations.</b></u>  Remind pupils of all the fantastic toys that they have made over the past few weeks as part of our design work.  Ask pupils what happens when they go to a shop/toy store? What happens once they have chosen something to buy? When the grown ups in their house go shopping for food, what do they need to buy the items with? money.  TODAY we will be inside and outside using a shopping list and buying items that are labelled, ensuring we are using the correct amount of coins. Have a mixture of fake and real coins so pupils can see similarities between those coins and can have a real hands-on sense of holding real coins.   Read an email from Mrs Waddington Explaining how the class have been made in charge of ordering new supplies for the school this year. It is the job of the customers to look around and see what they can buy, and use the correct coins to purchase the items ready for the new School year in September.   Using the clipboards and shopping list, pupils to choose a toy that is labelled and write which one they have chosen on their list.  Have a mixture of shopkeepers as well as general customers (weaker ability may need support of adults to help them count totals)  Pupils will have to work together and with adults to help give the shopkeeper the correct money/recieve the right change.  3 tables inside- 1 table- selling stationary  1 table- selling books  1 table- selling small world cars</p>	<p>Topic  DoL:ST WM2 PS2 I can safely use a range of tools, materials and equipment to construct for a variety of reasons.  CCS:LNF PS2 I can check understanding of what I have heard/seen (including audio-visual material) by asking relevant questions or making relevant comments.  <u><b>LO: to have parts created ready to bring together a design.</b></u>   Pupils use this afternoon to finish sawing and glueing wheels onto the axels.   Pupils then to look back at their original design to look at resources they will need.   As a class, create a spreadsheet on J2easy together to input the numbers/resources we need.   Explain to the class that in a design process, designers have lots of jobs to do. The materials don't magically appear, so it's important for designers to also recognise how many resources they will need.   Why is it important for us to not get more resources than we actually need? prompt and initiate discussion with pupils surrounding 'saving the planet'- not wasting resources.   After the results/resource spreadsheet has been created- start gathering resources ready for monday!</p>

**Indoor PE (to be taken outside to continue with practising of sports for sports day)**

**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 improve on our technique.**

Now pupils have been put into their heats for the sprints, these next few weeks can be spent practising.

We will not require heats for the other events that include the egg and spoon race, obstacle course, skipping and relay. Pupils spend time practising these different events- you may not be able to practise all the events in one lesson, so practise the ones that pupils maybe spent less time on during Wednesday's lesson.