







WAUNCEIRCH PRIMARY SCHOOL








RECEPTION CLASS FOCUS PLAN

Week Beginning: Monday 23rd 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 learn to take turns and play with others. (O.2) To be able to recognise appropriate behaviour for different situations.(O.3)</p>	<ol style="list-style-type: none"> 1. take turns in a game. 2. take turns within class situations and as part of the daily routine. 3. behave appropriately in group, class, school situations throughout the day 	<p>Play turn taking games this week to reinforce the idea that everyone needs to have a turn and the need to play fairly. Circle time – discuss issues that arise during the week – focussing on helpful talk, appropriate behaviour, being kind to each other, etc. Also, the house point focus for the week. Diff: questioning, level of support, task CC: Commands  C 1a</p>	<p>Take turns Games Talking teddy Circle time Helpful talk Class rules Yellow card Red card House points</p>		
<p><u>LANGAUAGE, LITERACY & COMMUNICATION</u> To identify key words within texts. (O.4) To identify families of rhyming words. To read different versions of the same story. (O.4) To retell familiar stories in a simple way. (O.3) To hear the sound 'ng' at the end of words.(O.3)</p>	<ol style="list-style-type: none"> 1. retell story focussing on events at the beg. Mid. End. 2. compare versions of the text – sim/diff. 3. identify words ending in 'ng'. 4. hear the 'ng' sound at the end of words. 5. identify rhyming words ending 'ng' 6. read key words – going, and, the 	<p>Text – The Princess and the Pea, Harry stories. Book week activities. Talk Partners – What is a princess? What do we know? What do we want to find out? Enlarged text – search for prince/princess and high frequency words. Guided reading – Letter from the princess Share different versions of the story – compare similarities and differences. Focus on 'ing' words as doing words. Word focus – going, and, the Creative Writing – make a book to retell Beg. Mid. End. emergently. Creative – play dough – make a bed for the princess/paint characters/scene from the story/junk model make the bed.</p>	<p>High freq. words Write Dance CD, crayons, paint, foam POPAT strips POPAT cards Language Link resources Versions of The Princess and the Pea Dried Peas Magnetic letters Letter from the</p>		

		<p>Phonics – rhyming words with objects from the text – ring, bed, box, etc. and other –ng words. Ext. write words ending in ‘ng’ using POPAT strips.</p> <p>Write Dance –From last week - 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.</p> <p>Work on formation of ‘ng’. Form in play dough, foam, collage, large scale paint. Practise name writing – large and small scale.</p> <p>POPAT –Most groups CVC and use of vowels. Start use of POPAT strip in emergent writing. Work on ‘ng’ as ending in 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, W1b</p>	Princess Harry stories		
<p><u>MATHEMATICAL DEVELOPMENT</u></p> <p>To sort coins according to their own criteria. (O.3)</p> <p>To develop an awareness of the purpose of money. (O.2)</p> <p>To begin to recognise the value of some coins. (O.4)</p>	<ol style="list-style-type: none"> sort coins by own criteria – e.g. shape, colour, pattern, etc. aware of what money is for, e.g. in role play, ICT recognise value of some of the coins. 	<p>Sing number songs –10 Little Men, 5 currant buns</p> <p>ICT – flick a coin (Ed. City.)</p> <p>Role play – give coins to bears – who has the most/least?</p> <p>Order coins from smallest to largest – brown – least, then silver, gold – most.</p> <p>Compare coins of the same colour – which is the most, shape, size, etc.</p> <p>Children match coins that are the same. Match coins to the number on the 100 square.</p> <p>Feely bag – which coin? Children ask questions to find out which one is in the bag.</p> <p>Sand play – treasure hunt – who has found the most?</p> <p>Playdough – make coin prints.</p> <p>Creative – paint coin from observation – use of magnifiers.</p> <p>Diff: Task, Support, Question</p> <p>CC: Colour, Counting,</p>  <p>MI 1b, I2a  1a</p>			
<p><u>KNOWLEDGE AND UNDERSTANDING OF THE</u></p>	<ol style="list-style-type: none"> know where to 	<p>Willow planting workshop with Clare Revera</p> <p>Link to LLC - Research – where princess live, what do we</p>	<p>ICT Non-fiction</p>		

<p><u>WORLD.</u></p> <p>To be able to offer ideas about where to find information. (O.3)</p> <p>To be able to make choices about materials to complete a task. (O.2)</p> <p>To identify features of a range of objects. (O.4)</p>	<p>find information on castles.</p> <ol style="list-style-type: none"> make choices about materials to make their castle. identify features of a castle. 	<p>know about castles, what do we want to find out? Have we ever visited a castle? Discuss features of castles, look at images of castle. Look at castles in Wales. Children paint/draw/create their own castle selecting their own media.</p> <p>Diff: Question, support CC: Colours, counting, castle names</p> <p> 1a  P3a</p>	<p>books Photos of castles Paint Pastels Chalks Charcoal, etc.</p>		
<p><u>CREATIVE DEVELOPMENT</u></p> <p>To experiment, investigate and explore with a range of media. (O.2)</p> <p>To respond to open questions about their own and others' work. (O.2)</p>	<ol style="list-style-type: none"> experiment, investigate and explore materials and resources in areas. Talk about their own/others work 	<p>Continue from last week – Research using internet, non-fiction books, etc. what a dinosaur egg looked like. Children design their dinosaur egg - colours, pattern, etc. Share their designs with peers. Paint/decorate it using their design. Begin Easter crafts – T. McB. PPA cover.</p> <p>Music – see F/Phase Music Express – I've got a tambour – focus on rhythm, pattern.</p> <p>Diff: Questioning/level of support</p> <p> C1c</p>	<p>Tell me about... How? What? Who? Why? Paper Egg shape ICT Non-fiction books Range of media</p>		
<p><u>WELSH LANGUAGE DEVELOPMENT</u></p> <p>To join in with songs and rhymes.(O.2)</p> <p>To converse simply replacing English words with Welsh words from the text. (O. 2)</p>	<ol style="list-style-type: none"> join in with 'ar y fferm' song naming animals. replace English animal names with Welsh words in play. 	<p>Daily weather chart, days and class commands, Sut wyt ti? and responses through song.</p> <p>Revise Tedi Twt ar y fferm and vocabulary – Sut wyt ti?/responses and animal names. Role-play to retell using masks. Play animal pairs game to reinforce animals.</p> <p>Diff: Question, task, support CC: As above</p> <p> WI 1a</p>	<p>Tedi Twt ar y fferm Songs Sut wyt ti? Responses. Animal names Dyma Animal masks Animal picture cards.</p>		
<p><u>PHYSICAL DEVELOPMENT</u></p> <p>To play alone and with a partner. (O.2)</p> <p>To throw with increasing control. (O.3)</p>	<ol style="list-style-type: none"> play with a partner/team comfortably throw and catch a bean bag/ball with 2 hands. throw bean 	<p>Indoor/Outdoor within continuous provision and within PE session:</p> <p>Continued from last week - Try to throw ball/bean bag at a bucket/hoop. Throw and catch with a partner and as part of a team in games. Ext. Try to throw and catch to a timer.</p> <p>Diff: Support CC: Colour, Class commands</p>	<p>Pass Throw/send Balls – various sizes Hoops Buckets Bean bags</p>		

	bag/ball and hit a target.	 D1a	Cones		
SEN To play a turn taking game in a small group.	1. Achieved on '3' occasions.	Arran, Richard, Chelsea, Brandon see timetable. Language Link intervention groups – see file. Play turn taking games –Literacy focus this week etc. Share big books – naming pictures and objects from the text.	Language games Language Link resources Big books		
Teacher Evaluation (focussed, enhanced, continuous provision as appropriate)		Children really enjoyed the sound focus 'i' this week – we got quite carried away with 'insects' searching for them in the woods which is an area we could plan to enhance/stimulate if the interest develops. Children really enjoyed making their junk model dinosaurs and their eggs – I sense that once these are painted that the interest in dinosaurs is now fading following staff observations in the provision this week. Children have spent a lot of their continuous time outdoors focussing on the flowers that we planted and searching for insects so we will see where this interest naturally leads us over the next week!! Children worked really well and were highly interested in the 3D shape work this week so we would like to enhance the Maths provision with shape challenges, etc. to extend, consolidate and stimulate this interest further. A really settled and enjoyable week!!			
Headteacher's Comments:		Thanks Louise. I know that they have enjoyed the dinosaur work (has still got his hidden in his box to frighten me?) but it seems that things are coming to a natural end. It is good to see how the focus is coming through strongly as "child driven" and how you as a staff can adapt and enhance the provision. The 3D maths is also a great example of this. I am really pleased that the week has been so successful.			

T.A Focus:

