

Date: 17/01/2021

Challenges



Theme: Once upon a time

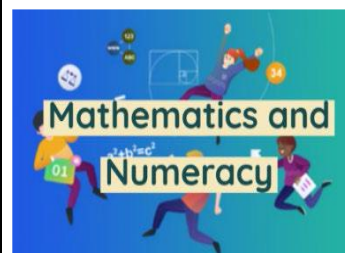
Year group: STF1

Literacy



Moved due to assessments.
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

Numeracy



Monday and Wednesday
Level 1 - Number of the
day - 2. Children will
match the number,
focus on mark making
over the number shape.
Exploring numicon
shapes and number

Creative



Remind the children what
we did for art last week –
looking at castles, designing
our own and painting our
role play castle. Tell the
children that this week we
are going to make
sandcastles in a different
way... we are going to
make sandcastles! Provide a

Thinking



Tuesday - Set up a fairy
tale-themed reading den.
This could take the form
of a castle, woodland
cottage or woodland
scene. Provide baskets
of fairy tale-themed
stories and books and, if
possible, provide audio
versions of the books for
children to listen to. Ask

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>

making/overwriting/underwriting. 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=Cm4OnFLl5Uw https://www.youtube.com/watch?v=SU8DrJK9ldg Monday pm - Spelling Quiz Day! The children have spellings to take home Friday to learn over the	songs. Level 2 – (Recap) Reciting numbers up to 15 forwards and backwards and from different starting points. Progress on to one more than to 15. - Level 3 White Rose block 1, lesson 19 and block 2, lesson 1. Moved due to assessments. 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	variety of sandcastle buckets, spades, flags and jewels or pebbles in damp sand for castle building. Practical resources • Buckets • Flags • Jewels • Pebbles Prompts, questions and challenge • Challenge the children to create a castle kingdom. Observations • Do the children share the resources? • Do they communicate with each other as they play? Level 1 - 1-1 to fill the bucket, tip upside down quickly and lift the bucket off. Level 2 - Encourage the children to have a go themselves before an	the children to select their favourite story and talk about why they like it. Find out if the other children are familiar with the story. Choose a story to read to the group and encourage the children to join in with any repeated refrains or familiar language. Practical resources • Props for creating a fairy tale-themed reading den • Baskets of fairy tale-themed stories and books • Fairy tale audio books Prompts, questions and challenge • Why did you choose this story? • What do you like about this story? • Who is your favourite character in the story?	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
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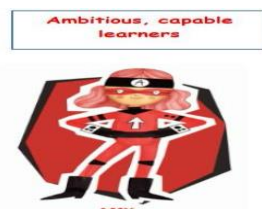
weekend ready for the quiz Monday. Differentiated after assessments. Readers -The children will be reading to an adult in class twice a week, we will follow oxford reading tree and also share stories from https://my.risingstars.uk.com/Default.aspx?cid=D L6033000 Monday - News - Share your news from the 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	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	adult helps. Children to choose sequins/flags they want to use to add detail. Level 3 - Encourage children to plan their castle first, encourage independence to build then decorate. 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 3. 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	• Why do you like this character? • Do you like how the story ends? • What part of the story do you like the best? Level 1 - Children to enjoy exploring books, holding as a reader and looking at pictures. Level 2 - Children to explore the books and resources, answer which stories they know, sit and listen to the chosen story. Level 3 - Children to explore books are resources, share which stories they know given a brief summary, listen and answer questions about the story. Friday - Read or tell the story <i>Goldilocks and the Three Bears</i>. Encourage the children to join in with repeated refrains, such as 'Who's been eating my porridge?' and 'Who's been sitting on my chair?' After reading the story,	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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making/overwriting and 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. Go through flashcards - <https://www.twinkl.co.uk/resource/us-a-94-brushing-teeth-step-by-step-instructions> talk through and then sort. **Level 1** - Encouraged to listen and look at the picture. 1-1 to complete. **Level 2** - Encourage children to talk about the picture and sort **Level 3** - Encourage children to read simple words, sort and write key words.

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

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



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 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>



discuss the order of the events and how the different characters reacted during the story.

Prompts, questions and challenge

- Why did the bears decide to go for a walk before breakfast?
- Why did Goldilocks go into the bears' house?
- Did Goldilocks make good choices throughout the story?
- What do you think her mum said to her when she got home?
- Do you think there are goodies and baddies in the story?
- What would you say to Baby Bear when he is crying?
- How do you think Daddy Bear feels during the story?
- What should

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.

Moved - 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



Goldilocks have done at the end of the story?

After answering the questions the children can see the small, medium and big laminated bowls, chairs, beds etc. The children match the bears to each item and can also role play with goldilocks to retell parts of the story.

Children to then look and follow a set of instructions (text type) to make porridge. Children will take it in turns to add in, stir and follow instructions. Children to count ingredients and count the cups going in.

Ethical, informed citizens

