

Date: 24/01/2021

Challenges



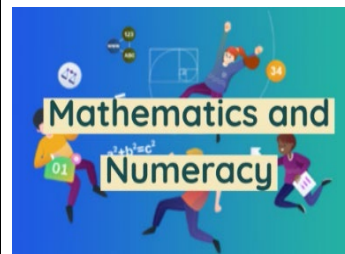
Theme: Once upon a time
Year group: STF1

Literacy



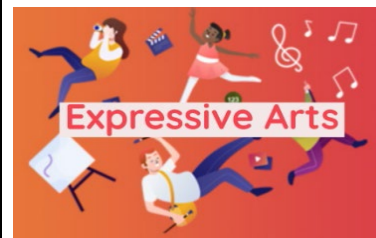
RWI Monday - Thursday - RWI assessments first. Sound of the week - l. Recap letter shape, sound and name for all. **Level 1** - focus on sound, matching and formation by mark making/overwriting/underw

Numeracy



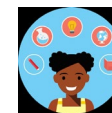
Monday and Wednesday Level 1 - Number of the day - 2. Children will match the number, focus on mark making over the number shape. Exploring numicon shapes and number

Creative



Remind the children of our rich task Friday - Goldilocks and the three bears. Tell the children that in our art lesson today we are going to choose one of the bears to make. The children are to choose a bear - mummy bear, daddy bear or baby bear. We will look at a picture of the bear to decide where is a good place to start drawing. We will talk about the

Thinking



Tuesday - Sing a variety of songs and nursery rhymes relating to fairy tales. These can include familiar nursery rhymes and songs, such as [When Goldilocks went to the house of the bears](#) and [There was a princess long ago](#). Talk to the children about their

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 - igh - Fly high. Monday - make a sound story on the board. Tuesday - chalk board/whiteboard. Wednesday - form letters/ words in books. Thursday - multisensory trays. Monday pm - Spelling Quiz Day! The children have spellings to take home Friday to learn over the weekend ready for the quiz Monday. Differentiated after assessments. Readers -The children will be reading to an adult in	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 2, lesson 2 and block 2, lesson 3. 3D shape - recap cube and sphere. Cuboid 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 properties. On Thursday we develop our maths skills on the digital devices -	bear's features. The children will work on making an outline of the bear and then either colour in/paint or stick down materials to fill in. The children will the add detail to complete. Level 1 - An outline of the bear will be provided - children to either mark make to colour or stick materials down. Level 2 - Children to use a template as a model to create their outline. Children to choose which materials/tools they wish to use. Level 3 - Children to complete their template, colour/paint/stick down to fill in and then add detail eg tie for daddy bear/ dress/apron for mummy bear and tshirt for baby bear. All children to say 1 thing they liked about their friends work.	favourite songs and why they like them. Prompts, questions and challenge • Which fairy tale songs do you know? • What is your favourite song? Children to either learn the signing (signing hands video) for there was a princess long ago or the dance/actions. Level 1 - For children to express enjoyment while listening to the songs. Level 2 - For children to join in with the words they know and signs/actions. Level 3 - For children to learn sentences and combine them with signs/actions. Friday - Read or tell the story <i>Little Red Riding Hood</i>. Encourage the children to join in with repeated refrains. Talk	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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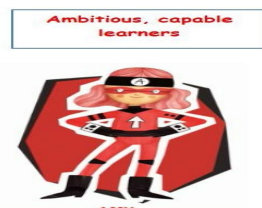
class twice a week, we will follow oxford reading tree and also share stories from https://my.risingstars-uk.com/Default.aspx?cid=D L6033000 Monday - News - Share your news from the weekend 😊 The children will be encouraged to talk about what they did over the weekend with their class before recording 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 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	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.co.uk/ IEP target - Children to work on their new IEP targets.	Music - We will continue to follow our music scheme Charanga - Spring 1, step 4. 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 knees etc in time to the music. Topic music - children will learn a range of songs linked to their	about the characters in the story and the plot to recap. Set out the Through the woods game template and Through the woods word cards and add counters. Place the word cards in a pile face down. Invite a child to pick up a card and read the word. If the word is real, they can move their counter forwards one space; if the word is made up, they move backwards one space. The aim is to get from Little Red Riding Hood's home to Grandma's cottage. After reading the story, discuss the wolf and what he looked like. Ask the children to describe the wolf using the language from the story, such as 'he has big eyes' and 'he has big teeth'. Explain to the children that they are going to make wanted posters to put up around the classroom to show	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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picture to record.

Thursday - Text type - Instructions. Recap instructions - go through the instructions powerpoint. Remind the children of the instructions we followed Friday - making porridge. The children are to talk through and then sort pictures. **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.

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

Moved - Welsh - Recap colour. Remind the children



topic - once upon a time. The first song we will learn will be -

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



everyone what the Big, Bad Wolf looks like. Model how to make a poster using the [Wanted poster template](#). Draw a picture of the wolf on the poster and add labels or writing to describe the wolf.

- Why is Little Red Riding Hood going to visit Grandma?
- What does she take to Grandma?
- What does Big, Bad Wolf look like?

What's the time, Mr Wolf? Make sure that each child has a go at being the wolf. Encourage the children to count the number of steps carefully as they play.

Level 1 - Enjoy looking at the book. Move the counter with an adult. Mark make to create the poster. Supported to play

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



that last term we described ourselves, this term we are going to describe a friend. Practise sentence pattern mae gwallt gyda

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

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

Ambitious, capable learners



the game with an adult.

Level 2 – Listen and answer questions about the characters. Tell an adult what the fox looks like then copy write/listen to letters then write down to make their poster. Play the game with some support.

Level 3 – Listen and answer questions. Write a sentence with support for their poster. Play the game with their friends.

Ethical, informed citizens

