





Sully School - PROGRESSION STEP 1 PLANNING- Reception 04/07/22. 'Beside the Sea' Topic





Four Purposes - **Enterprising, creative contributors who: connect and apply their knowledge and skills to create ideas and products**


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.

FRIDAY 8th JULY - SEA CRAFT ENTERPRISE SALE IN RECEPTION CLASSES 2.15pm.

| | MORNING | AFTERNOON |
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| Dydd Llun Monday | <p>Literacy  (The Lighthouse Keeper's Lunch)</p> <p>LO I can make a prediction</p> <p>PS 1 I can respond creatively to the range of <i>literature</i> I hear, read or view.</p> <p>CCS I can segment words into syllables and sounds to help me spell.</p> <p>Focus - Book Focus - 'The Lighthouse Keepers Lunch'. Read to page which shows the appetising lunch. Mrs Grinling has prepared a tasty lunch for Mr Grinling. What happens when she sends the basket along the rope to Mr Grinling in the lighthouse? Children talk to others near them and think of some ideas of what could happen. Share ideas with the class.</p> <p>Children have a picture from the text showing Mrs Grinling about to send the lunch basket. Write their predictions of the story.</p> <p>Plenary - Read on so children find out what happened next.</p> <p>Challenge 1: Supported thinking of what might happen next.</p> <p>Challenge 2: Make a prediction independently.</p> <p>Challenge 3: As above but give reasons to support the prediction.</p> <p>EP- Make a telescope. Mr Grinling looks through his telescope to make things far away look nearer. What do you think he can see? Playdoh lighthouses, construction making lighthouses</p> <p>Outdoor - Tuff spot making topical words from the story with pebbles. EP - sandpit making a scene from the story, outdoor kitchen make 'lunch' using natural resources, construction building boats and lighthouses.</p> | <p>Topic Science and Technology  verbal notes for floor book</p> <p>LO I can share what I have learnt with others</p> <p>PS1 I can show curiosity and question how things work./I can describe objects and events, building and extending my vocabulary.</p> <p>CCS I am beginning to take turns in a conversation, following the topic.</p> <p>Focus - Cbeebies Lighthouse video.</p> <p>https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewiDxrqVq9P4AhU7hf0HHeRGC6lQwqsBegQIBRAB&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DQzZGP5CijsM&usg=AOvVaw361Rlh75uelgG7MtUvWcdb Find out why lighthouses are important and why they are near the coastline. Learn that lighthouses have different flashes and explore inside a lighthouse. What shape are they?</p> <p>Plenary - come back together at the end to share with the class what they have learnt.</p> <p>Challenge 1: Listen to another child saying what they have learnt.</p> <p>Challenge 2: As above but share what they have learnt too.</p> <p>Challenge 3: Describe what they have learnt extending their sentences using some vocabulary from the video clip.</p> <p>EP - Make a group lighthouse from paper and roll into a cylindrical shape, electrical circuit to light a bulb as a discovery activity. Summer themed puzzles, games, small world Lighthouse keeper's Lunch characters and loose parts.</p> <p>Outdoor - Focus: Bulbs, batteries explore making a circuit. EP - sandpit making a scene from the story, outdoor kitchen make 'lunch' using natural resources, playdoh lighthouses.</p> |

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| <p>Dydd Mawrth</p> <p>Tuesday</p> | <p>Maths </p> <p>LO I can program</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 control devices giving instructions.</p> <p>Focus - Beebot. Recap prior learning when children programmed beebots to get to Buckingham Palace. Talk about how they programmed the beebots in order for them to move.</p> <p>They will be moving the beebots around obstacles to get from the house to the lighthouse. Look at the map, what do they need to do first? next? Move the beebot, if they don't make it, where did they go wrong? Try again.</p> <p>Challenge 1: Direct route to the lighthouse independently. Navigate around an obstacle with support.</p> <p>Challenge 2: Independently navigate around one obstacle. Add another obstacle with support.</p> <p>Challenge 3: Programme their journey before they press start. Give instructions to someone else controlling the beebot.</p> <p>EP - Making numicon lighthouses, repeated patterns with multilink.</p> <p>Outdoor - Travel to the boat on the other side of the field, pretending to be seagulls swooping around in the sky. At the sailing boat the children will use the telescopes they made yesterday and look out to sea. Describe what they can see using positional language such as; next to, above, below.</p> <p>Work as a team to move the boat (mats) across the water.</p> | <p>Topic </p> <p>LO I can follow instructions</p> <p>PS1 I can recognise and follow pictorial and/or spoken information and multi-step instructions about familiar topics and routines.</p> <p>CCS I can recognise and follow instructions in the appropriate order to perform a task.</p> <p>Focus - Follow instructions to make a sandwich. Take one piece of bread and cut it in half. Pick a filling from banana, cucumber, sugar free jam or dairylea spread. If they choose banana or cucumber, cut it up so it will fit on their bread. If jam or dairylea spread it onto the bread. Choose whether to cut their crusts off in a straight line and what shape they want to cut their sandwich into, squares or triangles.</p> <p>Plenary - Recap the steps to make a sandwich, use words like first</p> <p>Challenge 1: Follow one step instructions</p> <p>Challenge 2: Follow multi step instructions</p> <p>Challenge 3: Verbally explain how they will make their sandwich, first they will ... next they will and make their sandwich independently.</p> <p>EP - Group lighthouse cutting and sticking, name and decorate paper sandwich bag for their sandwich.</p> <p>Outdoor - Pulley system : the children will transport the sandwich they have made across the water safely to the lighthouse. Once across they can enjoy their sandwich, with a picnic.</p> <p>Float or sink? Try 'assorted fruit' from the story to predict then test if it floats or sinks. Which fruit/s float and which sink?</p> <p>Wonderings : Why do some things float and other things sink?</p> <p>Water wall - Bucket of water. Can children use the guttering effectively so they can reuse the water? What will they need?</p> |
| <p>Dydd Mercher</p> <p>Wednesday</p> | <p>Literacy </p> <p>LO I can make a list</p> <p>PS 1 I can share ideas and feelings and express what I like and dislike.</p> <p>CCS I can write words and phrases by using knowledge of letters and the sounds they represent.</p> <p>Focus - The seagulls didn't like the mustard Mrs Grinling put in the sandwich. What other ideas do the children have for stopping the seagulls eating Mr grinlings lunch? What would they use in their 'disgusting sandwiches'?</p> | <p>PE Health and Well-being  *Sports day* 2.15pm</p> <p>LO I can take part in physical activity</p> <p>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 information and multi-step instructions pictorially and/or verbally on familiar topics and routines.</p> <p>Focus The children will take part in 4 races each. A sprint, obstacle, shuttle and a relay race. They will be presented with stickers and medals for taking</p> |

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| | <p>Make a 'disgusting' sandwich recipe together. Recap on some of the actions when making a sandwich yesterday, such as; add, spread, mix, cut. Read a WAGOLL and ask if they fancy eating a sandwich like that? Write a disgusting sandwich recipe.</p> <p>Challenge 1: With support, think of some disgusting ingredients using a few action words.</p> <p>Challenge 2: Independent disgusting ingredients and some support for action words.</p> <p>Challenge 3: Descriptive disgusting ingredients using action words</p> <p>EP- Look at the different foods on the table, make a list of the foods they like/dislike.</p> <p>Outdoor - Taste table; the children will have the chance to look, smell and taste some sandwich spreads such as; marmite, mustard, honey. Use their senses to describe. Do they like the smell/taste? EP - outdoor kitchen: make disgusting sandwiches, floating and sinking</p> | <p>part after the event in class at the end of the day. Their parents/carers are invited to watch.</p> |
| <p>Dydd Iau Thursday</p> | <p>Maths </p> <p>LO I can measure ingredients for cooking</p> <p>PS1 I can notice, recognise and write numbers in a range of media, through a multisensory approach, from 0 to 10 and beyond.</p> <p>CCS I can use direct comparisons with: • weight/mass, e.g. heavier/lighter than</p> <p>Focus - Use digital scales to measure ingredients to make sea themed cookies to sell at the enterprise sea craft sale on Friday pm. Weigh the ingredients and look at the scales to read the number. Write the numbers down as they weigh and talk about and compare the numbers at the end. What number is bigger/smaller? How do you know? If the number is bigger, were the ingredients heavier or lighter?</p> <p>Challenge 1: Repeat the numbers after someone, write them down correctly copying the number on the scale</p> <p>Challenge 2: Recognise 2 digit numbers with support. Understand what numbers are bigger/smaller by the first digit.</p> <p>Challenge 3: Recognise 2 digit numbers independently 3 with support. Recognise what numbers are bigger/smaller and that the bigger means heavier and smaller means lighter.</p> <p>EP - Write a recipe for natural cookies (recap making a list from earlier in the week), playdoh cookies,</p> | <p>Health and Well-being - Jigsaw</p> <p>Jigsaw scheme - Celebration</p> <p>LO I can share my memories of the best bits of this year in Reception.</p> <p>PS1 I can notice and communicate how I am feeling.</p> <p>CCS</p> <p>Focus - Breathing exercises to calm and make a deep breath in and out and think of what they enjoy about being in Reception.</p> <p>Sit in a circle, including all the children and adults. Ask the children to think about all the things we have achieved this year. What has been their favourite thing this year? Grown-ups share their favourite memory from the past year. Jigsaw Jenie shares his favourite moments.</p> <p>Show the children the special box. Explain to them that this is a special box that holds all the wonderful memories of the last year. Pass the box round the circle and get the children to talk about their favourite thing of the last year and put it in the box.</p> <p>Questions: What has been your favourite thing this year? What have we achieved this year? What have you learnt to do?</p> <p>Let's Think - Close the box and explain how we will always have the memories of this year.</p> |

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| | <p>Outdoor - Use the recipe they have written for 'natural cookies', collect the ingredients in the outdoor environment, make their cookies in the outdoor kitchen. Talk about the process e.g. 1st I will... 2nd I will etc. EP - floating and sinking, sandpit,</p> | |
| <p>Dydd Gwener Friday</p> | <p>Welsh LO I can say and recall vocabulary using picture cues PS1 I can use context and pictures to help me understand words CCS I can discriminate sounds, play with sounds and manipulate sounds in my environment and in words. Focus - Welsh food; Recap Welsh words for some foods we have already learnt and introduce new foods from the Lighthouse Keepers Lunch. Use flashcards with pictures to help with understanding. My turn, your turn, lots of repetition. With your partner try to recall the names for foods; one says the English the other remembers the Welsh word and swap over.</p> <p>Music Cheranga Cheranga - Everyone - Step 4 PS 1 I am beginning to explore ideas, feelings and moods in a variety of creative work. CCS I can join in with, repeat or memorise familiar songs, rhymes, stories and poems. Focus - Follow lesson plan Step 4/Everyone!/Ages 4-5/Original Scheme/Home – Charanga Direct</p> <ol style="list-style-type: none"> 1. Listen and Respond to My Mum Is Amazing by Zain Bhikha 2. Explore and Create Using Voices and Instruments (Musical Activities) 3. Sing and Play (Musical Activities) | <p>Topic - Enterprise  LO I can take on a role PS1 I am beginning to take turns in conversations, following the topic. CCS I am beginning to ask and answer questions to clarify my understanding of what has been said/heard/seen Focus - Talk about roles needed in the enterprise sale. We will be selling: sea glass coasters, driftwood fish, sea themed shaped biscuits, and cold refreshments. A photo with our painted seaside animals - a hole cut out for face; Children will take photos on the Ipad. Raft races on grass for adults. What jobs are needed and who would like to do the various roles? Ask and answer questions to find out what they will be expected to do in their role. Write a list. Help to set up their area ready for their parents to arrive. Write price labels clearly on tables.</p> |