

Date:09/05/2022

Challenges

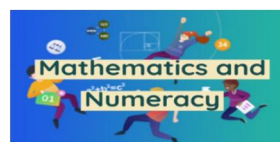


Theme: Who lives in a rock pool
Year group: STF1

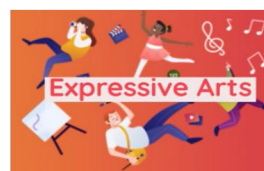
Literacy



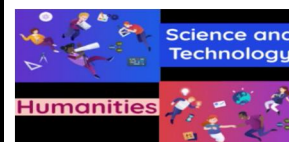
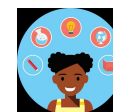
Numeracy



Creative



Thinking



Healthy me



RWI Monday - Thursday - Sound of the week - qu. **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. NK

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. Starfish!
Level 1 – The children will select the template. Children to select resources to mark

Tuesday - Seabirds - Display stuffed seabirds and feathers loaned from a local museum service for children to draw.

Observe

- Do the children show an interest in the birds?
- Do the children begin to represent what they see using the materials available?
- Do the children attempt to show

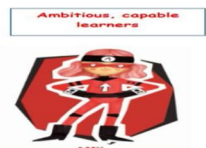
Playdough disco - before writing activities children will be warming up their hands and fingers by taking part in playdough disco. <https://>

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 - 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 mark	adding with numicon to 10. Level 2 – Moving on to white rose. Autumn Term Block 1 lesson 3 – count objects and lesson 4 – represent objects. - Level 3 - White rose block 2, lesson 22 - compare statements and 23 - compare statements 2. 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	make over to colour 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 3. In this scheme the children experience listening to, dancing to and appraising a new song each week.	texture in their drawings? Practical resources • Stuffed seabirds, a variety of feathers • Drawing materials If unable to get stuffed seabirds we will display a range of photos and show videos of these seabirds. We have feathers so the children can enjoy making a seabird with feathers and clay/playdough. Encourage the children to use the names of the seabirds. Level 1 - Encourage the children to show good looking at the videos and photos of the seabirds. Children will explore the materials. Level 2 - Children to repeat the seabirds name, choose their favourite, look at the videos/pictures and make with clay/feathers. Level 3 - Children to use the birds names, talk about similarities/differences between the birds, describe them, watch videos and make a bird. Friday - Read the story <i>Come away from the water, Shirley</i> by John	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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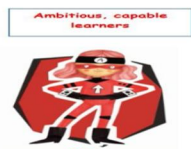
making/overwriting to record. Level 2 - Verbally share news and copy write/write initial and end sounds. Level 3 - Verbally share news in full sentences then write with some independence. Thursday - Information text type - Talk to the children about our new text type - information. Why do we need to write about information? To tell someone about something, so someone learns how to do something/learns about a particular thing. *moved to this* 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 practise their new IEP targets.	to practise measuring using non standard measure using a range eg cubes, foot steps, 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	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 music.	Burningham. Display the book next to a treasure chest filled with props such as gold coins, trophies, beads, decorated plates and other glittering items. You could also include unusual items, such as an old shoe, a fossil, a message in a bottle or a key. Observe • Do the children choose to read the story independently or with others? • Do the children act out the story or create narrative when playing with the treasure chest? • Do the children create imaginative responses to the props? Practical resources • John Burningham's <i>Come away from the water, Shirley</i>, storybook • Treasure chest, treasure including gold coins, trophies, beads, decorated plates, a fossil, message in a bottle, key Write a message to put in a bottle. Count the gold coins. Draw a scene from the story. Act out the story. Make sandcastles/sand molds. Sequence the story. Level 1 - Look at the pictures with an adult. Explore resources. Make	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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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.



for number recognition/formati on/counting/adding/ subtraction/ problem solving/shape/mone 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/>



a sand castle with an adult. Level 2 -Listen to the story. Write first/last sounds to write a message for the bottle. Count coins. Draw a picture from the story. Level 3 - Listen and answer questions about the story. Recall parts of the story. Engage in all activities.



with Mrs Harris. Group 3 - games/sport/d ance/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!

