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Sully School - PS2 PLANNING- YEAR 2/3 and 3– WC 27/06/22

Four Purposes - ACL - Communicate effectively in different forms. HCI - Form positive relationships built on trust and mutual respect.

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

9:15-9:30

Y2/3 - phonic groups. Main group with teacher and other group with LSA. Y3 - Guided reading and RWI group with LSA

WEEKLY READING AND PHONICS

DoL: LLC-PS2 I can use a range of strategies to read with increasing fluency.

CCS: PS2 I can blend phonemes together automatically and silently

LITERACY 1 - Presentation of organ powerpoints - PEER ASSESSMENT

DoL: LLC WM3- I can speak clearly, varying expression and gestures to communicate my ideas.

CCS: PS2 - I can communicate using an increasingly varied and precise vocabulary.

LO: To speak in a clear and fluent voice

Remind the children of what it takes to present successfully- use peer assessment checklist to highlight key areas that their peers will be assessing Oracy peer assessment .

Children will get into the pairs they worked on google slide on the function of the organ. Children will look back over Google slide presentations - choose what slides each child will present- max 8 slides to present. Children will spend 20- 30 mins organising who will present what slides -Each presentation must clearly explain-- **function of organ- where it is found in the body - ways to keep the organ healthy.** Children practise using clear voices- making sure to change intonation to keep their audience interested and engaged in what they have to say.

Focus- to present google slides on functions of an organ to peers

1 chilli- work with LSA-

2 chilli / 3 chilli - work in pairs

EP: Missions

CP: Lexia

Literacy 2 - Spelling lesson suffix ous

DoL: LLC WM3 I can use my knowledge of letter sounds and patterns to support my spelling.

CCS:PS2 "I can attempt to spell more difficult words plausibly using a range of strategies, including: ● word families ● roots ● morphology ● graphic knowledge ● phonic knowledge, e.g. segmenting a word into its individual phonemes."

LO: To use and spell words correctly with the suffix –ous.

Explain what the term suffix means. Use the Lesson Presentation Lesson Presentation suffix -ous.ppt then go over the general rules which apply when adding suffixes beginning with vowel letters. Children use the Rules for Adding Suffixes Beginning with Vowels Activity Sheet Activity Sheet Rules for Adding Suffixes Beginning with Vowels.pdf and their individual whiteboards and pens to answer the questions on the Adding the Suffix -ous PowerPoint Quiz. Powerpoint Quiz Adding the Suffix -ous.ppt

Can the children explain what a suffix is?

Can the children apply spelling rules to help them spell a range of words which have the suffix –ous

Focus: Independent Focused Activity: Tricky Exceptions to the Rule .  Activity Sheet Tricky Exceptions to the Rule.pdf Share the additional information about spelling rules for the suffix –ous using the Lesson Presentation. Children complete the differentiated Adding the Suffix -ous Activity Sheet.  Activity Sheet Adding the Suffix -ous.pdf Can the children apply spelling rules to help them spell a range of words which have the suffix –ous? Can the children use words in sentences with the suffix –ous?

Review Activity: Walking Through the Jungle-Revise the spelling rules which apply when the suffix –ous is added through looking at the Walking Through the Jungle Activity Sheet  Activity Sheet Walking Through the Jungle.pdf . Children will be given a word on the Lesson Presentation, they need to decide which spelling rule applies when adding the suffix –ous and then say the animal which is hiding. (Note, allow the children plenty of time for each word to discuss the rules.) Can the children apply spelling rules to help them spell a range of words which have the suffix –ous?

1 chilli- 1 star

2 chilli - 2 star

3 chilli - 3 star

EP: Missions

CP: Lexia

NUMERACY 1 - Column Addition

DoL: MD-PS2-WM1-I can read, write and interpret larger numbers, up to at least 1000, using digits and words. MD-PS2-WM1-I can understand that the value of a number can be determined by the position of the digits.

LNF: I can identify steps to complete the task or reach a solution.

LO: To use compact column addition to add pairs of 3-digit numbers with a total < 1000

LO: To use compact addition to add pairs of 2 digit numbers without exchanging

See Lesson plan below:

 Year 2-3 column addition 27.6.22.docx

LA (JE) with LSA support:  adding-2-digit-numbers-in-a-column-with-no-carrying.pdf

1 chilli - Children complete questions 1 -8 (adding 3 digit numbers no regrouping) on following slide:  Chilli 1 and 2 questions 27.6.22.ppt

2 chilli - Children complete questions 1 -16 (adding 3 digit numbers no regrouping and regrouping) on following slide:  Chilli 1 and 2 questions 27.6.22.ppt

3 chilli -  Y3 TB3p55.pdf  Y3 TB3p56.pdf

CP- Missions

EP- Abacus Active Learn games allocated.

Numeracy 2 - Column Addition

DoL: MD-PS2-WM1-I can read, write and interpret larger numbers, up to at least 1000, using digits and words. MD-PS2-WM1-I can understand that the value of a number can be determined by the position of the digits.

LNF: I can identify steps to complete the task or reach a solution.

LO: To solve problems using compact addition

LO: To use compact addition to add pairs of 2 digit numbers without exchanging

See Lesson plan below:

 Year 2-3 column addition 29.6.22.docx

LA (JE) with LSA support:  LA JE.pdf

1 chilli -  Chilli 1.pdf

2 chilli - 📄 Y3 TB3p55.pdf

3 chilli - 📄 Y3 TB3p57.pdf 📄 Y3 TB3p58.pdf

Topic: Healthy Eating - Food wheel

DoL:HW WM1I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being

CCS: PS2 I can ask and answer questions and exchange ideas and information on topics (familiar to new).

LO: To use my knowledge of the 5 different food groups to plan a healthy meal

Ask the chn to think, pair, share, what foods they believe are healthy. What should we make sure we are eating every day to keep our bodies working efficiently? Share thoughts and see if any chn know about any of the main food groups? Show ppt of the Eatwell plate and discuss what the chn have drawn from it: [Healty-Eating-PowerPoint.ppt](#) Then show following ppt to prompt the focus task: 📄 Food Groups.ppt Y2/3 .pptx

1 chilli - children to plan a healthy meal using the instructions: 📄 T-T-2400-Healthy-Eating-Meal-Activity_ver_3.pdf

2 chilli - children draw their own plate and foods and label.

3 chilli - children draw their own plate and foods and label. Can they write about what each food group does to help our body function effectively? e.g Protein is good for

Topic - Charanga Music

DoL: EA WM2 I can compare my own creative work to creative work by other people and from other places and times.

CCS:PS2 I can develop and adapt my vocabulary through listening and reading, and use these new words in a variety of situations.

LO: To explore musical elements

<https://charanga.com/scheme/1311933-ages-5-6/1312275-in-the-groove>

Overview:

Step 3: <https://charanga.com/c/1311889-original-scheme/1311933-ages-5-6/1312275-in-the-groove/lessons/143995-in-the-groove-step-3>

See lesson plan below:

📄 In The Groove Step 3 Lesson Plan.pdf

📄 In The Groove Step 3 Listen and Appraise.pdf

Recap over what you did in the previous step about the Baroque genre and how to find the 'pulse' of a piece of music. Go through the steps in Step 3 of get in the groove and introduce the children to different genres of music e.g. Latin

INDOOR PE - Jasmine - Unit 6 - Health and Fitness

DoL: **HWB-PS2-WM1-I can use and improve basic movement skills in familiar and unfamiliar situations. HWB-PS2-WM1-I have the confidence and motivation to persevere when faced with physical challenges.**

CCS: LNF- I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.

LO: To use equipment appropriately and move and land safely.

See Unit 6 'Health and Fitness', lesson 3 in the link below:

[PE Y3 U6 Lesson 3 | real PE](#)

Focus - Warm up - Inside Out. Skill - Ball Chasing - Yellow - I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction - over a distance of up to 10 metres and turning both ways. **Green** - Starting in a seated, lying position, I can chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction - over a distance of up to 10 metres and turning both ways.(See videos) **Skill Application - Awareness Challenges** - Work with a partner and at least 3 other pairs, with each pair taking up a position on different sides of a square. On a signal, one from each pair should roll their ball with their partner chasing to collect it just before it goes out of the square

while also avoiding the other 'chasers'. **Tricky** - Use a standing start position. Run forward to collect the ball. Roll a large ball. Roll the ball slowly. Make the ball roll through your legs before collecting it. Collect with the ball with your hands/stop with feet. **Trickier** - Roll a medium size ball. Roll the ball more quickly. Use a kneeling or seated start position. Move forward by hopping, galloping, sidestepping or skipping. Include turns when making a tunnel with legs. **Trickiest** - Roll a small ball. Use a lying start position. Move in more complex ways - hop scotch, sidesteps with pivots, zigzags. Include a rotation/turn before collecting. Make different tunnels, for example on hands and feet. Stop the ball with your head in a front support. **Cool down - Review method - Always, Sometimes, Rarely** - The 9 coloured cones you can see all have a meaning. Red = rarely. Yellow = sometimes. Green = always. When you are asked a question, think about it and then go and take your place near the coloured cones that match your answer. Be honest! You can talk about it in your group first if you are unsure.

Welsh- Anifeiliaid Anwes - See Cam 1 of SOW: [W Blwyddyn 3 - Pets - Anifeiliaid Anwes.doc](#)

DoL: LLC-PS2-WM3-I can ask and answer questions and exchange ideas and information.

LNF: I can ask and answer questions and exchange ideas and information on topics (familiar to new).

LO: To read and pronounce names for pets in Welsh

Drill animal names using flashcards and embed through class game 'Ping Pong'. Revise the question for asking if someone has something 'Oes ... gyda ti?' and how to reply 'Oes, mae ... gyda fi.' or 'Nac oes, does dim ... gyda fi.' practise asking each other if they have certain pets e.g. 'Oes ci gyda ti?' and encourage chn to respond in full e.g. Oes, mae ci gyda fi.'

Children carry out a class survey to find out what pets each other has in the class: [W Aniifeiliaid Anwes questionnaire.docx](#)

1 chilli - Adult support - complete 1 questionnaire and write 2-3 sentences

2 chilli - Complete 1 questionnaire and write 4 sentences

3 chilli - Complete 2 questionnaires and write 6 - 8 sentences

OUTDOOR PE - Athletics - Practise for Sports Day

DoL: HWB-WM1-I can use and improve basic movement skills in familiar and unfamiliar situations. HWB-WM1-I have the confidence and motivation to persevere when faced with physical challenges.

LNF: I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.

LO: To investigate whether the distance run before a jump affects the distance of the jump.

See session 3 of Athletics planning doc below:

[Ks2-athletics-planning.pdf](#)

PSHE -JIGSAW - Changing Me

DoL: HWB- PS2-WM1 - I can describe the way in which physical and emotional changes are connected in different contexts.

CCS: LNF- I can listen to group talk and interactions purposefully to contribute to group discussion.

Year 3 - Puzzle Piece 3 'The Changing Me'

LO: To recognise how my body has changed since I was a baby and where I am on the continuum from young to old. To feel proud about becoming more independent.

See page 61 - 68 of SOW below:

[UK 6-7 6-CM Pieces 1-6.pdf](#)

Year 2 - Puzzle Piece 3 'My Changing Body'

LO: To know how my body has changed since I was a baby. To understand that growing up is natural and that everybody grows at different rates.

See page 57 - 62 of SOW below:

[UK 5-6 6-Changing Me Pieces 1-6.pdf](#)

ICT - Multimedia - Filmmaking - how to make something? ■ multimedia1.2017final.pdf

DoL: LLC-PS2-WM3-I can use spoken language for different purposes. LLC-PS2-WM3-I can talk to plan writing and write for different purposes and audiences.

CCS: DCF: PS2-I can plan a digital task, identifying success criteria to support the process.

LO: To introduce the process of film-making

Focus:

Discuss with the children that they are going to create a short film that will show the audience how to make something, e.g. a paper aeroplane, a venetian mask. Remind children of step by step videos they have watched that have taught them how to make/draw something. Ask chn to contribute ideas for what the person in the film has/does, e.g. props, music in the background, sound etc...

Children can discuss in small groups what they would like to produce and how they will produce it. Ask them to think of success criteria which will feed into a set of success criteria for the whole class. These should include:

- Use of text for title pages
- Effective use of sound
- Include photos
- Include multiple videos
- Include transition between videos

Decide as a class the number of scenes to include in their films. Groups to generate ideas and a plan for their film through mind mapping/storyboards etc. Feedback and assess group ideas as a class to finalise film choice. How are they going to address success criteria?

▶ iMovie for Kids part 1

1 chilli - Work with LSA/Teacher support. Create a storyboard of 4 clips

2 chilli - Create a storyboard of 6 clips

3 chilli - Create a storyboard of 8 clips