

Date: 10/01/2021

Challenges



Theme: Once upon a time

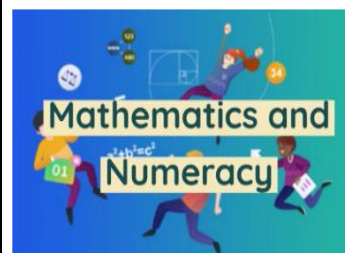
Year group: STF1

Literacy



RWI Monday - Thursday - RWI assessments first. Sound of the week - e. Recap letter shape, sound and name for all. **Level 1** - focus on sound, matching and formation by mark making/overwriting/underw

Numeracy



Monday and Wednesday Level 1 - Number of the day - 1. Children will match the number, focus on mark making over the number shape. Exploring numicon shapes and number

Creative



We plan to create a castle role play area in our classroom for our new topic - Once upon a time. Before we do so we would like the children to design a castle so we can vote on one design as a class to make. The children can search castles on Google images for some inspiration! The children

Thinking



Tuesday - Talk to the children about our topic - Once upon a time. Remind the children of our art lesson yesterday and what we are designing and making this week - a castle. Ask the children who they think lives in castles? Talk about some

Healthy me



Playdough disco - before writing activities children will be warming up their hands and fingers by taking part in playdough disco. <https://www.y>

riting. **Level 2** - focus of sound, name and writing cvc words, which contains the letter. **Level 3** - recap sound, formation, letter name, spelling words which has the letter in but in addition these children go back through set 2 sounds as not yet confident. This week - ee - What can you see?

Monday - make a sound story on the board.

Tuesday - chalk board/whiteboard.

Wednesday - form letters/ words in books. Thursday - multisensory trays.

<https://www.youtube.com/watch?v=Cm4OnFLI5Uw>

<https://www.youtube.com/watch?v=SU8DrJK9ldg>

Monday pm - Spelling Quiz Day! The children have spellings to take home Friday to learn over the weekend ready for the quiz

songs.

Level 2 - (Recap) Reciting numbers up to 15 forwards and backwards and from different starting points. Progress to counting objects/items up to 15 and recording.

- **Level 3** White Rose block 1, lesson 17 and lesson 18.

Wednesday pm - Introduce 3d shape to the children in preparation to build castles for our topic. Recap cube from last week. Sphere this week.

Level 1 - focussing on matching 3d shape. One shape a week. **Level 2** - Matching and naming/identifying. One shape a week.

Level 3 - Match/identify/name and start to talk about

can then either colour in a template or draw their own castle and colour in. We would like as much detail as possible so if the castle is made with big bricks the children can draw these in, if the castle has running ivy the children can draw this and make sure the castle has windows and a door! We will then vote on one design and replicate it in class. The cardboard will be put up in position ready so we will begin designing the turrets, brick work, ivy, windows and doors. **Level 1**

- mark making over a template then some physical assistance to print bricks and paint.

Level 2 - Copy a picture of a castle, reminded to add detail and following instructions to print/paint.

Level 3 - Independently draw their castle, reminded to add detail and following instructions

stories/films they have seen that have castles in - sleeping beauty, Cinderella, Beauty and the Beast, Rapunzel etc. Compare to real life, show the children castles that are lived in now eg Balmoral Castle. Talk to the children about Kings and Queens. Ask the children if they think the Queen has royal baths, do you think she has rose petals? Lots of bubbles? Bath salts etc. Topic activity - Provide a selection of scented bubble baths, dried rose petals and hand whisks in the water tray.

Practical resources

Bubble baths, Hand whisks, Rose petals, Bath salts or bath fizzers.

Prompts, questions and challenge

Add bath salts or mini

[youtube.com/watch?v=i-IfzeG1aC4](https://www.youtube.com/watch?v=i-IfzeG1aC4)

Squiggle While you Wiggle - <https://www.morristonprimaryschool.co.uk/squiggle-while-you-wiggle/>

PD Thursday - children use the bikes, cars and scooters on the yard to develop their gross motor skills.

Integration sessions Tuesday 9 - 12- Group 1 - Rebound Therapy. OAU, STF1 and STF2 will enjoy rebound therapy sessions with their class. The children will focus on 3-4 exercises each week. The children will use

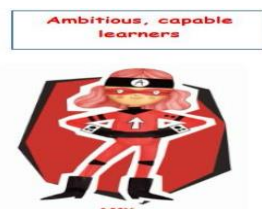
Monday. Differentiated after assessments. Readers -The children will be reading to an adult in class twice a week, we will follow oxford reading tree and also share stories from https://my.risingstars.uk.com/Default.aspx?cid=D6033000 Monday - News - Share your news from the weekend ☺ The children will be encouraged to talk about what they did over the weekend with their class before recording their news. Use colourful semantics to encourage the children to add more detail. Level 1 - An adult can prompt the child by showing pictures. Children will then record- either by mark making/overwriting and	properties. On Thursday we develop our maths skills on the digital devices - interactive whiteboard, laptop, computer, ipads, beebots etc to recap learnt skills and skills of the week. For example interactive games for number recognition/formation/counting/adding/subtraction/ problem solving/shape/money. There are a range of interactive games on the Top marks webpage - the children know these well. https://www.topmarks.co.uk/maths-games/5-7-years/counting The children also have a mymaths account - https://www.mymaths.c	to design. All children to say 1 thing they liked about their friends work. Music - We will continue to follow our music scheme Charanga - Spring 1, step 2. In this scheme the children experience listening to, dancing to and appraising a new song each week. The children can answer if they like or dislike the song, say if the music is fast or slow, low or high, what instruments they hear and how the music makes them feel. During the games tracks the children will focus on finding the beat/pulse of the music in a variety of ways - clapping/stamping/clicking/marching/tapping	bath fizzers and discuss how they change in the water. Observations Do the children notice the changes in the water and talk about what is happening? Level 1 - An adult will encourage the children to explore the water and show good looking when displaying photos on the IWB. Level 2 - Children to offer some answers, prompts used to support, children to describe the 'royal bath.' Level 3 - children to answer questions in the introduction and describe the changes in the water. Friday - Set up a fairy tale-themed reading den for the children to explore. Add baskets of traditional and modern	these sessions to develop cross curricular skills eg counting, recognising colours, following directions etc. The children will be able to work their way through the Winstrada scheme in which their skills will develop each week and they can earn certificates/badges as they progress! Group 2 - science and technology with Mrs Harris. Group 3 - games/sport/parachute in the hall with Miss Carmichael. Magic mile - playtimes the children are encouraged to walk/run around the outskirts of the yard
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drawing a picture **Level 2** - children copy write/listen to sounds in words. **Level 3** - Children will write sentences and draw a picture to record.

Thursday - Text type - Instructions. Recap instructions - go through the instructions powerpoint. Remind the children of last week's handwashing instructions. Share - <https://www.twinkl.co.uk/resource/t-ad-176-leaf-man-craft-instructions> talk through and then complete. **Level 1** - Encouraged to listen and look at the picture. 1-1 to complete. **Level 2** - Encourage children to talk about the picture and follow verbal instructions. **Level 3** - Encourage children to read simple words then follow.

[o.uk/](https://www.o.uk/)

IEP target - Children to work on their new IEP targets.



knees etc in time to the music.

Topic music - children will learn a range of songs linked to their topic - once upon a time. The first song we will learn will be -

<https://www.youtube.com/watch?v=WMIzCy2qM2k>



fairy tales books for the children to share. Read the stories with the children and find out which books they are familiar with and what their favourite stories are. Encourage the children to join in with repeated refrains as you read.

Practical resources

Traditional and modern fairy tale books

Prompts, questions and challenge

- Which is your favourite story?
- Have you heard these stories before?
- Which characters do you like the best?

Talk about the stories and characters from the stories. Recap by playing

with the teacher. We plan to build upon how many laps we can do each week. A mile is 20 laps!



IEP target - The children to practise their new IEP targets.

Welsh - Recap colour from last week, remind the children of llygaid and gwallt ready for third person profiles.

(level 1) Children to listen to the colour in Welsh and match with adult support.

(level 2) Children to repeat and llygaid and gwallt then match correct colour. Copy write or independently write colour name.

Ambitious, capable learners



fairytale snap!

Show the children the [Fairy tale character picture cards](#). Invite the children to describe the characters and say what they know about them and the stories they are from. Encourage the children to listen to each other's responses. When the children have explored the cards, model how to play a game of *Who's who?* Place the cards face down and invite one child to pick a card and keep the identity of the character to themselves. The other children take it in turns to ask a question to reveal the identity of the character. For example, 'Is the character good? Is the character a girl? Does the character have long hair?' Support the children in forming their questions. The child

holding the card can only answer by saying yes or no.

Prompts, questions and challenge

- Who is the character in the picture?
- Do you know what story the character is from?
- What do you know about the character?
- Which characters are goodies in the story?
- Which characters are baddies?
- What is a baddy?
- Which character do you like the most?
- Why do you like this character?

			Ethical, informed citizens  RHIAN	
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