

Date:11/07/2022

Challenges



Theme: Who lives in a rock pool/Enterprise Week
Year group: STF1

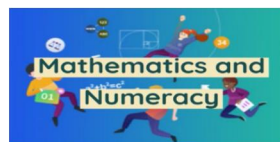
Literacy



RWI Monday - Thursday - **Level 1** - Back to t, focus on sound, matching and formation by mark making/overwriting/underwriting. **Level 2** - Starting set 2 sounds - igh - Fly high. **Level 3** - Children to start on set 3 sounds - o-e phone home.

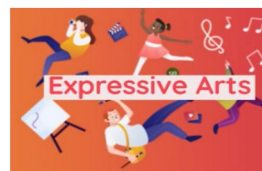
Monday - Formation on the IWB. Tuesday - chalk

Numeracy



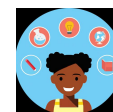
Monday and Wednesday Level 1 - Rotate each week - Matching colours, matching 2d shapes, matching numbers 1-10, matching numicon 1-10. NK 1 more than to 20 with numicon.

Creative



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 - shark!
<https://www.kixcereal.com/kix-cereal->

Thinking



Tuesday - In preparation for our Enterprise project for the school fete, the children will practise their buying/selling/money skills. Play alongside children in the 'seashore shop' encouraging them to take on different roles, including the shopkeeper, shopkeeper's assistant and customers. Talk to the children about how people should speak to each other in more formal situations, reminding them to use common phrases such as

Healthy me



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

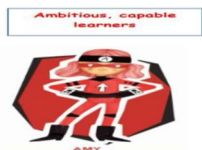
board/whiteboard to form. Wednesday - form letters/ words in books. Thursday - multisensory trays. Monday pm - Spelling Quiz Day! Readers -The children will be reading to an adult in class twice a week. Monday - News - Children will share their news from the weekend with their class. We will use colourful 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 end sounds. Level 3 - Verbally share news in full	Level 2 – White rose. Autumn Term Block 1 lesson 18 and 19. - Level 3 - White rose Spring block 1, lesson 1 and lesson 2. Measure - Capacity - Smoothies for Enterprise. Children have been learning to measure with non standard and standard measure. We will now move on to measuring capacity to link in with our topic. The children will learn how to measure liquids using the water tray. Level 1 - Children will explore filling various size	clothespin-shark/ Level 1 –cut and stick with support. Level 2 –Cut out templates, arrange and stick with some support. Level 3 – design, cut, arrange and stick down. Making any suitable changes upon reflection. Tuesday – Create posters to advertise our Smoothies. Music – Play the children sounds of the seashore or music you think reflects a seashore's atmosphere. Ask the children to lie still with their eyes closed, listen to the music and think about what they can hear. Once the sounds or music has finished, ask the children to open their eyes and say what they have been thinking.	hello, good morning, please and thank you. Practitioner note Why not use the Scenario cards to stimulate creative play? Enhanced provision Leave the 'seashore shop' set up in the classroom for independent role play. Practical resources • Role play seashore shop equipment such as a banner, till, plastic money, price tags, shopping basket, shells, fossils, bucket and spades, children's wind spinners, inflatable beach ball, purses and wallets The children will then work on making money labels for the School Fete to advertise how much the smoothies cost. Level 1 – Explore and hand over coins with support. Mark make/overwrite price tags. Level 2 – Take on a role, exchange money for products. Make money labels. Level 3 – Take on a role. Hand over correct money and give simple change. Make money labels.	www.youtube.com/watch?v=i-IfzeG1aC4 Squiggle While you Wiggle - https://www.morristonprim aryschool.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,
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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 a shark. Level 1 - To choose the sea creature picture, stick down and mark make/overwrite its name. 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. Wednesday - Follow instructions to make smoothies for Enterprise project and School Fete.	containers with liquids and matching cups to numbers eg 2 cups. Level 2 - Children to count how many cups it takes to fill bottles/buckets/containers. Level 3 - Children to look at measuring jugs, units for measuring liquids and begin to fill and read then record. Worksheet. 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	Maybe it was a seabird flying overhead? Or a crab scurrying across the sand? Ask the children to move to the music using the space around them. Practitioner note Sounds of the seashore (calm) and Sounds of the seashore (lively) audio files are provided. We will continue to follow our music scheme Charanga - Summer term 2 step 5. In this scheme the children experience listening to, dancing to and appraising a new song each week. The children can	Friday - Hide small plastic starfish, available online, around the setting for the children to find. Allow them to work in pairs and add a competitive edge by asking 'Who can find the most?' Introduce rules for an additional challenge, for example, setting a time limit for each pair's turn or only using a certain tool to pick them up. Practitioner note Provide counting strips for the children to place their finds. Using the counting strips will help them total the number of starfish they find. Starfish counting strips (A3) or Starfish counting strips (A4) are provided. Enhanced provision Change the hidden items regularly to pique the children's interest. Other things to hide could include shells, brightly-coloured plastic fish or painted pebbles. Items to hide cards (part 1) or Items to hide cards (part 2) are provided. Laminate these before hiding to make them last. Practical resources • Small plastic starfish • Shells, brightly-coloured plastic fish, painted pebbles	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 Winstreda scheme in which their skills will develop each week. Group 2 - science and
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IEP target - The children to 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.



interactive games 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/math-s-games/5-7-years/counting>

The children also have a mymaths account - <https://www.mymaths.co.uk/>



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/march ing/tapping knees etc in time to the music.

Children to record how many of each they have found and then record by making a jit5 graph on the IWB.

Sandy Hands - Working with a small group, ask each child to make a footprint in wet sand. Add your footprint next to the children's then talk about the sizes of the prints. Ask the children 'Are some footprints bigger than others? Who has the biggest footprint? Who has the smallest?' Challenge children to check the measurements using blocks. Make handprints and compare them using the same language.

Level 1 - Find the sea creatures, make make with support to record. Make sandy prints. Level 2 - Find and record how many in a tally then with support make a graph. Measure sandy prints with blocks. Level 3 - Find and record in a tally. Make a graph on jit. Measure sandy prints with a ruler.



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!



		Enterprising, creative contributors  CALUM		
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