

Date: 31/01/2021

Challenges



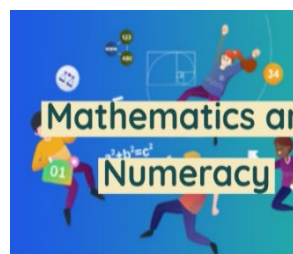
Theme: Once upon a time

Year group: STF1

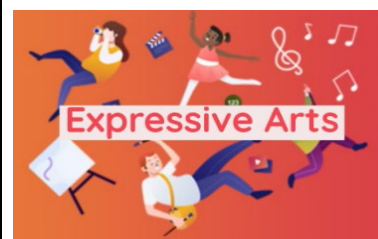
Literacy



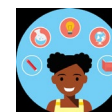
Numeracy



Creative



Thinking



Healthy me



RWI Monday - Thursday - RWI assessments first. Sound of the week - h. Recap letter shape, sound and name for all. **Level 1** - focus on sound, matching and formation by mark making/overwriting/underwriting. **Level 2** - focus of sound, name

Monday and Wednesday Level 1 - Number of the day - 3. Children will match the number, focus on mark making over the number shape.

Remind the children of our rich task Friday - Little Red Riding Hood. Tell the children that in our art lesson today we are going to follow an art tutorial on youtube to draw Little Red Riding Hood - <https://www.youtube.com/watch?v=BBoAgZHmfFs>. We will watch the video twice before starting to draw. While the video is on we will pause after

Tuesday - Moved due to St Dwywen's cards. 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

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

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 - ow - Blow the snow.

Monday - focus on recognising and forming on the IWB.

Tuesday - chalk board/whiteboard to form.

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 class twice a week, we will follow oxford reading tree and also share stories

Exploring numicon shapes and number songs.

Level 2 - (Recap) Reciting numbers up to 15 forwards and backwards and from different starting points. This week the children will have a combination of 1 more and 1 less sums to complete.

- **Level 3** White Rose block 2, lesson 5 and block 2, lesson 6.

3D shape - recap cube, sphere and cuboid. Cone this week. **Level 1** - focussing on matching 3d shape/giving on request. One shape a week. **Level 2** - Matching

each stage to talk about what has been drawn - which part of Little Red Riding Hood, which shapes, type of lines etc. The children will then be given paper and a pencil to start to draw their own. After each step the video will be paused so the children can work on their artwork. Once complete the children will compare their art to the tutorial and to each others. The children will be asked if they would like to change anything before colouring in.

Level 1 - An outline of Little Red Riding Hood will be provided - children will use hand on hand method with an adult to go over each part and then will colour using mark making. **Level 2** - An adult will breakdown each step and advise whether each part should be small or large. Children to then colour in.

Level 3 - Children to complete their artwork by following the

to the children about their 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 - Hold up clues from the story for the children to guess what the story of the week is

[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

from <https://my.risingstars-uk.com/Default.aspx?cid=DL6033000>

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 picture to record.

Thursday - Text type - Instructions. Recap instructions - go through the instructions powerpoint. Remind the children of the story of the week - Little Red Riding Hood. Tell the

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 - 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

instructions in the tutorial. Colour in as neatly as possible to complete.

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 5. 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

- three pigs, pictures of the three houses, a wolf etc. When the children guess the story ask if they can share information about the story - what happens? Read the story the three little pigs. Encourage the children to join in with the phrases 'Little pig, little pig, let me come in', 'I'll huff and I'll puff and I'll blow your house in' and 'Not by the hairs on my chinny, chin, chin. I will not let you in'. Discuss the characters in the story and how they have behaved.

Prompts, questions and challenge

- Why do you think the mummy pig asks the three pigs to build their own houses?
- Why do the first two pigs choose sticks and straw for their houses?
- Are sticks and

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

children that Little Red Riding hood wanted to make her poorly grandmother a cup of tea but after being scared by the wolf she has forgotten how. Can we help her by sorting the pictures she dropped when running away from the wolf? Talk through the pictures, sort then practically complete before sticking in books.

<https://www.twinkl.co.uk/resource/t-s-2226-making-a-cup-of-tea-sequencing-cards> **Level 1** -

Encouraged to listen and look at the picture. 1-1 to complete.

Level 2 - Encourage children to talk about the pictures 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 that last term we described ourselves,

solving/shape/monkey. 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.

Ambitious, capable learners



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>

Enterprising, creative contributors



straw good materials for building a house?

- What materials would you choose to build a house with?
- What other stories have a wolf in?
- Do you think this is the same wolf from Little Red Riding Hood?

Tell the children that we are going to do our own experiment today to see if the story is right and the strongest house is made out of bricks. Before the experiment the children share their ideas by either selecting a picture of the strongest house or verbally saying. Record predictions. The children then help make each house - straw, stick and brick. We will then use a hairdryer/fan to test it out! Children share results and record.

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

Healthy, confident individuals



this term we are going to describe a friend. Recap sentence pattern mae gwallt gyda Introduce mae llygaid..... gyda

(level 1) Children to listen to the colour in Welsh and match with adult support. (level 2) Children to repeat llygaid then match correct colour. Copy write or independently write colour name.

Ambitious, capable learners



Level 1 – Enjoy looking at the book. Explore the materials and enjoy the sensory play.

Level 2 – Listen and answer questions about the characters. Name the materials and build with support. Share predictions and results simply.

Level 3 – Listen and answer questions. Join in with repeated phrases. Build with support. Record predictions/results.

Ethical, informed citizens

