



Sully School - FOUNDATION PHASE PLANNING- YEAR 1 – 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>Literacy DoL: LLC WM3 PS2 I can write using an increasingly imaginative, varied and precise vocabulary. CCS: DCF PS2 I can exchange simple online communication using one or more types of technology, e.g. e-mail or video call. LNF I can compose single and multi-clause sentences, making choices to meet the intended audience and purpose, including adjectives and adverbs.</p> <p>LO: To use adjectives / similes to describe - Teacher deep mark</p> <p>Explain that a t-shirt designer has sent us a letter, asking for children’s ideas for a slogan for a sports t-shirt. Could we use some exciting adjectives to describe sports people, both fast, strong etc, but also their attitude. (link to 4 purposes - Ambitious & Capable)</p> <p>We could think of things that we know that move quickly to help us. Show pics of different animals, which are the fast ones? Cheetah, Eagle/ sea creatures. Things in space - rockets, shooting stars. Vehicles - sports cars, jet planes, speed boats. Model phrases on board.</p> <p>Group 1 - 1 chilli write single adjectives around the t-shirt - 2 chilli write double adjectives, using adjective mat if tricky spellings.- Use adjective mats to learn new vocabulary. 3 chilli - write some similes as discussed</p> <p>Group 2 - Design how you want your t-shirt to look on a separate sheet, use felts and sequins if desired</p> <p>Group 3 - OUTSIDE. Hunt for phrases, adjectives and match up with the animal/vehicle of their choice.</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.</p> <p>LO: Make the top for your wheeled vehicle</p> <p>Thinking about real cars, and how electric cars are becoming more and more popular, have the children heard of Elon Musk? He owns Tesla, maker of expensive luxurious electric cars. He is the world's richest person, it is thought he has \$220 billion. He came from a family in South Africa, had a difficult childhood. Yet he was ambitious, and look at him now. What would he think of our cars and designs? 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 or 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.</p>

	<p>EP - Paint or draw a different picture on the big t-shirt template and decorate as you like. Look at animal or vehicle books. Practise</p>	 <p>Outside: Take a variety of wheeled toys outside. Make varying ramps for them, estimate which one will travel furthest. Experiment. Were you right? Why did the winning toy travel the furthest?</p> <p>2.45: PS2 Assembly</p>
<p>Dydd Mawrth Tuesday</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 use multiplication to plan a teddy bears' picnic <u>Warm up:</u> Show the chn a 100 sq - make sure to be on interactive mode. count in 10s and highlight as you go. count in 2s and highlight to 30, count in 5s and highlight. <u>Main:</u> Explain that we are going to plan a teddy bear's picnic for the end of term. We will need to work out exactly how many loaves of bread, how many pieces of different fruit we need to buy. If everybody has one of everything that's easy, because that will be 30 of everything. We might want 2 slices of bread for each child, and 5 segments of satsuma each. So counting in 2s and 5s will help us. Call two children to the front and show with orange multilink how 5 seg of orange for 2 chn will be 10 altogether. Write 2 lots of $5 = 10$. Show 10 grapes for 5 children, count in 10s to see how many altogether. Write 5 lots of $10 = 50$. In our groups we are going to work out the amounts. On white boards chn have "lots of " stuck down the middle, grapes are laminated, use orange cubes, and beige for bread. <u>1 chilli</u> - bunches of 10 grapes, calculate for 2, 3,4,5,6 children <u>2 chilli</u> - 2 slices of bread, calculate for 2,5,7,8,10 children</p>	<p>Topic - DoL:ST WM1 PS2 I can explore relationships between living things, their habitat CCS: DCF I can find information, such as images, using keywords. LNF PS2 I can explain information and share ideas, opinions and feelings using relevant vocabulary. LO: To investigate how seeds grow Remind chn of one of their wonderings "How do seeds grow". What do we know already about what happens when you plant a seed? What is necessary for the seed to grow? Think, pair share. Main teaching: Sit chn in a circle, show the chn a variety of different seeds. Why are they all different sizes? Show the seeds that have already been soaked and compare to a dry seed. Explain how the seed is dormant (from dormir in French meaning sleeping), until it receives water. water has the power to soften the seed coat, causing it to tear open, and out comes the root. Which way does the root grow? Next comes the shoot, look at the chart to show the 6 different stages. Demonstrate with one willing child in a tuff spot wearing a black bag to stay dry, and a newspaper coat, how when the coat gets wet, a root will appear and start to grow down, with a little more water, a shoot will grow up. Group 1: stages of germination in bean plant worksheet 1 chilli: order the stages 2 chilli: order the stages and sentences 3 chilli: order the stages and write a sentence about a part of germination.</p>

	<p>Word mats to be available for all groups</p> <p>Outside - EP: online adjectives game. Choose a word from the box, stick it on your picture and paint/draw a picture to match (words in resource folder)</p>	<p>Groups to rotate across the afternoon:</p> <p>Group 1: Read the book with the teacher. MTTYT 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 Beth wyt ti eisiau or wyt ti eisiau. Children answer in full sentences. 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!</p> <p>PSE: PS2 I can recognise that there are similarities and differences between people's values and attitudes. Our value is JUSTICE . Remind chn about the rights of the child. Discuss how sometimes on the playground, chn complain that someone is not playing fairly. In life, many people are not treated fairly, show slide of ppt. Look at Malala slide, what was unfair about her situation? What is she trying to do now to help others?</p> <p>2:45 - Collective worship : Read the story of the prodigal son, was it fair that he was welcomed home so warmly after he had wasted all of his father's money? 3.:00 - Story & home</p>
<p>Dydd Iau Thursday</p>	<p>Maths- 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 use the multiplication symbol x Teacher Deep Mark Remind chn of their work on Tuesday. They worked out how many lots of fruit and bread we would need to buy. Show them some different size towers of cubes, in 2s,5s, and 10s. Call 6 chn to the front, 10s towers - how many ? 60. Say 6 lots of 10 is 60, but we can write an x sign to show "lots of" instead, write $6 \times 10 = 60$. Demonstrate for 2s and 5s. Children to complete a variety of questions in their books.</p>	<p>PS2 SPORTS DAY</p>

	<p>1 chilli - 2s and 10s</p> <p>2 chilli - 10s</p> <p>3 chilli 2s 5s 10s</p> <p>Extension: If bananas come in bags of 8 and there are 30 children, how many bags are needed?</p> <p>Outdoor: On the tuff spot, place different toy vehicles, on w/boards show how to work out different multiplications representing the number of wheels with circles. eg 3 lots of 4 - draw 3 x 4 circles , how many altogether?</p> <p>Plenary: quick fire questions, 2 lots of 2, 3 lots of 10.</p>	<p>2:45 Collective Worship</p>
<p>Dydd Gwener</p> <p>Friday</p>	<p>**STAR OF THE WEEK ASSEMBLY 9:15**</p> <p>*Year 1 having Mandarin session all morning in groups*</p> <p>Maths 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 using grouping Take children outside with LSA, both adults working with a group. Remind children of our PE lessons where we have to get into groups sometimes, of 2, of 4,5,or 6. Split the class into two - 15 and 15. Can the children work out how to share themselves equally into the 3 teams (hoops!) Don't tell them how to do it, listen to their ideas and guide them into On a large white board show children 15 children shared or divided into 3 teams = 5 . Repeat for 12 children shared into pairs, and 14 children shared into 2 teams.</p> <p>Plenary: Can the children see the links with halving when you share by 2.</p>	<p>Music: 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. CCS: LNF PS2 I can listen to others and understand that they may have a different perspective to my own. LO: To improvise within a musical style 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>Indoor PE</p>

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 use equipment safely

Warm up - traffic lights. Children run, walk or stop depending on the colour. Get into partners and safely help put out mats.

Teacher set up three PE stations. The large apparatus, a section for children to practise throwing and catching bean bags and a section to balance on beams.

Large apparatus - Teacher set out. Take your shoes and socks off. Rules are that you can't go over the top, one person on a ladder at a time and don't jump off. Only go as far as you are happy.

Beanbags - throw and catch to self with two hands then try one handed. Can you score more than 50 in a row? Throw lightly higher if too easy.

Balance - Set out the benches upturned in three sides of a square. Can children balance along them? Have arms out to help keep balance.

Rotate these activities so that all children get a turn on each. Teacher to stay by the large apparatus.