



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</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.</p> <p>CCS:LNF PS2 I can recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems.</p> <p>LO: To understand that division is the inverse of multiplication - teacher deep mark</p> <p><u>Warm up:</u> Whiteboards and pens for Daily10 https://www.topmarks.co.uk/maths-games/daily10 level 2 multiplication mixed 2,5,10</p> <p>Division as the inverse of multiplication. in pairs. $2 \times 5 = 10$ show me this in cubes. $7 \times 2 = 14$ show me this in cubes.</p> <p>Main: Children use stickers or draw circles to show the following divisions <u>1 chilli</u> - 8 divided by 2, 10 divided by 2, 6 divided by 2 (can use cubes and take a photo if children prefer) etc <u>2 chilli</u> - 26 divided by 2, 30 divided by 10, 15 divided by 5 etc <u>3 chilli</u> - 21 divided by 3, 18 divided by 6, 28 divided by 4 etc 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. Children count how many in their group to start. Run around and teacher shouts a number. Children get into groups of that number and see if any left over. Emphasise the division eg 10 divided by 3</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. Helpwr Heddiws to help ask questions from last week ie 'Wyt ti eisiau doli?' 'Wyt ti'n hoffi pel?' Talk partners.</p> <p>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.</p> <p>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. <u>1 chilli</u> - can you find the word siop? Doli? etc <u>2 chilli</u> - Read the sentences after the teacher with finger running under words <u>3 chilli</u> - 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.</p>

	<p>is 3 with one left over. Plenary: How do children know how many groups to split the number into? How can times tables help us? https://www.youtube.com/watch?v=qM23wFvIX00</p>	<p>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>2:45 assembly</p>
<p>Dydd Mawrth Tuesday</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. LO: To use adjectives to describe - Teacher deep mark Tell children that we have had a very exciting email from a real inventor who has seen all of our work on twitter! AfL - what is an inventor? TPS. What might they have invented? Lollypop sticks.</p> <p>In groups children open the box. Have wrapped T shirts in there with some photos of the shirt there too. But he has forgotten to include details of what the shirts do!</p> <p>Group 1 - write careful descriptions of the t shirt so that we can tell the inventor what it looks like and he can tell us what it does. 1 chilli - write single adjective sentences, using adjective mat if tricky spellings. 2 chilli - Use adjective mats to learn new vocabulary. 3 chilli - use two adjectives separated by a comma.</p> <p>Group 2 - Use Chromebooks to write a letter or draft a tweet to the Professor to thank him for the parcels and to say how they felt when they opened them. Use Outlook email on hwb or use J2message to draft the tweet.</p> <p>Group 3 - OUTSIDE. With LSA, adjective word hunt. Find all of the words then sort them into adjective or not using hoops. Are there any you are unsure of? What do they all mean? Then re-hide for next group.</p> <p>EP - Look in the box and see if you can you create a painting of something shiny? Bumpy? Smooth? etc</p>	<p>Topic - DoL: ST WM1 PS2 I can explore and communicate the basic properties of light, sound, electricity and magnetism. 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 our ears work Think, pair, share. How do our ears work? Take ideas from children. Does anyone know anything? Look back at work in floor book from when we did some experiments on how we could make sounds travel further. What did we use? Megaphone, shouting, yogurt pot phone.</p> <p>Group 1 - Make a model of the eardrum to see how sound travels through the air. Stretch cling film over a pot with a wide opening. Make sure it is tight. Put some dry rice on the surface. That is there only to see if it vibrates. Then explore what happens when you bang baking trays etc close to it. Draw, photo, video and write about what you see (children's choice of recording) in floor book. Explain that this represents your eardrum and how it vibrates when sounds enter the ear and sends messages to your brain.</p> <p>Group 2: Outside. Sounds walk/sounds trail with a partner. Can you work out where you are from the sounds? Can you identify all of the sounds you can hear? Are any you are not sure of? Take photos of the sounds ready to make a sounds walk for the other classes.</p> <p>Group 3: Watch a video on laptops. https://www.youtube.com/watch?v=j4Sli1dsCrA Then, draw and/or label a diagram (in resource folder) with parts of the ear on. Can children identify the parts and their names?</p> <p>EP - In books corner, 'How we hear' reading comprehension. Can you work with a partner to answer the questions verbally or find them in the text? Craft - make your own mobile phone to chat to and listen y=to your friends wiuth.</p> <p>Plenary - Recap that sound is actually vibrations. Put your fingers on your voice box to feel the vibrations as you hum. watch clip of Evelyn Glennie play music https://www.bbc.co.uk/programmes/p0119r0n Play Mae Simon yn Dweud game.</p>

	<p>Plenary - He told me that his niece will tell us more in her video called 'The shirt machine' https://www.literacyshed.com/shirtmachine.html.</p>	<p>Children have to listen very carefully to make sure they know what to do. Same game as Simon says.</p>
<p>Dydd Mercher Wednesda y</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. <u>LO: To divide by sharing or grouping</u> Mental maths warm up: Counting in 2s, 5s, 10s both forward and backward. 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. Read a letter from Mrs Waddington/she pops in saying that she needs us to sort out the chairs for sports day tomorrow (letter in resource folder). Can children find different ways to group the chairs? <u>1 chilli - PS1 Sports' Day</u> 30 parents - How many in each row if we had 3 rows? How many in each row if we had 5 rows? How many in each row if we had 2 rows? Draw clearly in arrays or similar. Make it clear as Mrs Waddington will need to understand it. <u>2 chilli - PS2 Sports' Day</u> 48 parents - How many in each row if we had 4 rows? Are there any other ways we can do it? Draw them out. Make it clear as Mrs Waddington will need to understand it. <u>3 chilli - PS3 Sports' Day</u> 48 parents - How many in each row if we had 8 rows? How many if we had 11 in each row would there be any left over? How do you know? How many other ways can you find? Make it clear as Mrs Waddington will need to understand it. <u>Extension:</u> If there are more chairs does that mean there are more ways to arrange them in even rows? <u>Outdoor:</u> Divide seeds between the number of plant pots in the group. How many seeds altogether? How can we divide them by 10? 9? 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. I have soil and plant pots for all three classes if we want them but only have enough seeds for my class.</p>	<p>Topic DoL: ST WM5 PS2 I can explore and communicate the basic properties of light, sound, electricity and magnetism. CCS:LNF PS2 I can listen to, understand and infer the gist of what I hear. <u>LO: To investigate how our ears work</u> How do we hear WHERE a sound comes from? Yesterday we investigated how sound gets into our ears and vibrates our eardrums so that we hear. Another of our wonderings was to find out how we can tell where a sound is coming from. <u>Group 1</u> - on laptops. Animal ears - use the internet to investigate how animal ears are designed to be good at hearing and locating food/danger. Log into Hwb and watch https://www.youtube.com/watch?v=u7F3yRkdJdQ on J2homework. <u>Group 2</u> - How can we communicate if our ears don't work? Children come up with ideas. Hearing aids - show my hearing aids, alarm clock and hearing loops etc. Group learning British Sign Language - recap numbers and letters - say 'hello my name is..' and then spell out your own name. Record ideas ready to stick in floor book. Take a video of children signing to make a QR code for the book. <u>Group 3</u> - Outside. Blindfold one person and have them sit in the middle of a circle. Point to one of the people in the circle and have them say the seated person's name. The seated person must then try to point in the direction of the voice and identify the name of the person who said his name. Try this experiment with the seated person using both ears and then again with one ear closed. Are two ears better than one? Write the question in the floor book and write answers around after completing the experiment. What did you find out? Rotate the groups so all have a turn at each activity. <u>EP</u> - on craft table make yourself a pair of ears like one of the animals in the pictures. Use whatever you can to invent how to wear them. Books and posters about how we hear in the discovery area. <u>Plenary</u> https://www.bbc.co.uk/iplayer/episode/m0004y1b/maddies-do-you-know-series-3-9-hearing-aid-and-whistle?seriesId=m0004qs3 3 minutes 36 secs to 4 minutes 43 secs.</p>

	<p>Plenary: Look at the extension activity. Does it mean there are more ways to share?_Try 30 chairs - 5 x 6, 6 x 5, 1 x 30, 30 x 1, 2 x 15, 15 x 2, 100 chairs - 1 x 100, 100 x 1, 2 x 50, 50 x 2, 4 x 25, 25 x 4 therefore not always true.</p>	
<p>Dydd Iau Thursday</p>	<p>Literacy DoL: LLC WM3 PS2 I can write using an increasingly imaginative, varied and precise vocabulary. CCS:LNF PS2 I can write for different purposes and authentic audiences, real or imagined. LO: To write creatively using adjectives Ask children to recap what we received last lesson (Professor Wiseman package). Tell them that I sent their tweets and emails and he has emailed back (in resource folder). He says that he deliberately didn't tell us what they shirts did because he hasn't decided yet. He has given us clues in their designs but could the children use adjectives to describe what they could do? Does one make you <i>soar</i> and <i>float</i>? How can you make them work? These are adjectives. Add to previous piece of work. 1 chilli - Use adjectives mat to help description. Use the Professor's WAGOLL to write a simple description of what one shirt could do. Phonic mat to help sounding out. 2 chilli - Write a detailed description of what the shirt could do and how you make it do it. Use adjectives to describe both what happens and how. 3 chilli - Write a detailed description linked to the design of the shirt. Try to include how it works and include two adjectives in a row eg sparkly, yellow. Outside - Scavenger hunt. Can you find something smooth? Curved? Prickly? Bumpy etc EP: https://www.bbc.co.uk/bitesize/topics/zd63xyc/articles/zdp4pg8 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>PS2 SPORTS DAY</p>
<p>Dydd Gwener Friday</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 Children use litter pickers and bags in groups of three to collect litter from around the school grounds. Go as a class with both teacher and LSA. Discuss</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.</p>

the types of litter we are finding. Where has it come from? Where should it have gone? Litter pick? How many pieces did we collect?

Tip the litter out on the playground in one pile wearing thick gloves. Ask how we would see approximately how many pieces of litter each person collected if we assume everyone collected about the same amount? We could divide it by grouping!

Children count how many in the group and create that many circles in chalk. Divide the collected rubbish between the groups and write the associated number sentence eg 56 divided by 10 =5 with 6 left over. Show how we write this as a remainder.

1 chilli - Teacher help children to share by grouping

2 chilli - Children try to share by grouping on their own.

3 Chilli - children share by grouping and write related sum on their own.

Extension - If there were only five people in the group but you collected the same amount, would you have collected more or less each? Would you have to double or halve it?

Plenary: Recap link between division and multiplication by doing the divisions in reverse. Which group collected most per person? What can we do with it?

Indoor PE

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.

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.

PSE - Jigsaw Piece 4 changing me

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

CCS:LNF PS2 I can express opinions, giving reasons, and provide appropriate answers to questions.

Y 1 and 2 LO: To respect my body and understand which parts are private

Warm up. Have a selection of Welsh food flashcards on floor. Go round in a circle and children say what food they like eg dw i'n hoffi siocled or Dw i'n hoffi pasta. Highlight similarities and differences between children's tastes so that children understand the terms. Complete the calm me script or if at home use

<https://www.yout-ube.com/watch?v=iplZGpP2VO0>

Show ppt of animals. Which is male and which is female? How do they know? Mane etc.

Main: How do boys and girls look different? Focus on the difference between stereotypes and facts. Explain that the main difference is our private parts and that there are proper names for these just like there is a proper name for our tummy or belly. Show ppt of names of male and female body. We will be looking at correct terms Vagina, Penis and Testicles and getting used to use them. Emphasise our private parts are any parts our swimming costumes cover.

Focus: Using large paper create Venn diagram with parts male, female and both have eg arms, head, penis.

Plenary: Discuss when it is and isn't OK to talk about or show these private body parts: With Mum and Dad? With friends, brothers, sisters? On the playground? With older relatives? With visitors at home? At the doctors?

SAFEGUARDING - ENSURE CHILDREN KNOW WHO TO TALK TO IF THEY ARE WORRIED OR WANT TO TALK ABOUT ANYTHING LINKED TO THIS LESSON.

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