









WAUNCEIRCH PRIMARY SCHOOL




RECEPTION CLASS FOCUS PLAN



Week Beginning: Monday 16th March 2009

Learning Objective	Success Criteria	TEACHING & LEARNING CONTEXT /ACTIVITIES Addressing differentiation: I.T. Cwricwlwm Cymreig	Resources/ Key words	Assessment of Learning (What did the children achieve?)	Next Steps
<p><u>PERSONAL & SOCIAL DEVELOPMENT, WELLBEING & CULTURAL DIVERSITY</u> To be aware of their own feelings and emotions (O.2) To be sensitive to the feelings of others. (O.3)</p>	<ol style="list-style-type: none"> talk about their own feelings/emotions. show sensitivity to others. 	<p>Circle time – talk about times when we feel happy/sad. Have we had any of these feelings today? Why? Has anyone been mean to us? When? Who? What made us feel better? Discuss. Ask each other questions in response to discussions. Diff: questioning, level of support CC: Commands  O 1a  P1a</p>	<p>The very mean king story Circle time teddy</p>		
<p><u>LANGAUAGE, LITERACY & COMMUNICATION</u> To learn to write in a conventional way. (O.3) To retell familiar stories in a simple way. (O.3) To extend their vocabulary of words with ‘i’ in. To hear the vowel sound ‘i’ in words.(O.3)</p>	<ol style="list-style-type: none"> write from left to right and making marks to symbolise writing. retell story using pictures identify words with ‘i’ in hear/identify the ‘i’ sound in words. 	<p>The very mean king– Read the story. Talk about how the king was feeling at different parts of the story. Revise what happened at the beginning, middle and end of the story. Search for repeated phrases and high frequency words within them. Word focus – in, is, it. Creative Writing – Children write emergently about the happy king. Creative – children create music for the sparrow’s song in the story. Make rattles for creating own music. Sequencing – Children sequence sentence from the story. Write Dance – Continue Pat a cake - circle, stirring movements. Revise actions through movement – make round movements with different body parts – hands, arms, legs, head, tummy, etc. Walk around a chalk circle. Make shapes in foam, on paper, using hands in paint. Work on formation of ‘i’. Form in play dough, foam, collage, large scale paint. Practise name writing – large and small scale. POPAT –Most groups CVC and use of vowels. Start use of</p>	<p>The very mean king story High freq. words Junk modelling Sentence to sequence Write Dance CD, crayons, paint, foam POPAT strips POPAT cards Language Link resources</p>		

		<p>POPAT strip in emergent writing. Work on 'i' as the vowel in cvc words.(3 sessions)</p> <p>Language Link – see file for groups for intervention. (3 sessions)</p> <p>Diff: Support, Task, Question</p> <p>CC: Commands</p>  <p>R2b, W1a</p>			
<p><u>MATHEMATICAL DEVELOPMENT</u></p> <p>To compare 2 objects by observations. (O.3)</p> <p>To compare properties of 3D shapes. (O.4)</p>	<ol style="list-style-type: none"> sort shapes by comparing. name and discuss features of 3D shapes making comparisons. 	<p>Sing number songs – I have 10 Little fingers, 10 Little Men, Count 20 cubes and other class objects to match our counting to 20. Count them back into the basket counting back 20 -1.</p> <p>Look at the features of a cube. Count faces, corners. Find 2 cubes the same. Compare to a cuboid. Describe a shape for others to guess using vocabulary.</p> <p>Sort shapes – cubes/not cubes, etc.</p> <p>Threading – Thread cubes</p> <p>Construction – build a tower using cubes.</p> <p>Sand play –bury shapes. Guess which shapes we can feel by their features.</p> <p>Playdough – create 3D shapes.</p> <p>Creative – cut and fold to make a cube.</p> <p>Diff: Task, Support, Question</p> <p>CC: Colour, Counting, Commands</p>  <p>MI 2a, I2a</p>	<p>Cuboid</p> <p>Pyramid</p> <p>Cone</p> <p>Cube</p> <p>Corner</p> <p>Face</p> <p>Curved</p> <p>Flat</p> <p>Square</p> <p>Same as</p>		
<p><u>KNOWLEDGE AND UNDERSTANDING OF THE WORLD.</u></p> <p>To offer ideas about where to find information. (O.3)</p> <p>To identify features of a range of objects. (O.4)</p>	<ol style="list-style-type: none"> have ideas about where to find information about dinosaurs. Identify features of dinosaur – tail, size, shape, teeth, etc. 	<p>Research information about dinosaurs to extend knowledge – use of non-fiction books, internet, etc. responding to children's initial questions from mind map. Look at photos/artefacts for evidence and to aid discussion.</p> <p>Diff: Question, support</p> <p>CC: Colours, counting.</p>  <p>1a</p>  <p>P3a</p>	<p>Harry...story</p> <p>Photos</p> <p>Non-fiction books</p> <p>Internet</p> <p>Artefacts</p>		
<p><u>CREATIVE DEVELOPMENT</u></p> <p>To experiment, investigate and explore with a range of media.</p>	<ol style="list-style-type: none"> experiment, investigate and explore materials and resources in areas. 	<p>Share Harry stories. Continued from last week - create model of a dinosaur using junk modelling. Discuss features of their work learning to question each other.</p> <p>Continue from last week - start to make papier mache</p>	<p>Tell me about...</p> <p>How?</p> <p>What?</p> <p>Who?</p>		

<p>(O.2) To respond to open questions about their own and others' work. (O.2)</p>	<p>2. Talk about their own/others work</p>	<p>dinosaur eggs. Discuss what their egg will look like, colours, pattern, etc. Make Mother's Day card and gift. Diff: Questioning/level of support  C1c</p>	<p>Why? Papier mache Newspaper Balloons Junk modelling.</p>		
<p><u>WELSH LANGUAGE DEVELOPMENT</u> To join in with songs and rhymes.(O.2) To converse simply replacing English words with Welsh words from the text. (O. 2)</p>	<p>1. join in with 'ar y fferm' song naming animals. 2. replace English animal names with Welsh words in play.</p>	<p>Daily weather chart, days and class commands, Sut wyt ti? and responses through song. Revise Tedi Twt ar y fferm and vocabulary – Sut wyt ti?/responses and animal names. Role-play to retell using masks. Diff: Question, task, support CC: As above  WI 1a</p>	<p>Tedi Twt ar y fferm Songs Sut wyt ti? Responses. Animal names Dyma Animal masks</p>		
<p><u>PHYSICAL DEVELOPMENT</u> To play alone and with a partner. (O.2) To throw with increasing control. (O.3)</p>	<p>1. play with a partner/team comfortably 2. throw and catch a bean bag/ball with 2 hands. 3. throw bean bag/ball and hit a target.</p>	<p>Indoor/Outdoor within continuous provision and within PE session: Continue to throw and catch with 2 hands a bean bag/ball into the air. Consolidate work on underarm action - position of hands, the throw, using our eyes to watch the ball all the time and how far to throw the ball. Try to throw ball/bean bag at a bucket/hoop. Throw and catch with a partner. Begin simple relay races using throwing and catching using bean bag/ball. Diff: Support CC: Colour, Class commands  D1a</p>	<p>Pass Balls – various sizes Hoops Buckets Bean bags</p>		
<p><u>SEN</u> To play a turn taking game in a small group.</p>	<p>1. Achieved on '3' occasions.</p>	<p>Arran, Richard, Chelsea, Brandon see timetable. Language Link intervention groups – see file. Play turn taking games – Maths focus this week etc. Share big books – naming pictures and objects from the text.</p>	<p>Maths games Language Link resources Big books</p>		
<p><u>Teacher Evaluation</u> (focussed, enhanced, continuous provision as appropriate)</p>		<p>A busy, busy week – we managed to cover most areas of Language and Maths but a number of activities were not completed due to being a member of staff down and Comic Relief but have been planned for this week, e.g. dinosaur</p>			

Headteacher`s comments:

theme, etc. Good feedback from Tina about the phonic work and Language Link from Wendy. Children really enjoyed the research about swans following the Ugly Duckling story and had lots of ideas about how to take this forward. It sparked a whole new interest and further questions from the children which was great!! An example of this was from who said ‘Mrs Williams, tomorrow, I would really like to find out about canals, where swans live and what they are!’

*A busy week.....quite an understatement I think!
I am really pleased that Wendy and Tina are reporting back very positively about language link and phonic work.
I love the idea that the Ugly Duckling has led to questions and work on canals(because that is where swans live).*

*Thanks again for last weeks efforts and especially for reorganising everyone because of staff illness..
I can see this morning that the new nursery structure is getting”set”and “WE” need to ensure that the timetable (and everything that goes with it) becomes embedded as common practice.*

Signed.....

T.A Focus: