

Date:16/05/2022

Challenges

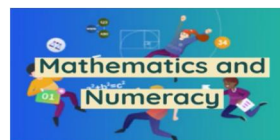


Theme: Who lives in a rock pool
Year group: STF1

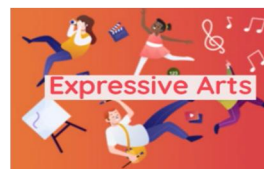
Literacy



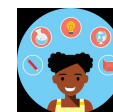
Numeracy



Creative



Thinking



Healthy me



RWI Monday - Thursday - Sound of the week - x. **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** - Children to work on their targeted set 2 sounds before moving on to set 3.

Monday and Wednesday Level 1 - Matching colours, matching 2d shapes, matching numbers 1-10, matching numicon 1-10. NK taking away with numicon to 10. **Level 2** - Moving on to white rose. Autumn

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. Sea creature of the week – crab! **Level 1** – The children will select the template. Children to select

Tuesday - Crabs - Remind the children that the sea creature of the week is the crab. Show their art work from yesterday's art lesson. Display pictures of crabs and play videos of crabs so the children can see how they move. Tell the children that we are going to pretend to be crabs and move around like crabs by copying the video. Remind the children that last week we enjoyed using clay and feathers to make seabirds. This week we are going to paint crabs on pebbles that were collected from the beach. Children will

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

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 making/overwriting to record. Level 2 - Verbally share news and copy write/write initial and	Term Block 1 lesson 5 and lesson 6. - Level 3 - White rose block 3, lesson 2 and lesson 3. 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 crabs 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. Level 3 - Children to continue to practise	resources to mark make over to colour and design or stick resources down. 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 4. In this scheme the children experience listening to, dancing to and appraising a new	use the display pictures of crabs to copy the parts to create their own paintings. Level 1 - Encourage the children to show good looking with an adult at the display picture, an adult will repeat its name and name parts of the crab. An adult will encourage the child to free paint to create their own crab but if not an adult will use hand on hand technique to paint. Level 2 - Children will look at the pictures of the crab that are displayed, an adult will encourage the child to name the parts of the crab and then they will copy to paint their own. Level 3 - Children to name and count parts then copy to paint their own. If anything is missing an adult will ask the child to look closely at that part on the display picture. Friday - Surprise the children with some whole crabs from the local fishmongers. Allow them time to observe the crabs and provide labelled diagrams for them to identify body parts, using the correct terminology. Challenge the children to make comparisons between the different crabs using language related to size and colour.	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. **Football game this Tuesday morning** Integration sessions Tuesday 9 -
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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 crabs. Level 1 - To choose the crab picture, stick down and mark make/overwrite crab. Level 2 - Write it's name and a fact they remember research. Level 3 - Write it's name and write facts they remember from research. IEP target - The children to practise their new IEP targets. Welsh - Welsh - Post card writing - children will learn sentence patterns each week to	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 y. There are a range of interactive	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 music.	Practitioner note Why not start by watching videos of crabs in their natural habitat? A short video Feeling crabby is provided. Enhanced provision Provide a range of non-fiction books about crabs, for the children to read independently. Add a range of crab questions for children to find the answers. Practical resources • Whole crabs, labelled diagram of a crab • Information books about crabs • Question cards Walk like a crab. Observe and match words to correct parts. Draw a crab on the IWB. Level 1 – Look at the pictures with an adult. Explore resources and tools to observe the crab. Mark make on IWB. Level 2 – Use tools to observe the crab. Verbally name parts. Draw a crab on the IWB. Move like a crab. Level 3 – Use tools appropriately to observe. Match name cards to parts of the crab. Move like a crab. Draw a crab and write names of parts on the IWB.	11:30- Group 1 - Rebound Therapy. OAU, STF1 and 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
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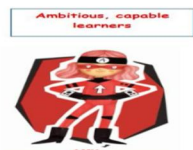
write a postcard eg es i, gwelais i, bwytais i.

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



games on the Top
marks webpage -
the children know
these
well. [https://www.to
pmarks.co.uk/maths
-games/5-7-
years/counting](https://www.topmarks.co.uk/maths-games/5-7-years/counting)

The children also
have a mymaths
account -
[https://www.mymat
hs.co.uk/](https://www.mymaths.co.uk/)



develop each
week. Group 2
- science and
technology
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!

