



Thinking



Communicating











Number










ICT





Wauinceirch Primary School

Week Beginning 23. 3. 09

LEARNING OBJECTIVES Specific Learning Outcomes	IND GROUP CLASS	TEACHING & LEARNING ACTIVITIES Addressing differentiation:I.T. Resources: Cwricwlwm Cymreig	ASSESS Form & Summ. ODM
<p><u>SCIENCE</u> Materials: (Ongoing)</p> <ul style="list-style-type: none"> Children will understand and use scientific vocabulary relating to the properties of a wide range of materials. 	Class Gps Ind	<p>Following on from the "Carousel" activity last week , Thinking gps which did not have chance to feedback descriptions to class, will do so. T will make definitive list on IWB. T will encourage and introduce use of more sophisticated vocab eg. flexible, transparent, opaque etc. Practise with actions!</p> <p>Children will then complete differentiated worksheet requiring them to use the more scientific vocab to describe the materials with which they are familiar.</p>	Disc/Obs Key Sk:-  P2a-b D1a, D5 a-b, R3 a-b  O2a-c, O1a-c
<p><u>HISTORY</u> (Carried over from Friday to Monday)</p> <ul style="list-style-type: none"> Children will develop knowl. and underst. of government in Tudor times Children will begin to understand the nature of "kingship" 	Class Gps Pairs	<p>With Q and A session T will revise the accession of HVII and will go on to role play , dividing class into monarch, court, council, parliament and peasantry. (T will start by playing king) Act out king's progress around country and interactions with these different gps.</p> <p>Children will then work in pairs to draw up list of things which Henry Tudor would have to train his son to do.</p>	Disc/Obs Mark Key Sk.  D4b D6a R3a  O2ac W1b
<p><u>WELSH</u></p> <ul style="list-style-type: none"> Children will revise asking and ans Qs relating to what they like, don't like and prefer. Ch will write about what they like and prefer 	Class Pairs Ind	<p>Following purely oral session last week, class will re-read appropriate section of Pip2. T will revise Qs relating to likes and preferences, and children will ans. Short Q and A in pairs. When confidence has been re-established, they will then begin new activity, answering in character eg. Batman. All will complete differentiated worksheet re. what they enjoy in school</p> 	Disc/Obs KeySkills  O1a O2a W1b
<p><u>ART</u></p> <ul style="list-style-type: none"> Children will appreciate skills of portrait painters (Old Masters) eg. Holbein Children will make an accurate pencil copy. Children will learn to blend pastels 	Class Gps Ind	<p>Search internet (Google) Tudor Portraits.</p> <p>Following class discussion of features of Tudor portraits and pastel techniques, children will work in small gps with Miss Berry to copy the Tudor portrait of their choice, first in pencil and working up in pastels.</p>	Disc/Obs Key Sk.  WC1-c  1c

LEARNING OBJECTIVES Specific Learning Outcomes	IND GROUP CLASS	TEACHING & LEARNING ACTIVITIES Addressing differentiation:I.T. Resources: Cwricwlwm Cymreig	ASSESS Form & Summ. ODM
<p><u>MATHS</u></p> <p><u>Addition/Subtraction</u></p> <ul style="list-style-type: none"> To add/subtract multiples of 10 to/from 2/3 digit numbers To add/subtract 2-digit numbers (looking for multiples of 10) <p><u>Addition/Subtraction</u></p> <ul style="list-style-type: none"> To add/subtract multiples of 10 to/from 2/3 digit numbers To add/subtract near multiples of 10 <p>Children will learn tables (ongoing)</p>	<p>Class</p> <p>Ind</p> <p>Class</p> <p>Ind</p> <p>Pairs/Gps</p> <p>Ind</p>	<p><u>N19</u></p> <p>Number Textbook 1 p66-68 Photo. Masters 47-49 Materials – Number grid (1-100) IWB (to conceal nos, in L shape, on grid Extra support for Yellow gp , Ph. Master 47 and simpler Educ. City Activities (Y2)</p> <p><u>N20</u></p> <p>Number Textbook 1 p69-70 Photo. Masters 50-52 Materials –Coins, 100 square, Differentiation – Ph. Masters 50 for yellow gp as intro., extra T support and Y2 Educ City activity. Educ City Y3 activity to support topic for rest.</p> <p>Ch will learn tables at their own pace. They will recite as class, gps and indiv as appropriate. See record sheet</p>	<p>Disc/Obs</p> <p>Mark Key Skills:</p>  <p>C1b-c</p> <p>C2b-c</p> <p>U1b</p> <p>I1b</p>  <p>P4b-c</p> <p>Assess</p>
<ul style="list-style-type: none"> Children will work through educ. games/activities Children will work through an adventure simulation. (Ongoing) Carried over:- Children will learn how to create a shape and “run” the procedure using LOGO 	<p>Class/Pair</p> <p>Pairs</p> <p>Class</p> <p>Pairs</p>	<p>See lesson plans for Maths, English (Educ.City and BBC Sci. Clips)</p> <p>Adven. Simul.- “Lost in the Labyrinth”. Ch. will continue to work through each level with partner.</p> <p>T will set up LOGO and ask ch what they remember about choosing a turtle and creating a shape (Y2). T will select approp level of task and demonstrate procedure. Ch work in pairs using instructions where necessary to create and “run” their procedure.</p> <p>Ch will use skills in navigating a website</p>	<p>Disc. Obs.</p> <p>Key Sk</p>  <p>1bc</p> <p>2b</p>  <p>U2 c</p>

LEARNING OBJECTIVES Specific Learning Outcomes	IND GROUP CLASS	TEACHING & LEARNING ACTIVITIES Addressing differentiation:I.T. Resources: Cwricwlwm Cymreig	ASSESS Form & Summ. ODM
<p><u>LITERACY</u></p> <p>(Ongoing)</p> <ul style="list-style-type: none"> Children will recognise and use similes. <p>Book Week Activities:-</p> <ul style="list-style-type: none"> Children will review a book of their choice Children will take part in a book conference <ul style="list-style-type: none"> Children will read and innovate poems to be included in a class book <ul style="list-style-type: none"> Spell a range of words containing the sp pattern "sh" as start sound Spell a range of high frequency words (diff). Children will improve their spelling of words specific to each indiv. To develop handwriting skills relating to joining letters. <ul style="list-style-type: none"> Children will develop reading skills. 	<p>Class</p> <p>Gps</p> <p>Pairs/Ind</p> <p>Ind</p> <p>Gps Class</p> <p>Class Pairs</p> <p>Class</p> <p>Gps</p> <p>Ind</p> <p>Class</p> <p>Ind</p> <p>Gps</p> <p>Ind</p> <p>Ind</p>	<p>Read "The Snowman"-Some ch volunteer to read. T will draw attention to one simile in the Snowman story in the S.Thorne anthology and the ch will work in gps to find more. Compare findings. They will then make list of common similes and complete unfinished similes with appropriate words. Indiv or in pairs, ch will create their own similes.</p> <p>Ch will bring a favourite book from home and discuss in Show and Tell format in turn. Children will complete differentiated Book Review frame.</p> <p>T will give gps of ch the opportunity through the week to read small selection of books/stories. In order to include all, T will then read them to class. Discussion/conference will follow under v. specific headings. T will record responses. Finally class will vote for fav. book/story</p> <p>Read Michael Rosen and A.A. Milne poems about tantrums. Note features, compare and contrast. Ch will then work in pairs to innovate own poems in style of A.A. Milne. Draw up Success Criteria. Some word process. Make into class book.</p> <p>Class spelling session with range of interactive activities including Millionaire and the Hidden Word. Ch will have related, differentiated h.work . (See sp.file) Children will practise spelling of "personal" words in their spelling journals during multi-sensory session.</p> <p>Following Spectrum scheme, T will demonstrate correct formation of joined letters on IWB . Children will comment on how these should be formed. They will then practice these and spelling patterns, using multi-sensory activities before using handwriting books. Reinforced by LSA Tues. pm.</p> <p>Guided reading in ability groups with class teacher. One session per week.</p> <p>Indiv. reading of scheme text or "free reading" with class teacher or Mr Jones (Tues)</p> <p>Home work- Spelling High frequ. words for sp1, differentiated "ch" activity for gps2 and 3.</p> <p>Basic Skills group - Y3 ESTEEM prog.</p>	<p>Key Skills:</p>  <p>O1ac O2bc R1b/c R2b-e</p> <p>W1b-c W2b/c/d</p>  <p>2b</p>  <p>P5b/c D5ab</p> <p>R1b Obs/Disc Mark</p> <p>Disc/Obs Mark</p> <p>Disc/Obs</p> <p>Disc/Obs</p> <p>Mark</p> <p>Disc/Obs</p> <p>Disc/Obs</p> <p>Mark</p>

LEARNING OBJECTIVES Specific Learning Outcomes	IND GROUP CLASS	TEACHING & LEARNING ACTIVITIES Addressing differentiation:I.T. Resources: Cwricwlwm Cymreig	ASSESS Form & Summ. ODM
<p><u>MUSIC</u></p> <ul style="list-style-type: none"> Children will interpret symbols through music Children will begin to understand orchestration and dynamics Ch will eval performace 	Gps/ Class	<p>Y3 Welsh SoW. Improving upon previous performances.</p> <p>Children will be divided into 4 gps to play their part in The Dragon piece. They will decide on the appropriate instru. to create the scenario. They will then focus on the symbols indicating timing and dynamics. Following the first performance they will evaluate, suggest improvements and repeat.</p>	<p>Disc/Obs</p> <p>Key skills</p>  <p>WC1c</p>  <p>R2b</p>
<p><u>PE</u> Swimming</p> <ul style="list-style-type: none"> Children will develop skills in swimming or water confidence. Children will develop independence in caring for their physical needs and belongings. 	Gps	Ch will work in appropriate groups to improve their skills at their own pace. See skills assessment sheets.	<p>Disc/Obs</p>  <p>R2b</p>
<p><u>R.E.</u></p> <ul style="list-style-type: none"> Children will develop an understanding of Easter symbols 	Class Ind	Mrs W will ask the ch what they associate with Easter and will record responses on IWB. She will then produce a selection of items and images relating to Easter, some of which the ch will have mentioned. Class discussion will follow, inc. some Think, Pair Share re. the significance of each item. T will fill in gaps. Ch will make Easter card featuring examples of symbols.	<p>Disc/Obs</p> <p>Key Skills:</p>  <p>P2b/c/d P4bc D1b R3b</p>
<p>EVALUATION - Teacher's Comments:</p> <p>16-3-09</p> <p style="text-align: center;">Used some of the ideas/techniques picked up from the last Lang course, in my multi-sensory sp. lesson on Friday. Blitzed some of the spelling issues highlighted in their story writing.</p> <p>I'm enjoying having fewer Science topics to cover as you can get to grips with each one without having to rush and cut things short!</p> <p>Am meeting with Nia (and Lou) on Mon. to draw up schedule for students of what has to be done and when (workload, formal obs., end of week reviews etc.) so we are all doing the same.</p>			
<p>Headteacher's Comments/ Curriculum Co-ordinator</p>		<p>Jan, it's not like you to use new techniques/ ideas picked up from a course!!!!!! Multi sensory spelling sounds great to me. Tell us how things go.</p> <p>Science...I agree. Quality and not quantity!</p> <p>Thanks for organising the meeting re: the students on ASP2. I think that they will all be ok and of course my senior mentor will be able to keep a very close eye on your student!</p> <p>Signed:.....</p>	

