



Sully School - FOUNDATION PHASE PLANNING- YEAR 1, 1/2 and 2 – WC 04/07/22

Four Purposes - **ECC who** identify and grasp opportunities; **ACL who** undertake research and evaluate critically what they find and are ready to learn throughout their lives. **HCI who** form positive relationships based upon trust and mutual respect – face and overcome challenge; **EIC who** respect the needs and rights of others, as a member of a diverse society;

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 DoL: MN WM1 PS2 I have explored and can use my understanding of multiplicative relationships to multiply and divide whole numbers, using a range of representations, including sharing, grouping and arrays. CCS:LNF PS2 I can recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems. LO: To understand that division is the inverse of multiplication - teacher deep mark <u>Warm up:</u> Whiteboards and pens for Daily10 https://www.topmarks.co.uk/maths-games/daily10 Year 1 and 2 ALB- level 2 multiplication mixed 2,5,10 Division as the inverse of multiplication. In pairs. $2 \times 5 = 10$ show me this in cubes. 3×4 - show me this in cubes. Remind children of how we can use an array of methods when multiplying; Grouping, sharing etc. LSA to work with group supporting. Main activity Each group to complete 6-8 questions each. 1 chilli - 8 divided by 2, 10 divided by 2, 6 divided by 2 (can use cubes and take a photo if children prefer) etc. questions to support- 'how many groups of 2 do we need to make 8?' 'ok, we have 4 groups of 2, now lets count them. How many do we have in total? 8. So 8 divided by 2 is 4.</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 listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts. LO: Make the top for your wheeled vehicle Children use cardboard boxes to create a top for their wheels. What will it be? Will it have doors? This can then be stuck with double sided tape/a glue gun to the chassis they made before. Think about the wheeled toys we looked at before we started. Could it be a toy? Does it have to be a vehicle? Children use the small boxes and loo rolls etc that they have brought in to create their design. Paint it with paint mixed with PVA to ensure it sticks easily. Resources needed: cardboard pupils bought in, paint, card, tissue paper, colours, glue, scissors</p> <div style="text-align: center;"> </div>

	<p>2 chilli - 26 divided by 2, 30 divided by 10, 15 divided by 5 etc 3 chilli - 21 divided by 3, 18 divided by 6, 28 divided by 4 etc</p> <p>Can you see a pattern? Continue working them out using cubes (if necessary) and knowledge of times tables.</p> <p>EP - Playdough - can you make a pizza with toppings to show the divisions?</p> <p><u>Outside:</u> - play a game of islands. Pupils count how many in their group to start. Run around and teacher shouts a number. Pupils get into groups of that number and see if any left over. Emphasise the division e.g. 10 divided by 3 is 3 with one left over.</p> <p><u>Plenary:</u> How do pupils know how many groups to split the number into? How can times tables help us? https://www.youtube.com/watch?v=qM23wFvIX00</p> <p>Resources needed: Cubes, laptops, deep mark learning objectives, playdough</p>	<p>At the end of the day, read 'What do you do with an idea' to allow them to become familiar with the story prior to tomorrow's lesson.</p>
<p>Dydd Mawrth</p> <p>Tuesday</p>	<p>Languages, Literacy and Communication</p> <p>DoL: LNF WM2 PS2 I can find and use information from different materials that I read.</p> <p>CCS: ST I can produce designs to communicate my ideas in response to particular contexts.</p> <p>LO: To use research to inform a design.</p> <p>Recap: Remind pupils of the book that we read as a class before home time yesterday; 'What do you do with an idea?'</p> <p>Introduction- 5-10 minutes</p> <p>Read the introduction and the blurb of the book 'What do you do with an idea' to the pupils. Pose the following question/questions to pupils whilst they are sitting on the carpet and allow them to *Think, pair, share*:</p> <ul style="list-style-type: none"> • What do you do when you have an idea? • How do we make sure our ideas become something? 	<p>Topic</p> <p>DoL: ST WM3 PS2 I can recognise patterns from my observations and investigations and can communicate m feelings.</p> <p>CCS: LLC WM3 I can organise my writing into a logical sequence</p> <p>LO: To understand how clouds produce rain.</p> <p>Fun song to hook pupils- do they know what we will be learning about today? ITSY BITSY SPIDER - Song for Children - YouTube</p> <p>Today we will be answering one of our enquiry questions as part of our topic 'how does it work?'</p> <p>Our enquiry question this week is 'How do clouds make rain?'</p> <p>Today we will be answering this class question through a series of experiments as well as research carried out by ourselves! Does anybody know how rainclouds are formed? Take some guesses from the class.</p>

- Can you give an example of a time when we have all had our own ideas? (perhaps when we decided what we were going to make for our wheeled toy?)

Teacher to draw conversations to a close by summarising 'Everything around us including the fantastic inventions we saw at techniquet stemmed from an idea'.

Teacher to read important letter from Sir David Attenborough. summary of context-

*Sir David Attenborough has heard that the pupils in year 1 and 2 at Sully Primary know lots about what an idea is and they even have lots of their own. He is a firm believer that with an idea... anyone has the potential to change the World! He is asking for the help from pupils to come up with their own 'eco-friendly' design to combat climate change worldwide. What could this be? A sprinkler plane that is in constant orbit to stop bush fires? A fake sun to help the flowers and trees grow in winter?

Table 1: Focus group:

Pupils to work in pairs to come up with their own unique invention to combat climate change. Pupils to work on A3 paper. Encourage pupils to stretch and label.

Pupils need to include a detailed description to accompany their invention that includes;

The name of the invention

What is its job?

How will it help the Earth.

Table 2: Writing table

How do we help each others ideas grow as well as our own. Large growing flower on roll of paper- pupils to add their own ideas around the flower on how we can help a flower grow.

Carpet: Creative/construction:

Using the knex/building bricks, can pupils come up with an idea to make- giant lawn mover to help keep grass levels fresh and healthy across the World.

Table 3: book café- climate:

What can pupils learn about current issues from reading these books and can they come up with any ideas of their own.

Table 4: ICT

Watch the following video;

 [What is rain?](#)  [Explained for kids by Carl Cloud - Bing video](#)

Table 1:

Pupils to work within pairs to complete their own rain cycle poster.

Show pupils a WAGOLL

Use word maps for support.

Chilli 1: to sort, cut and stick rain cycle pictures to sort into a completed water cycle.

Chilli 2: Sort pictures and label with relevant words, e.g.- evaporation, cloud, rising etc. word mat for support

Chilli 3: the above*, however pupils to draw and label their own rain cycle poster.

Table 2:

Rain clouds experiment:

[Shaving Cream Rain Clouds - YouTube](#)

6 on a table- split into pairs to work on their own experiment.

AfL questioning- what do we notice about the rain drops? Are they dropping straight away when we add the moisture (food colouring) or are they stored in the clouds first.

Table 3:

Pupils to make DIY rain stick on creative tables

[Learn how to make a Rain stick - YouTube](#)

Pupils can decorate the paper first with colours/draw rain drops before securing it around the bottom of the tube and filling it with rice and securing it at the other end.

Can pupils hear any similarities between their rain stick and the real sound of rain- use IPADS afterwards outside to compare.

LSA to move between table 2 and table 3, offering support where appropriate.

	<p>Pupils to access the following website; A Guide to Climate Change for Kids NASA Climate Kids Working in pairs or individually, pupils to record as many current climate issues to help them come up with their invention.</p> <p>Outside learning (with LSA) Pupils outside with LSA- planting their own magnificent ideas to watch them grow (seeds in a box) LSA to hold small circle time with the group to discuss what ideas they have for when they grow up- what would they like to invent when they are older. We need to hold onto our ideas by ‘planting’ them and allowing them to grow.</p> <p>Plenary Call everyone back onto the carpet- Ask for volunteers to come to the front and showcase their invention to combat climate change.</p> <p>Resources needed: Introduction: Book to read -What do you do with an idea? Letter from David Attenborough. Table 1: Focus table- A3 paper, pencils. Colours, whiteboards Table 2: Writing table- Large growing flower on roll of paper- Floor/carpet- knex and building bricks. Table 3- books about current issues. Table 4: ICT table- laptops with following website - A Guide to Climate Change for Kids NASA Climate Kids Outdoor- labelled box with seeds- OUR IDEAS.</p>	<p>ICT zone- weather report- working in pairs, can pupils record their own news weather report. Look at the key words for ideas on what to include in their report.</p> <p>Resourced needed:</p> <p>Table 1: A3 posters. Rain cycle pictures and key words. Glue sticks Raincloud experiment- Blue food colouring, Cotton wool, Shaving cream, Glass/jug filled with water. DIY rain sticks- card (to roll up) or kitchen roll/wrapping paper tubes- options of A4 and A5. Rice, elastic bands, Colours and pencils (to decorate), foil (to twist and roll up to insert in the tube) ICT zone – IPADS and key weather words relating to the rain</p>
<p>Dydd Mercher Wednesda y</p>	<p>Maths</p> <p>DoL: MN WM1 PS2 I have explored and can use my understanding of multiplicative relationships to multiply and divide whole numbers, using a range of representations, including sharing, grouping and arrays. CCS: LNF PS2 I can recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems. LO: To divide by sharing or grouping</p>	<p>PSHE</p> <p>DoL: Humanities WM5 PS2 I am beginning to understand what human rights are and why they are important. CCS: LLC WM2 I can understand information about a variety of topics, identifying the main points. LO: To understand the term ‘Justice’ and how it plays an important role in our everyday lives.</p>

<p>Mental maths warm up: everyone standing up in circle- go around group and count in 2s, 5s and then 10s both forward and backward. split pupils into ability circles for this if needed.</p> <p>Doubles and halves on mini whiteboards (diamond method). Remind them that when they are doubling they are multiplying by 2 and when they are halving they are dividing by 2.</p> <p>Read an email from Mrs Price- who is asking the boys and girls in year 1 and 2 to sort out the organisation of chairs for sports day tomorrow. Can children find different ways to group the chairs? Goal Free Maths.</p> <p><u>1 chilli - PS1 Sports' Day</u></p> <p>Picture of 20 parents/carer (this could be represented by rows of dots) – Goal Free Maths</p> <p>Pupils to look at picture What do we know? How many in each row if we had 2 rows? How many in each row if we had 5 rows?</p> <p>Remind pupils doing chilli 1 to use multiplication method of grouping and/or using cubes.</p> <p>Pupils to work in pairs.</p> <p>Make it clear as Mrs Price who is head organiser of sports day will need to understand it.</p> <p>Resources: A3 paper for each pair with picture/diagram to represent parents/carers.</p> <p>Subheadings- Subheading 1: what do we/I know? Subheading 2: Questions I could answer.</p> <p>Examples of questions they could answer- 20 grown ups and 2 rows. How many in each row?</p> <p><u>2 chilli - PS2 Sports' Day</u></p> <p>Pupils accessing chilli 2 to use grouping method (without cubes)</p> <p>Subheadings- Subheading 1: what do we/I know? Subheading 2: Questions I could answer.</p> <p>Examples of questions they could answer- 30 grown ups and 5 rows. How many in each row?</p>	<p>Whole class lesson</p> <p>As a short introduction, show class the following video; We've All Got Rights - YouTube</p> <p>Introduction: Remind pupils of our value for this term 'Justice'. Can pupils remember any important messages from our assembly focused on justice on Monday afternoon? This week we will be focusing on our value in more depth to ensure we all understand what it means as it plays a very important role in our daily lives.</p> <p>child friendly definition of justice: Justice refers to people behaving in a way that is fair, equal and balanced for everyone</p> <p>Focus group: Working in pairs, each pair to receive A3 paper with planet Earth in the middle- explain how this represents EVERYONE on the planet. Each poster will have the subheading 'What is justice?'- pupils to work together to come up with their own definition/definitions of what justice is. Remind pupils of when they learnt about Betty Campbell. Who was she? What did she do? Why was this significant/important?</p> <p>Outdoor group: Mrs Waddington wants the boys and girls in year 1 and 2 to record a video for the rest of the school who are also focusing on 'justice' as their value of the term. This video should aim to tell other pupils what justice is. For example;</p> <ul style="list-style-type: none"> • "In Sully Primary, Justice means treating everyone equally..." • "In Sully Primary, Justice means standing up or what is right and what is wrong" <p>Ensure all videos are saved.</p> <p>Plenary- Finish with the song listened to at the beginning of the lesson; Pupils can begin to learn it. With regular practice, hopefully we can perform this next week's whole school assembly.</p>
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3 chilli - PS3 Sports' Day

Pupils accessing chilli 3 to use array method/ counting on.

Subheadings- Subheading 1: what do we/I know?

Subheading 2: Questions I could answer.

36 grown ups. 6 in a row. How many rows in total?

Extension: Pose the question- there might be more adults who turn up on the day. If there are more chairs does that mean there are more ways to arrange them in even rows?

Plenary- what have people found out? What combination of chairs and rows could we have tomorrow?

Outdoor: Divide seeds between the number of plant pots in the group. (there will be between 8-10 pupils outside. How many seeds altogether? How can we divide them by equally to there is an equal amount in everyone's plant pot. How can we check? Eg 50 seeds and a group of 10 we can have 5 each. $10 \times 5 = 50$ so 50 divided by $10 = 5$.

Resources needed:

Focus table- A3 posters, cubes, pencils

Outdoor- flower seeds, soil, chalk (to draw groups) or hoola hoops.

Outdoor PE-

DoL- H&W WM1 PS2 I can use and improve basic movement skills in familiar and unfamiliar situations.

CCS: H&W WM4 PS2 I can recognise and follow the rules and norms of different groups and situations in which I take part.

LO: To improve a technique to increase performance.

Remind pupils that tomorrow afternoon, Pupils will be taking part within their sports day.

Introduction- 5-10 minutes

Remind pupils of the rules that need to be followed when they are on the field tomorrow morning.

Short discussion. Do we know what these rules will be?

- No shouting
- supporting one another in our class as well as the other classes
- sitting in lines

Pupils to go outside and LSA to run through any queries that pupils may have. Perhaps some pupils are starting their sprint standing up and others are starting in a box start position.

Which position is faster and gives us more power?

This is an opportunity to pupils to have a final practice of their events before Sports day tomorrow.

Resources: Egg and spoon, hurdles, skipping ropes, relay batons. Whistle-order of heats spreadsheet.

Dydd Iau

Thursday

Languages, Literacy and Communication

DoL: LLC WM3 PS2 I can talk to plan writing for different purposes and audiences.

CCS: LLC WM3 I can organise my writing into a logical sequence.

LO: To create a programme of information

Introduction: Show pupils a selection of programmes e.g.- sport programmes, theatre programmes etc.

Remind pupils that this afternoon parents, carers and other grown ups will be coming into school to watch us compete in our sports day.

Pose the question- parents will want to know in what order the different sport events are taking place this afternoon. What can we do to make sure they know this?

Today pupils will be creating a **Sully Sports Day Programme**.

Pupils will be working in pairs within their chillies

Chilli 1:

Pupils to create a front cover of their programme, e.g.- The Super Sully Sports Day Programme. List the 5 sports on the inside- spring, long distance, obstacle course, relay and skipping

Pupils to use word mat for support.

Chilli 2: the above* add an extra page on the back that includes ways the parents could support/phrases they could use to support their child/child they know.

Chilli 3: The above*- but with extra added detail. How can we encourage parents to become excited about each event? 'Are you excited about seeing some super sonic sully sprinters?' We have some fantastic sprinters in today's race. Use alliteration.

Resources needed: word mat for chilli 1 and 2. A4 paper

List of sporting events on board.

PS2 SPORTS DAY

<p>Dydd Gwener</p> <p>Friday</p>	<p>Mathematics and Numeracy</p> <p>DoL H&W WM2 I can, with support, focus attention on my perception and thoughts</p> <p>CCS: H&W PS2 I have the confidence and motivation to persevere when faced with physical challenges.</p> <p>LO: To collect and analyse results.</p> <p>Yesterday it was Sports day and lots of grown ups visited the School field. Hopefully all adults were very responsible and put any rubbish in the bins provided. However there is always risk of rubbish and other plastic parts blowing in from the Sea nearby and polluting our School field.</p> <p>Pupils to get split into groups of 5 Pupils to go around the School with Teacher and LSA to carry out a litter pick. Using clipboards, pupils to record the rubbish that they find by tallying on their clipboards. Each group responsible for recording a particular item they see, e.g.- group 1 are responsible for recording any crisp packets.</p> <p>20-30 minute tidy up- Come back and create giant results table on whiteboard- everyone to feed back the results they found.</p> <p>Second half of the lesson- in pairs, create a graph showing these results on the J2 programme.</p> <p>Litter pick? How many pieces did we collect? If we divided it equally between how many children picked it up, how many would each have? Or we collected this much plastic today. if we litter picked each month, how much would we have (x12) in a year?</p>	<p>Expressive Arts- Music</p> <p>DoL: EA WM2 PS2 I can consider, with guidance, how moods, emotions and ideas are communicated both in my own creative work and in the creative work of others.</p> <p>CCS: LNF PS2 I can listen to others and understand that they may have a different perspective to my own.</p> <p>LO: To improvise within a musical style</p> <p>Charanga age 5-6 Spring 1 lesson 6 In the groove - Complete all of the sections linked to the Funk Music. Listen to and appraise 'Diggin on James Brown' by Tower of Power. Do they like it? Children get out their glockenspiels again and recap how they play the musical notes and sing. Go to the section on how to compose with the song. As a class children drag and drop the music notes into the bars to see what works well if they were singing In the Groove. In small groups children go to https://musiclab.chromeexperiments.com/Song-Maker/ and explore the ways to make music. Can they make a backing with the right rhythm for the track? Plenary: Play each one and sing to see if they work as a musical piece. Teacher can record as QR code. Peer assess.</p> <p>Welsh</p> <p>DoL: LLC WM2 PS2 I can infer meaning from text and images. I can read aloud with expression, paying attention to punctuation.</p> <p>CCS: LNF I can infer meaning from text and images, which is not explicitly stated, e.g. What might happen next? Why did the character do that? LNF I can make connections so that mathematical concepts can be transferred during play and classroom activities.</p> <p>LO: To read Welsh with correct pronunciation</p> <p>Quick fire Welsh recapping names of the toys in Welsh. Play bingo with the class using whiteboards or pre made cards to make sure everyone remembers their names (AfL). LSA to move to help anyone who cannot identify the toys.</p>

PE- Indoor-

DoL H&W WM2 I can, with support, focus attention on my perception and thoughts

CCS: H&W WM1 I can use and improve basic movement skills in familiar and unfamiliar situations.

LO: To recognise the importance of rest after exercise

Slow warm up- stretching

Circle time quick hands up- why is it important to rest after exercise?

Ask class for answers-

- it helps our muscles recover
- Our body needs rest to perform at its best
- To make sure we don't injure ourselves

Explain to pupils that after yesterdays sports day, it is important that we rest our body and muscles and allow them to recover. Ask pupils for examples on ways we can do this?

Today we will be taking part in relaxing yoga. Go through the benefits of yoga for your mind and body.

- Helps relax and stretch muscles
- Calms the body and mind
- Relaxes your heart rate
- Improves flexibility
- Improves concentration.

Teacher (Miss Bishop) to lead yoga lesson using simple poses including the mountain pose, child pose and tree pose.

Cool down- belly breathing.

Helpwr Heddiws to help ask questions from last week ie 'Wyt ti eisiau doli?' 'Wyt ti'n hoffi pel?' Talk partners.

Teacher to read the story Jac yn y Siop Deganau. What might the title mean? Stop on each page to make sure children know what is happening and can pick out any language they may know.

Groups to rotate across the afternoon:

Group 1: Read the book with the teacher. MTTT then practise reading aloud to a partner/recording on ipads.

1 chilli - can you find the word siop? Doli? etc **2 chilli** - Read the sentences after the teacher with finger running under words **3 chilli** - read to a partner using knowledge of Welsh.

Group 2: Outside with LSA set up a little Siop Deganau. LSA start by offering items using Wyt ti eisiau? Children answer in full sentences. If children are ready, they can ask Ga i or can have a turn as the shopkeeper.

Group 3: Choose between painting Welsh toys and labelling them, reading books from the Bocs Cymreig or playing Welsh pairs games.

Plenary: Re-read the book on large board but forget to read some words and children have to say them for you!