

Date:02/05/2022

Challenges

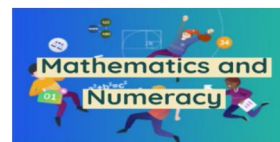


Theme: Who lives in a rock pool
Year group: STF1

Literacy



Numeracy



Creative



Thinking



Healthy me



RWI Monday - Thursday - Sound of the week - ch. **Level 1** - focus on sound, matching and formation by mark making/overwriting/underwriting . **Level 2** - focus on sound, name and writing cvc words, which contains the letter. **Level 3** - recap sound, formation, letter name, spelling words which has the letter in and recap set 2

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.

For our topic – who lives in a rock pool? Each week we will have a sea creature of the week. The children will enjoy drawing/craft or junk model activities of the sea creature.. **Level 1** – The children will select the template. Children to select resources to mark make over to colour

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://>

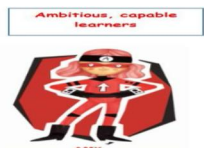
sounds from ay to oy. Identify sounds these children are struggling with and log. Monday - Formation on the IWB. Tuesday - chalk board/whiteboard to form. Wednesday - form letters/ words in books. Thursday - multisensory trays. Monday pm - Spelling Quiz Day! Readers -The children will be reading to an adult in class twice a week. Monday *INSET* - News - 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 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	Level 2 – Moving on to white rose. Autumn Term Block 1 week 2 – sort objects. - Level 3 - White rose block 2, lesson 21b - 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 of starfish by size, smallest to biggest. Level 2 - Children to continue to practise measuring using non standard measure using a range eg cubes, foot steps,	and design. Level 2 – Children to look at a number of pictures of the sea creature on google images. Children to draw and then add detail to design and colour. Level 3 – Children to look at a number of pictures of the sea creature on google images – talk about their features, count, talk about the pattern. Children to draw and add detail. Music - We will continue to follow our music scheme Charanga - Summer term step 2. In this scheme the children experience listening to, dancing to and appraising a new song each week. The children can	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	www.youtube.com/watch?v=i-IfzeG1aC4 Squiggle While you Wiggle - https://www.morrisonprimaryschool.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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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. Research facts about starfish. Level 1 - To choose the starfish picture, stick down and mark make/overwrite starfish. Level 2 - To draw a starfish, write it's name and a fact they remember. Level 3 - To draw a starfish, write it's name and write facts they remember. IEP target - The children to	resources etc. 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	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 music. 	their spotting 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-made seashore objects including driftwood, shells, pebbles, sand, seaweed,	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
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practise their new IEP targets.

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

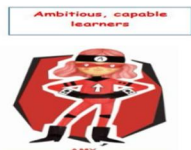
(level 1) Mark making over/overwriting (level 2) Repeat the pattern. Copy write to record. Level 3 - use and write.



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/>



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 other beach resources like driftwood.

Seaweed activity from maestro too.

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

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!



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.

