



## Sully School - FOUNDATION PHASE PLANNING- YEAR Nursery – WC 4/07/22

Four Purposes – EIC-understand and consider the impact of their actions when making choices and acting

ECC - lead and play different roles in teams effectively and responsibly

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

<p>Dydd Llun Monday</p>	<p><b>HUMANITIES</b> DoL: PS1 I am beginning to recognise the effects that I have on the natural world. CCS:I can notice, read and write numbers from 0 to beyond 10, and relate a number to its respective quantity. <b>L.O. To understand what belongs in the ocean.</b> Use the feely bag for children to have a feel of the object inside -reveal the 'turtle'. Read the story of 'Save our Oceans'. Discuss the turtle and what happened to it? Show a plastic bag and a reusable bag, talk about how they are different. Make a potato waffle turtle picture, doing about 3 prints each. Children then stick on legs and head and draw eyes. Challenge the MA to discuss how many legs 3 turtles have - use whiteboards if needed to work out.</p> <p><b>NUMERACY</b> DoL: PS1 I have experienced grouping and sharing with objects and quantities, and I can group or share small quantities into equal-sized groups. CCS (LNF DCF):I am beginning to apply relevant facts and techniques. <b>LO: To share shells equally between the turtles.</b> Show children some shells (10), say that they need to be shared between the turtles. In turns children place the shells on the turtles (2) to start with. Discuss how many each turtle now has, show how we can add them up and work out the total. Introduce some more turtles, in turns children to place on their backs and then challenge the MA to add the total together. Demonstrate how we can write it as a sum on the whiteboards.</p> <p><b>EXPRESSIVE ARTS</b> DoL: PS1 I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies. CCS: I can recognise and follow information and multi-step instructions pictorially and/or verbally on familiar topics and routines. <b>L.O. To explore a range of techniques to create a seaside mural.</b> Children look at images of waves of different sizes, colour and shape, and talk about their responses. Demonstrate how to draw some waves. Ask children how it might feel to be on a pirate ship on the waves. Invite children to paint and recreate the waves by using cooking utensil tools to experiment with a range of wave shapes on a large group painting. Children collage a pirate ship picture and place it on the waves to complete the mural. CP-Outdoor-practise skills for sports day-walking with a bean bag on head/egg and spoon-stop/start on command/walk quickly/walk slowly/walk forwards/backwards.</p>
<p>Dydd Mawrth Tuesday</p>	<p><b>LITERACY</b> DoL: PS1 I am beginning to develop my knowledge of <i>grapheme-phoneme correspondance</i> CCS: link picture cards or objects with spoken initial sounds <b>LO: To recognise and become familiar with the RWI sound 'qu'</b></p>

	<p><b>RWI – ‘qu’</b>  Look at the RWI cards. Reinforce my turn, your turn for knowing when to say the sound. Revise previous sounds. Children can find ‘qu’ pictures around the nursery garden and tick off when they’ve found ‘qu’. Practise ‘qu’ formation on large paper, draw objects beginning with ‘qu’. Play the odd one out - which objects do not begin with ‘qu’.</p> <p><b>HUMANITIES</b>  DoL: PS1 I am beginning to recognise the effects that I have on the natural world. I am beginning to understand that my actions and those of others have causes and effects.  CCS (LNF DCF): I can make connections so that basic mathematical concepts can be transferred during play and classroom activities.  <b>LO: To begin to understand how people affect the environment.</b>  Recap over the story ‘Save our Oceans’. Show children a range of different items, some that should be in the sea e.g. shells, fish, seaweed, pebbles, and some that should not e.g. a mixture of litter items. Ask children how they might sort into 2 groups? Discuss the way they have chosen to sort the groups. Discuss how to do a plate collage with half clean blue water and the other half with black water and some rubbish, ask which is best for the fish to live in? Children make their own collage, add a fish onto the lovely blue water. Challenge the MA by asking them to divide the paper plate in half first and discuss what half means.</p> <p><b>EXPRESSIVE ARTS</b>  DoL: PS1 I am beginning to use creative materials safely with guidance and direction  CCS (LNF DCF): I can listen to others with growing attention.  <b>LO: To experiment with rhythm and using musical instruments.</b>  Children will make their own percussion instruments using junk materials. Talk about rhythms and use their instruments and play a few different ones. Children will practise playing their instrument and start and stop on command. Children will be encouraged to play their instruments louder and quieter on command.  CP –Make rubbings from shells. Play in the sand and find treasure. Water - children will make their own boats from junk materials to play with and use.  Outdoor - Go on a ‘qu’ hunt for pictures that begin with that sound in the Nursery Garden.</p>
<p>Dydd Mercher  Wednesday</p>	<p><b>HEALTH AND WELL-BEING</b>  DoL: 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.  CCS (LNF DCF):  <b>LO: To take part in sports day events</b>  Remind children about the races they practised on Monday, can they remember them? Ask them if they remember the colour they are in? The children will then participate in a running race, egg and spoon race, beanbag on the head race and the wheelbarrow race. The children will be encouraged to support each other.</p> <p><b>NUMERACY</b>  DOL: PS1: I have experienced and explored numbers, including <i>cardinal</i>, <i>ordinal</i> and <i>nominal</i> numbers, in number-rich indoor and outdoor environments.  CCS (LNF): I can select the appropriate equipment and resources to help me.  <b>LO: To use a number line to count forwards and backwards</b>  The children will sing 1 little, 2 little etc on their fingers. Ask the children how we were counting (forwards and backwards). Give the children a numberline. Ask them to use their special pointing finger to find and point to numbers given verbally. Then show a number card and the children can point to the number. MA - extend by asking them to point to the number one more or one less than a given number.</p>
<p>Dydd Iau  Thursday</p>	<p><b>NUMERACY</b>  DoL: PS1 I have explored movements and directions and I am beginning to use mathematical language to describe position.  CCS (LNF DCF): I can work with others to produce digital work.  <b>LO. To use directional language using a beebot.</b>  Show children the code-a-pillar and discuss how to use it, show that each time they press the button it will move forward/backwards/right/left that number of times. Recap over the features of a treasure map, discuss where the treasure is? The code-a-pillar needs to reach the treasure, take it in turns to program it along the route to reach the treasure.</p>

	<p><b>SCIENCE AND TECHNOLOGY</b>  DoL: PS1 I can explore the environment, make observations, and communicate ideas.  CCS (LNF DCF): I can describe objects and events, building and extending vocabulary.  <b>LO: To learn how to protect our oceans.</b>  Talk about the story ‘Stella and the Seagull’. Children will investigate an oil spillage in the water. Using some boats and sea creatures in the water, children will play with it. Then the boats will crash together and cause an oil spill (teacher will put some olive oil in and some dark food colouring). Talk about how this might affect the animals in the ocean? Dip in a feather and investigate how water birds also get covered in oil. Children to use magnifying glasses to look at one feather covered in oil and another clean one. Challenge the MA to suggest and experiment with which materials/substances are the best way to clean the feather?  Outdoor – Use a water tray and make bubbles with rings.  CP – Role play in the pirate ship.</p>
<p>Dydd Gwener  Friday</p>	<p><b>SCIENCE AND TECHNOLOGY</b>  DoL: PS1 I can experiment with and identify uses of a range of computing technology in the world around me.  CCS (LNF DCF): I can recognise and follow instructions in the appropriate order to perform a task.  <b>LO: To use QR codes.</b>  Show children a picture of a QR code, discuss what they are and if they’ve seen them before. Demonstrate how they are used. Children in small groups open the QR codes from last week using the videos of them using Welsh phrases about the weather. MA – To do it independently without adult support.  <b>LANGUAGE AND LITERACY</b>  DOL: PS1: I can use familiar words and phrases and experiment with newly-learned vocabulary.  CCS: I can use familiar words and phrases and experiment with newly learned vocabulary.  <b>LO: To understand and use the Welsh words for the Seaside.</b>  Recap over the simple Welsh vocab for the Seaside using flashcards– 1. ar lan y mor(at the seaside), 2. tywod (sand), 3. castell-tywod (sand castle), 4. rhaw (spade), 5. traeth (beach), 6. pysgod (fish)– teacher to describe the object without showing the picture, children to guess what it is, then play Kim’s game with pictures – spread out a few at a time, take one away whilst children close their eyes, they try and guess which one is missing.  CP- Use weighing scales to balance pirate treasure (gems).  Outdoor –Children to play hunt the Seaside picture, find the object and then use the Welsh vocabulary for it.</p>

Area	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Introduction &amp; focus tasks</b>	Read 'Save our Oceans' by Bethany Stahl'	Discuss animals/plants that live in the sea. Sort items that live in the sea and those that don't. Show seaside jars and discuss.	Remind children of the different races and how to take part as a team for Sports Day.	Show pictures of sea birds/creatures that live in the sea, discuss how we can help them by keeping the beach/sea clean.	Look at some pictures of beach objects and say the words in Welsh. Play Kim's game using the pictures.
<b>Continuous provision</b>	Sorting gems into big oyster shells according to a given number. Sand Tray - Hunt the pirate treasure. Water Tray - Make boats from junk modelling and use in water. Use weighing scales to balance the pirate treasure.				
<b>Welsh</b>	Daily -Songs - Bore da ,Prynhawn da, Hwyl fawr ffrindiau. Ask Sut mae'r tywydd heddiw? Pwy wyt ti? And ... Ydw i , name colours of plates at snack time. Count children in groups				
<b>Writing table</b>	Practise drawing shells.	Write 'qu' on the chalkboards.	Sports Day drawings.	Collage a 'qu' picture.	Practise names.
<b>Malleable Table</b>	Make turtles with playdough and decorate with shells.	Make fish with playdough and decorate with gems.	Use kaleidoscopes and hole punches.	Shaving foam - make a pirate ship shape	Salt trays - practise 'qu'
<b>Plenary and rhymes/songs</b>	Over the deep blue sea.	Five Little Fishes	Fisherman Song	We're Going for a Paddle	1,2,3,4,5 Once I Caught a Fish Alive
<b>Story</b>	Harry Saves the Ocean	We're Going on a Beach Clean	Stella and the Seagull	Somebody Swallowed Stanley	Saving Tally
<b>Small World</b>	Seaside Small World	Seaside Small World	Happyland Pirate Set	Happyland Funfair	Happyland Farm Set
<b>Construction</b>	Mobilo Car mat and cars	Popoids Train set	Duplo Wooden road set	Sticklebricks Floor puzzles	Wooden Blocks Floor Puzzles
<b>Group time</b>	<b>Yoghurts</b> Count shells and talk about the amount. Share shells between 5 turtles. Outdoors - Practise physical skills with bean bags under chin, on hands, shoulders,	<b>Bananas</b> RWI 'qu', look at items/pictures beginning with 'qu' - play Kim's Game. Practise formation Go on a 'qu' hunt in the garden.	<b>Cheese and Crackers</b> Numberline counting activity. Outdoors - make patterns with shells and stones	<b>Cereals</b> Experiment with and program the beebots to find the pirate treasure. Outdoors - bikes and scooters	<b>Toast</b> Practise saying the names of beach objects in Welsh. Play Kim's game using the pictures of the beach objects. Outdoors - secret garden

	head - stop/start on command.				
<b>Physical Activities</b>	Bean bags and Buckets	Balls	Bikes and Scooters	Hoops and Stilts	Bouncy hoppers