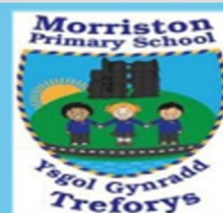


Date:25/04/2022

Challenges

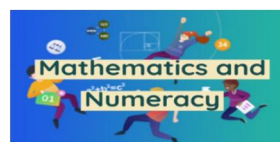


Theme: Who lives in a rock pool.
Year group: STF1

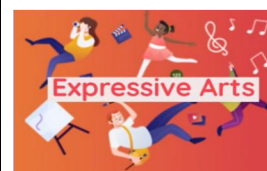
Literacy



Numeracy



Creative



Thinking



Healthy me



RWI Monday - Thursday - RWI assessments Tuesday. Sound of the week z. **Level 1** - focus on sound, matching and formation by mark 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

Monday and Wednesday Level 1 - Recap numbers 1-10, listen to number songs, match numbers, write in multisensory ways and mark make over/overwrite over the numbers. Give on request.

Monday - INSET DAY.
Level 1 -
Level 2 -
Level 3 -
Music - We will continue to follow our music scheme Charanga - Summer term, step 1. In this

Tuesday - Remind the children that it is the start of a new term so that means we are starting a new topic! Display a range of resources linked to the topic, children to guess what they think the topic is about. Children to share their ideas about what they want to learn by either selecting a resource that they are interested in or thinking of an idea they want to investigate for the topic. Children to record on their

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

the letter in but in addition these children go back through set 2 sounds as not yet confident. Air – that's not fair. Monday – INSET. Tuesday – chalk board/whiteboard to form. Wednesday – form letters/ words in books. Thursday – multisensory trays. Monday pm – Spelling Quiz Day! 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=DL6033000 Monday – News – INSET MOVE TO TUESDAY - Children will share their news with their class. We will use colourful semantics prompts to encourage the children to speak in full sentences and include enough information. An adult will share	Level 2 – Moving on to white rose. Autumn Term Block 1 week 1 – sort objects. - Level 3 – White rose block 2, lesson 21 – Find the difference. Measure – Children will continue to practise their measure skills. Recap non standard with cubes and standard with a ruler. Level 1 – Children to sort pictures by size, smallest to biggest. Level 2 – Children to continue to practise measuring using non standard measure using a range eg cubes, foot steps, resources etc.	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/stampin g/clicking/marchi ng/tapping knees etc in time to the	EPIC planning board bubbles by either mark making and an adult will put a photo of them selecting the resources underneath. Children can also copy write or write by listening to the sounds in words. Play the video at the sea shore to give the children an insight of their new topic, children can also use this video for ideas for their pupil voice sharing task. Tell the children that we are going to go out on to the yard for a seaside hunt. We are going to find and collect pictures related to the beach and our topic, name and tick off what we have found on the seaside spotting sheet. Level 1 – Children to watch the video and select a resource for the epic planning board. Children to explore the yard, picking up cards that they have found, an adult will help record on the spotting sheet. Level 2 – Children to guess what the new topic is about. Share ideas for pupil voice and record by copy writing/listening to the sounds in words. Children to search for beach themed cards, name if they know the name and record by ticking off on their spotting	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 – 11:30- Group 1 – Rebound Therapy. OAU, STF1 and
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news on behalf of non verbal children and hopefully supported by a photo sent on dojo. **Level 1** - Looking/selecting a photo to share their news then mark making/overwriting to record. **Level 2** - Verbally share news and copy write/write initial and end sounds. **Level 3** - Verbally share news in full sentences then write with some independence.

Thursday - Information text type - Talk to the children about our new text type - information. Why do we need to write about information? To tell someone about something, so someone learns how to do something/learns about a particular thing. Share examples of information text. Share the information powerpoint. Talk to the children about our new topic - who lives in a rock pool. Explain that we are going to learn about all sorts of sea creatures so we will then write information about

Level 3 - Children to continue to practise measuring with a ruler. Practising to line it up on the 0 and reading the number then record by writing the measurement.

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/formati on/counting/adding/ subtraction/ problem solving/shape/mone

music.



sheet.

Level 3 - Children to name some resources and guess what the topic is about by using the clues. Share pupil voice ideas and record. Search for beach themed cards, name if they know the names and tick off/make a tally to show how many they have found.

Children to then use 2simple to create a chart to show how many of each they have found as a group.

Friday - Create a beach scene in class - Display a range of natural and man-made seashore objects, including driftwood, shells, pebbles, sand, seaweed, seawater, bottles, rope and netting.

Make sure there are no sharp objects.

Observe

- Can the children name the objects?
- Do the children sort things in different ways according to appropriate criteria?
- Do the children explore the objects using their senses of touch and smell?

Practical resources

- A range of natural and man-

STF2. 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 scheme in which their skills will develop each week. Group 2 - science and technology

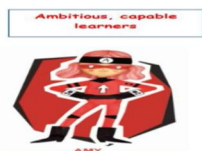
them to share with another class so they can learn about the sea creatures we are learning about.

Level 1 - To sit, show good looking/listening with support.

Level 2 - To show good looking and listening, share simple examples. Identify what the information text is about by using the photo. **Level 3** - Show good sitting and listening, share examples/ideas.

Welsh - Post card writing - children will learn sentence patterns each week to write a postcard eg es i, gwelais i, bwytais i.

(level 1) Mark making over/overwriting **(level 2)** Repeat the pattern. Copy write to record. Level 3 - use and write.



y. 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/>



made seashore objects including driftwood, shells, pebbles, sand, seaweed, seawater, bottles, rope, netting

Put seaweed in a Tuff Tub for children to handle and explore. Offer hand lenses for close observation. Keep damp with misters.

Observe

- Do the children use their senses to explore the seaweed?
- Can they describe what they can see, touch and smell?
- Can the children describe how the samples of seaweed are the same or different?

Practical resources

- Tuff Tub, seaweed, trigger water spray
- Hand lenses

Children to then use some of the resources from the beach scene to create their own beach art. For example children can mix some sand in yellow paint to paint sand with. Children can paint the blue sea and stick sea shells in. Children can put sea weed on their pictures and draw/paint fish. Encourage children to include some

with Mrs Harris. Group 3 - games/sport/dance/tac pac in the hall with Miss Carmichael.

Magic mile - playtimes the children are encouraged to walk/run around the yard. A mile is 20 laps!



other beach resources like driftwood.

Level 1 – Children to explore the resources by touching and looking at them. An adult to name each when the children explores. An adult to support the child to make their beach scene picture. **Level 2** – Children to name some of the resources, explore, ask any questions, repeat the names of each. Create a beach scene by choosing resources. **Level 3** – Discuss the resources, repeat names, explore, ask questions and create a beach scene.

