

Date: 14/02/2021

# Challenges



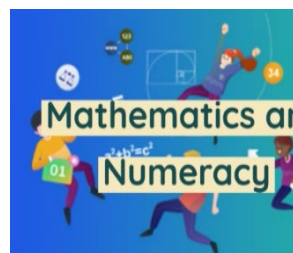
Theme: Once upon a time

Year group: STF1

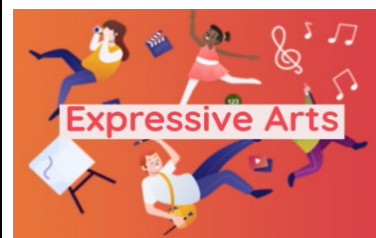
## Literacy



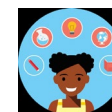
## Numeracy



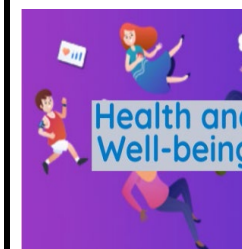
## Creative



## Thinking



## Healthy me



RWI Monday - Thursday - RWI assessments first. Sound of the week - r. 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 - 5. Children will match the number, focus on mark making over the number shape.

Tell the children that today is Valentine's Day. Remind the children of St Dwynwen's Day which we celebrated a couple of weeks ago. Talk about the similarities. Talk to the children about how people celebrate Valentine's Day - give cards/presents/tell someone they love them/go out for a nice meal etc. Tell the children that for our art lesson today we

**Tuesday** - Read or tell the story of *The Three Billy Goats Gruff*. Encourage the children to join in with repeated refrains in the story, including 'trip, trap, trip, trap' and 'Who's that trip-trapping over my bridge?' Talk to the children about the behaviour of the goats and the troll. Encourage them to talk about how the troll treated the goats

Playdough disco - before writing activities children will be warming up their hands and fingers by

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| <p>and writing cvc words, which contains the letter. <b>Level 3</b> - 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 - oo - look in the book.</p> <p>Monday - focus on recognising and forming on the IWB.</p> <p>Tuesday - chalk board/whiteboard to form.</p> <p>Wednesday - form letters/ words in books. Thursday - multisensory trays.</p> <p>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.</p> <p>Readers -The children will be reading to an adult in class twice a week, we will follow oxford reading tree and also share stories</p> | <p>Exploring numicon shapes and number songs.</p> <p><b>Level 2</b> – Children to answer subtraction sums within 15 using counting resources to help.</p> <p>- <b>Level 3</b> White Rose block 2, lesson 9 and block 2, lesson 10.</p> <p>3D shape - recap cube, sphere, cuboid, cone and cylinder. Pyramid this week. <b>Level 1</b> - focussing on matching 3d shape/giving on request. One shape a week.</p> <p><b>Level 2</b> - Matching and naming/identifying . One shape a week.</p> | <p>are going to make Valentine's Day cards so the children can give them to their mum's and dad's when they get home. Remind the children of our text type – instructions. Tell the children that we have a set of instructions to follow to make our cards. Show the children the card - <a href="https://www.redtedart.com/valentines-cards-squishy-hearts/">https://www.redtedart.com/valentines-cards-squishy-hearts/</a> do they like it? How do they think it is made? What materials do they think we need? Read through the instructions. Children to work with an adult on each step of the process to make their cards. Children to then write a message on their cards by either mark making/overwriting/copy writing or brave writing.</p> <p><b>Level 1</b> - Hand on hand support will be given along with 1 step clear instructions.</p> <p><b>Level 2</b> - Children will follow one step instructions with the help of an adult to complete.</p> <p><b>Level 3</b> - Children will listen to and follow two</p> | <p>and how he could have behaved differently. Ask the children to think about times when something went wrong because of their actions or the actions of others. Explain that when you do good things, it makes you feel good inside, but when you make bad choices, it makes you feel sad. Provide troll and goat toys or use the <a href="#">Troll and goat mask templates</a> and put them onto soft toys or puppets. Invite the children to talk to the troll and goats and explain how they could have behaved differently in the story. Make up a new ending to the story together.</p> <p>Practical resources</p> <ul style="list-style-type: none"> <li>• Soft toys or puppets to represent the goats and troll</li> </ul> <p>Prompts, questions and challenge</p> <ul style="list-style-type: none"> <li>• How does the troll feel when the goats are trip-trapping over his bridge?</li> <li>• Why do you think the troll gets angry with the goats?</li> <li>• What should the troll have said to the goats?</li> <li>• What should the goats</li> </ul> | <p>taking part in playdough disco. <a href="https://www.youtube.com/watch?v=i-IfzeG1aC4">https://www.youtube.com/watch?v=i-IfzeG1aC4</a></p> <p>Squiggle While you Wiggle - <a href="https://www.morrisonprimaryschool.co.uk/squiggle-while-you-wiggle/">https://www.morrisonprimaryschool.co.uk/squiggle-while-you-wiggle/</a></p> <p>PD Thursday - children use the bikes, cars and scooters on the yard to develop their gross motor skills.</p> <p>Integration sessions<br/>Tuesday 9 -<br/>12- Group 1 -</p> |
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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 - The three little pigs. Tell the

**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 solving/shape/money. There are a range of interactive games

or three step instructions to complete their cards and will brave write.

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 7. 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

have done so that the troll didn't get upset?

- Have you ever made someone feel sad or upset?
- How did it make you feel?
- Was anyone else upset?
- How can we help the goats and the troll to be friends with each other?

**Level 1** - For children to share a story with an adult, looking at the pictures with support.

Children to explore toys/masks/puppets from the story. **Level 2** - For children to listen to the story and answer simple questions about the story. For children to act out simple parts with masks/toys.

**Level 3** - For children to listen to the story and answer questions about the story. For children to suggest alternative endings for the story.

Chalk a river on the ground of an outdoor space and provide a variety of resources to be used as stepping stones. Challenge the children to use the provided

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 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

children that this week we are going to follow instructions to make hot chocolate! Make practically by following instructions and then the children sort pictures/words to create their own instructions.  
<https://www.twinkl.co.uk/resource/t-l-52342-how-to-make-hot-chocolate-sequencing-cards>

**Level 1** - Children will sort the pictures with 1-1 support. **Level 2** - Encourage children to talk about the pictures and sort **Level 3** - Encourage children to work as a group to write instructions.

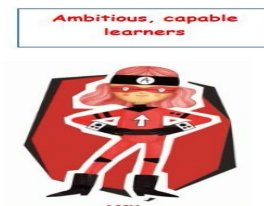
IEP target - The children to practise their new IEP targets.

Welsh - Recap colour. Remind the children that last term we described ourselves, this term we are going to describe a friend. Recap sentence patterns dyma\_\_\_\_, mae gwallt ..... gyda ..... and mae llygaid ... gyda .... Children to put it together this

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.



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

The house of the bears - <https://www.youtube.com/watch?v=PFXE3zvXbjc>

Enterprising, creative contributors



resources to make a path across the 'river' and try to cross without 'falling in'. Encourage them to cooperate and work together to build a route across the river.

**Note:** Stepping stones can be made from log slices, spot markers or plastic stepping stones. Practical resources

- Log slices, spot markers or plastic stepping stones

Prompts, questions and challenge

- What is the best way to cross the space?
- How can you work together to build a route across the river?

**Friday** Display the [Bridge picture cards](#) and provide the children with a range of resources, including newspaper rolled tightly into tubes, corrugated cardboard, cardboard tubes, string, masking tape and scissors. Set the children the challenge of making a bridge to span two tables or two chairs. Explain that when they have

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 with

week to describe a friend.

(level 1) Children to listen to the colour in Welsh and match with adult support. (level 2) Children to choose a friend and fill in the gaps or use word mats to create their sentences.

Ambitious, capable learners



made the bridge, you will test it together to see how many toys it can hold. Encourage the children to work together in teams to make their bridge. Ask them to decide which materials they will use and how they will attach their bridge to the tables or chairs. Practical resources

- Construction materials, such as newspaper, cardboard tubes and corrugated cardboard
- String
- Masking tape
- Scissors

Prompts, questions and challenge

- How will you make the bridge?
- What materials do you think will be strongest?
- How will you fasten the bridge to the table?
- How many toys do you think the bridge will hold?

Children will then make boats for the goats to cross the river to avoid the troll. Children to choose from given materials and

the teacher.

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

Healthy, confident individuals





make their boats. The children will guess which boats will float/sink, test and record.

**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.

