

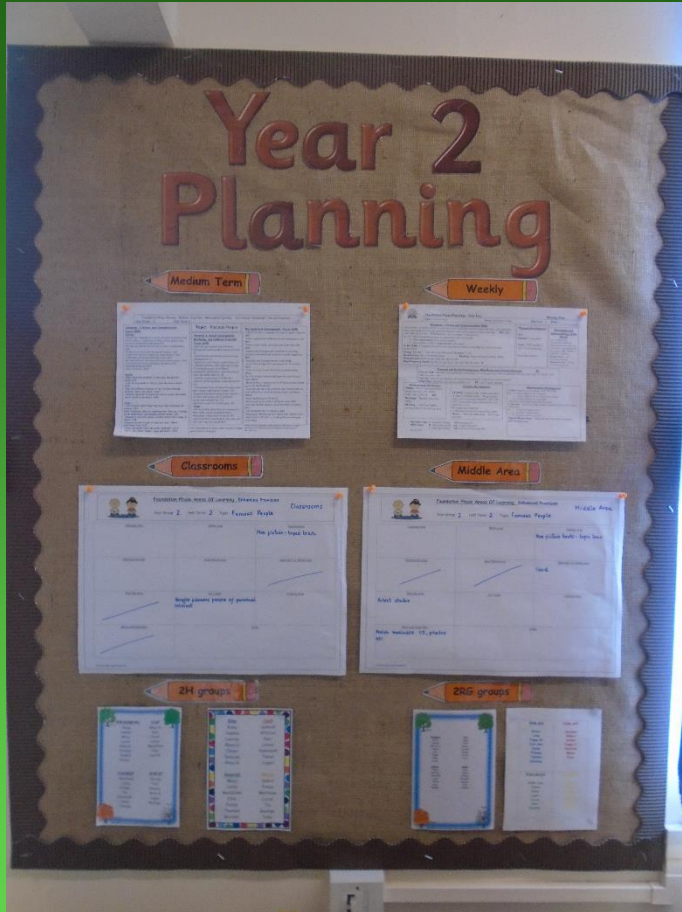
# Challenging Year 1 and 2 pupils within Continuous and Enhanced provision.

Nicola Hambridge  
Ysgol Penmorfa - Prestatyn

# Me and my school

- \* Assistant Head Teacher, teaching year 2
- \* Large (455 pupils) school on the coast in Prestatyn
- \* Two form entry, Nursery to Year 6
- \* Mixed catchment with pockets of deprivation. In a Flying Start area, providing FS childcare in our online preschool
- \* On entry baseline assessments are consistently below county average
- \* FSM 27.5%      25.5% ALN
- \* Green school.
- \* Estyn 2014. Key questions 1,2 and 3 -good.  
                ‘Care, support and guidance’ and ‘Leadership’ -excellent.
- \* Second quarter for PSDWCD and MD. Third quarter for LLC (needed one more child for second quarter)
- \* Integrated Foundation Phase days Nursery to Year 2

# Planning and pupil voice



- \* Cohort skills and range planning book
- \* Fluid topics linked to children's interests
- \* Know and find out webs
- \* Medium term plans identifying skills and range
- \* Information for parents grids go home
- \* Weekly plans identifying activities for enhanced provision and focused tasks
- \* Lots of work done on developing topics, and role play, that is within children's experiences.

# Skills tracking Literacy

Foundation Phase Language, Literacy and Communication Skills Areas of Learning.  
Strand: Writing

Academic Year \_\_\_\_\_

1.4

		Foundation Phase													
Elements	Aspects	Code	Nursery	Reception	Year 1	Year 2	Early Years			Year 1			Year 2		
		LW 1	experiment with a range of mark-making instruments and materials across a range of contexts	mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences	write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences	extend their response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences									
		LW 2	attribute meaning to marks, drawings and art work, e.g. adult annotation	produce pieces of emergent writing	communicate purposefully in writing, e.g. may be supported by a drawing	write for different purposes									
		LW 3	communicate by using symbols and pictures	convey meaning through pictures and mark making	use pictures, symbols, letters in sequence and familiar words to communicate meaning	write text which makes sense to another reader, which may include details and pictures									
		LW 4	realise that the spoken word can be written down	orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning	talk about what they are going to write	use talk to plan writing									

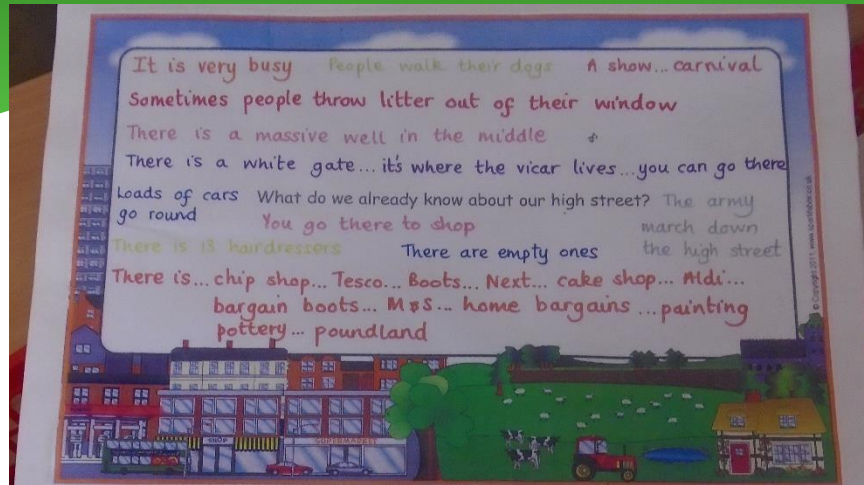
# Skills Tracker KUW



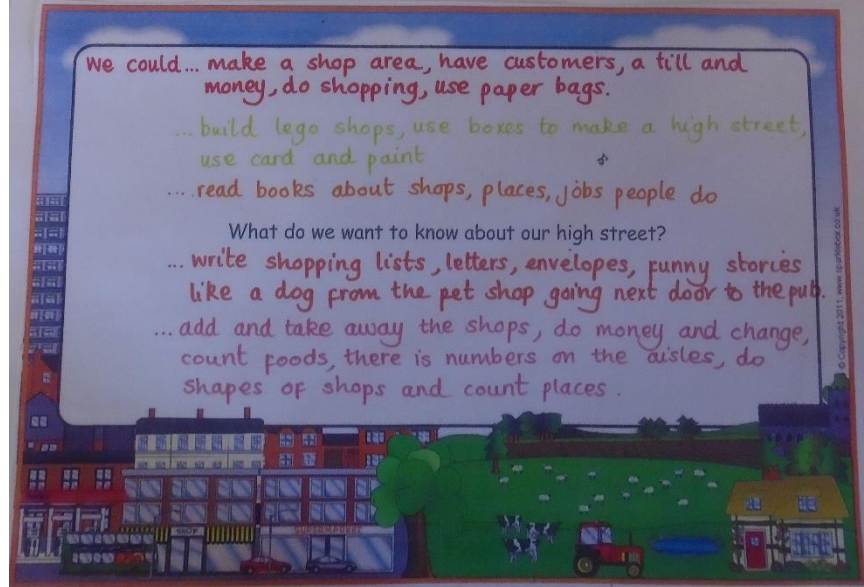
## Foundation Phase Skills Tracker

Code	Curriculum Area: Knowledge & Understanding of the World Skill	Early Years		Year 1		Year 2	
		date	date	date	date	date	date
K&U1	Exploring and experimenting						
K&U2	Thinking about questions and then asking them and listening to the answers						
K&U3	Listening to others ideas						
K&U4	Identifying what they want to find out and how to do it						
K&U5	Thinking about what might happen if...						
K&U6	Becoming aware of human achievements and the 'big ideas' that have shaped the world						
K&U7	Investigating sources and issues						
K&U8	Thinking about how they will know if something has worked						
K&U9	Making observations and measurements and keeping records						
K&U10	Making comparisons and identifying similarities and differences						
K&U11	Sorting and grouping information using ICT on some occasions						
K&U12	Seeing links between cause and effect						
K&U13	Making links within the different elements of Knowledge and Understanding of the World						

# Know and find out webs



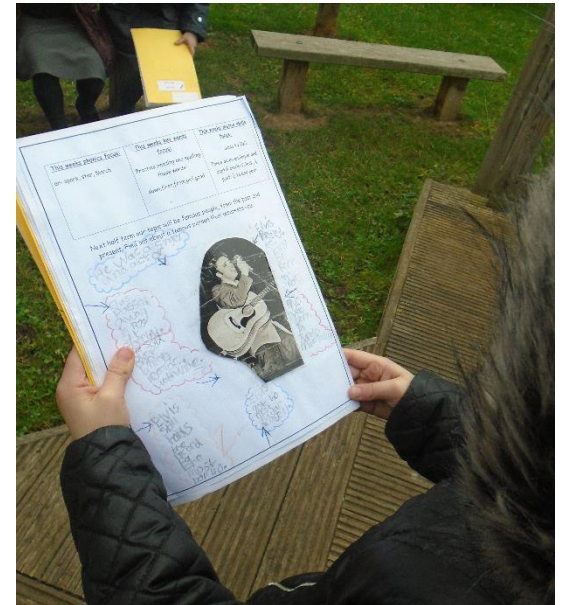
Half Term 1 - On the high street.



- \* Asking “what do we already know about...” and “What do we want to find out about...?”
- \* Establishing a starting point and involving the children in planning their work.



# What do already know?



# Real life experiences





# Medium term plan

Foundation Phase Planning – Medium Term Plan – Anticipated Learning  
Year Group: 2

Continuous / Enhanced / Focused Provision  
Half Term: 1



## Language, Literacy and Communication

### Focus Skills

#### Oracy

- ~~express~~ opinions, giving reasons and provide appropriate answers to questions LO1
- ~~use~~ a growing range of appropriate vocabulary in play and structured activities and formal situations...to add interest LO5
- ~~adapt~~ a specific role using appropriate language in structured situations LO7
- ~~follow~~ and create their own action commands LO18
- ~~join~~ in with and repeat or memorise a range of stimuli including rhymes, songs and poems including nonsense verse LO19
- ~~retell~~ narratives or information that they have heard sequencing events correctly LO20

#### Reading

- ~~recall~~ and retell narratives and information from texts with some detail LR17
- ~~explain~~ relevant details from texts LR19
- ~~express~~ views about information and details in a text considering content, ideas, presentation, organisation and language used LR22

#### Writing

- ~~extend~~ their response to a variety of stimuli on subjects on subjects that are of interest or importance to them including stories, poems, class activities and personal experiences LW1
- ~~use~~ talk to plan writing LW4
- ~~follow~~ a structure in their writing with support LW9
- ~~organise~~ writing with a beginning, middle and end LW12
- ~~use~~ capital letters and full stops LW19

## Topic: On the high street

### Personal & Social Development, Wellbeing and Cultural Diversity

#### Focus Skills

#### Friendship Bees unit

- ~~express~~ and communicate different feelings and emotions own and others P2
- ~~experiment~~ with new learning opportunities P5
- ~~develop~~ a awareness of what they are good at and understand how they can improve their learning P7
- ~~be~~ aware of their own feelings and develop the ability to express... WB2
- ~~show~~ care and respect. WB4
- ~~develop~~ an understanding of dangers in the outside environments. WB9
- ~~express~~ their ideas and feeling creatively explaining why they are significant MS6
- ~~be~~ aware and respect the needs of others S1
- ~~take~~ responsibility for their own actions S2
- ~~appreciate~~ what makes a good friend S8

#### Range

- ~~activities~~ that allow them to become independent learners PR5
- ~~activities~~ that allow them to communicate their ideas, values and beliefs about ~~themselves others~~ and the world PR7
- ~~activities~~ that contribute to their own safety. PR11

\*Most skills are developed continuously and identified on weekly planning. Focus skills are skills to be focused on specifically in that half term.

March 2015

## Mathematical Development

### Focus Skills

- ~~transfer~~ mathematical skills to play and classroom activities MR1
- ~~select~~ appropriate equipment and resources MR5
- ~~use everyday~~ and mathematical language to talk about their ideas and choices MR7
- ~~present~~ work orally, pictorially and in written form and use a variety of ways to represent collected data MR8
- ~~read~~ and write numbers to at least 100 MN5
- ~~read~~ and write number words to 100 MN16
- ~~compose~~ and order 2 digit numbers MN7
- ~~recognise~~ odd and even numbers up to 100 MN11
- ~~understand~~ and use mathematical symbols for addition and subtraction MN28
- ~~use~~ different combinations of money to pay for items up to £1 MN32
- ~~find~~ totals and give change MN33
- ~~recognise~~ and name regular 2d and 3d shapes understand and use properties M61
- ~~make~~ increasingly accurate and complex models with 3d and 2d shapes MG2
- ~~gather~~ and record data from: lists, tables diagrams, block graphs, pictograms where the symbol represents one unit MD2
- ~~use~~ standard units to measure length, weight and capacity MM1
- ~~read~~ hours and minutes on a 12 hour digital clock MM3

# Information for parents grid



## Information for Parents

This half term our topic in Year Two will be

### 'On the high street'

This information sheet outlines some of the things we would like to cover this half term; we hope it is useful in helping you to support your child at home.

#### Personal and Social Development Wellbeing and Cultural Diversity

- Year Two rules and routines.
- Listen to others and find out about what makes a good friend.
- Learn about our own and others feelings.

#### Knowledge and Understanding of the World

- Learn about the features of where we live, natural and human.
- Learn about Wales, the UK, and the wider world.
- Find out about different materials and their uses.

#### Maybe you could bring...

Favourite stories and non-fiction books  
to read together in class.

#### Language, Literacy and Communication

- Read and write about 'Tales from Wales'.
- Learn alternative letter sounds in order to write new words.
- Write sentences, stories, brochures, posters and recipes.
- Act out stories on the stage in the Outdoor Classroom.

#### Physical Development

- Use rules to play different games.
- Create different body shapes.
- Use a range of small and large equipment.
- Use creative area to build 3d models and structures.

#### Creative Development

- Look at and recreate the work of Stephen Wiltshire (city art).
- Learn about architects Thomas Telford and Robert Stephenson (bridge designs).
- Find out about and use different elements of music

#### Mathematical Development

- Work with numbers to 100, including writing, recognising and ordering.
- Make totals and give change with money to £1.
- Use standard measurements to measure length, weight and capacity.
- Name and use 2d and 3d shapes.

#### Welsh Language Development

- Learn and perform songs for the Jambori.
- Read and write about Eflig a Eflac stories.
- Learn and use instructions and conversational Welsh.

# Weekly plan



## Foundation Phase Planning – Year Two

## Weekly Plan

Topic: On the high street

Focus: Bank

Half Term: 1

Week: 5

### Language, Literacy and Communication Skills

1. 1. After reading the beginning and middle of 'Mr Crocodile' by Kerky Paul, the children were asked to write their own ending to the story. LW1 LW12 LR22 LO20 MR8-present work in different ways.

D 1. Write in full sentences, using capital letters and full stops. Choose interesting vocabulary.

2. Demonstrate an awareness of capital letters and full stops. With support choose appropriate words.

3. Order sentences as a group with support write a simple ending.

I: Design a new disguise for Mr Crocodile.

2. aa. Listen to dictated sentences and write with accurate spelling.

D 1/2 oa.cow.o-e, y. 3. oa./IEP LR6 Oracy: see activity 1.

Handwriting: Year handwriting books

Reading: Group and paired reading. Library work. Phonics: recap and look at oa, ow, o-e.

High Frequency words: Independent H/M: by, called, came, can't, could L:like, on, me, in, the Netbooks

ICT: Education City

### Physical Development

P.E

Games: Play to learn-

Continue with Pebble Plop,

Rules and scoring.

PD1 PD4 PD8 PD11 PD15

PD16 PD6

MR5-read and write

numbers.

LO26-share info with

others.

Gym:

see S Grant planning

PD16

### Knowledge and Understanding of the World

See G.German and S Grant planning

### Personal and Social Development, Well-Being and Cultural Diversity

RE

Focused Task: Staying Safe Online- Discuss websites that they have heard of, highlight sites in green for safe to use, amber if we need an adults supervision and red if we shouldn't be using them. Record in floorbook P2,P5 PR11 WB4 WB9 L01- Express opinions and give reasons.

RE – see S Grant planning

### Webb Language Development

Oracy: Continue to use language patterns in class-Gs I and you, how do I feel and do I like you heffu. WLB2

Learn and perform songs for Jambori. WLO3c

LO19-Join in and learn with songs LO18Action commands

Reading: Continue to read and discuss Y dillel

chuuuuuu and discuss sports that we like and dislike

WLR1

Writing: Use a dictionary, 'Gluuuuuu' to label the pictures.

MIX-record in a table. WLO3g WW2

ICT: DVD unit 4-44444 WLD5

### Creative Development

TA: Work in pairs, use newspaper and sellotape to

make a bridge across two surfaces, like Menui

Bridge. CD4 CD3 CD7 CD6 CD5 CD2

T-show curiosity and explore stimuli.

LO1- Express opinions and give reasons.

LO5-Use a growing range of vocabulary

MR1: Transfer mathematical skills.

MR5: Select appropriate resources.

I: Make hats and bunting for the Jambori. CD3 CD4

Music: see S Grant planning

### Mathematical Development

1. 1. Number: Addition calculation. Use numicon if needed. MN28

D 1. TU add TU

2. TU add U

3. Add to 20

I: Compare sterling and euro coins.

I: odd and even numbers.

2. Work as a group to make totals in different ways linked to story. Record in

by taking a group photograph. Record in floor book. MN32

D 1. Total to £1 and above.

2. Totals to 20p/50p

3. Totals to 10p

TA: Play what's the time Mr Crocodile- read times 0'clock and half past.

MN3 MN6

ICT: Education City and 100 square splat.

Mental Maths/reasoning focus: Money, making totals. Counting on from the biggest number.

Key Skills Codes: T: Developing Thinking

Other Codes: D: differentiated activity

I: independent activity

March 2015

ICT: Developing ICT

OC: Outdoor Classroom

TA: Teaching Assistant supported



# Enhanced provision grid



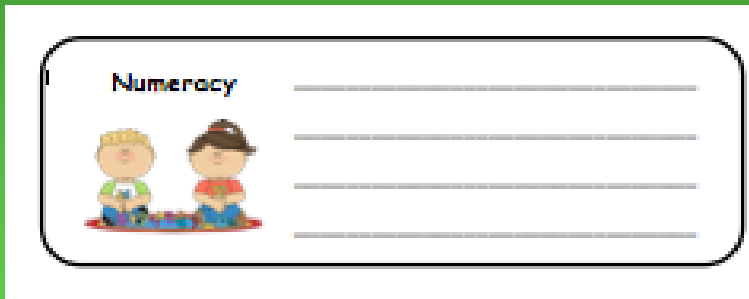
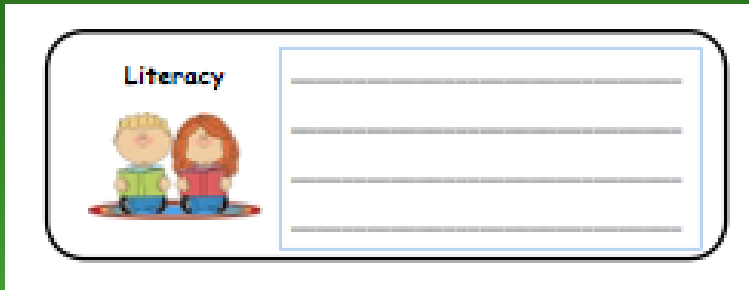
## Foundation Phase Areas Of Learning Enhanced Provision

Year Group: 2 Half Term: 1 Topic: On the high street

<p><u>Language area</u></p> <ul style="list-style-type: none"> <li>· phonics cards</li> <li>· Welsh dictionary x</li> <li>· Tales from Wales prompts x</li> <li>· Autumn writing frames / word mat</li> </ul>	<p><u>Maths area</u></p> <ul style="list-style-type: none"> <li>· tape measures x</li> <li>· clocks x</li> <li>· timers</li> </ul>	<p><u>Reading Area</u></p> <ul style="list-style-type: none"> <li>· Magazines / brochures</li> <li>· Non-fiction collection</li> </ul>
<p><u>Construction area</u></p> <ul style="list-style-type: none"> <li>· challenge cards</li> <li>· shop construction cards x</li> <li>· instructions x</li> <li>· bridges cards</li> </ul>	<p><u>Small World area</u></p> <ul style="list-style-type: none"> <li>· High street back drop x</li> <li>· Tales from Wales puppets x</li> <li>· Fflac a Fflac book and sequence cards</li> </ul>	<p><u>Sand and / or Water area</u></p> <ul style="list-style-type: none"> <li>· Water...fill, empty, compare, etc x</li> <li>· Pasta and tape measures x</li> <li>· sand and timers</li> </ul>
<p><u>Role Play area</u></p> <ul style="list-style-type: none"> <li>· Post office</li> <li>· envelopes and letter frames</li> </ul>	<p><u>I.C.T area</u></p> <ul style="list-style-type: none"> <li>· 2 simple painting x</li> <li>· Education city x</li> <li>· Google search x</li> <li>· Netbooks, key words x</li> <li>· P.Point France / Wales x</li> </ul>	<p><u>Creative Area</u></p> <ul style="list-style-type: none"> <li>· Colour mixing x</li> <li>· Bridge cards x</li> <li>· Playdough + phonic cards x</li> <li>· Art straws / newspaper / tape etc</li> <li>· Hat strips &amp; Welsh vocab x</li> </ul>
<p><u>Music and Sound Box</u></p> <ul style="list-style-type: none"> <li>· mix of instruments</li> <li>· Key strings picture prompts x</li> <li>· Orchestra posters</li> </ul>	<p><u>Other</u></p> <ul style="list-style-type: none"> <li>· OC paired work phonics x</li> <li>· OC meter sticks x</li> <li>· Cymraeg DVD running x</li> <li>· Welsh music...calon lan, hen wlad fynyddau playing x</li> </ul>	<ul style="list-style-type: none"> <li>· Bwyta game</li> <li>· High street puzzle</li> </ul>



# Developing Literacy and Numeracy skills within continuous and enhanced provision

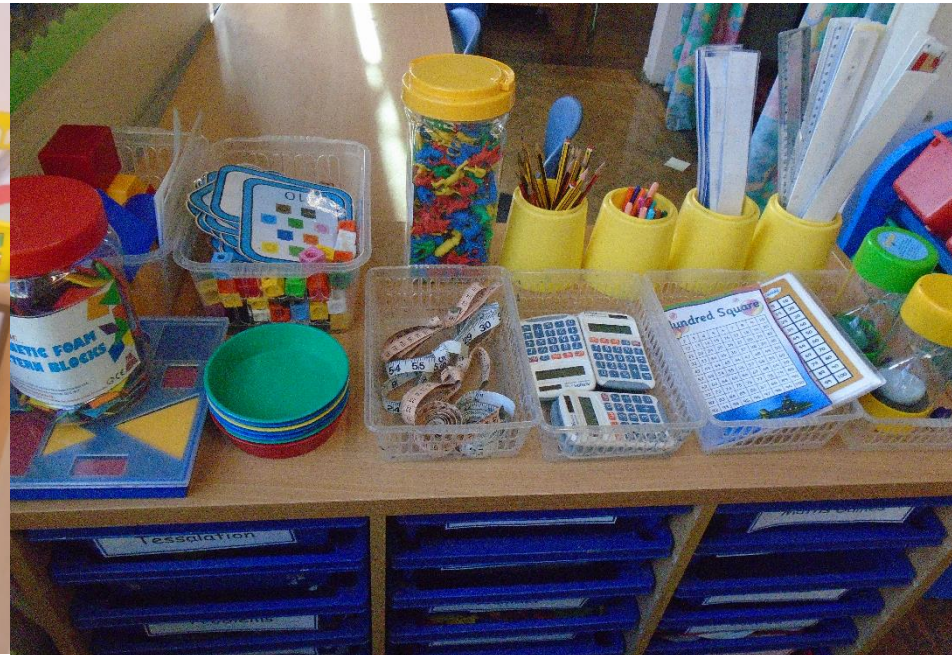


- \* Continuous provision has been developed as a whole phase and shows progression where possible
- \* Enhanced provision activities and challenges are linked to the skills taught in previous week providing an opportunity to practice and apply those skills
- \* Sometimes with adult support and sometimes independent

# Progression in continuous provision

Ardal Mathemateg  
Reception

Ardal Mathemateg  
Year 2



# Progression in continuous provision

Ardal Ysgrifennu

Year 2

Ardal Ysgrifennu

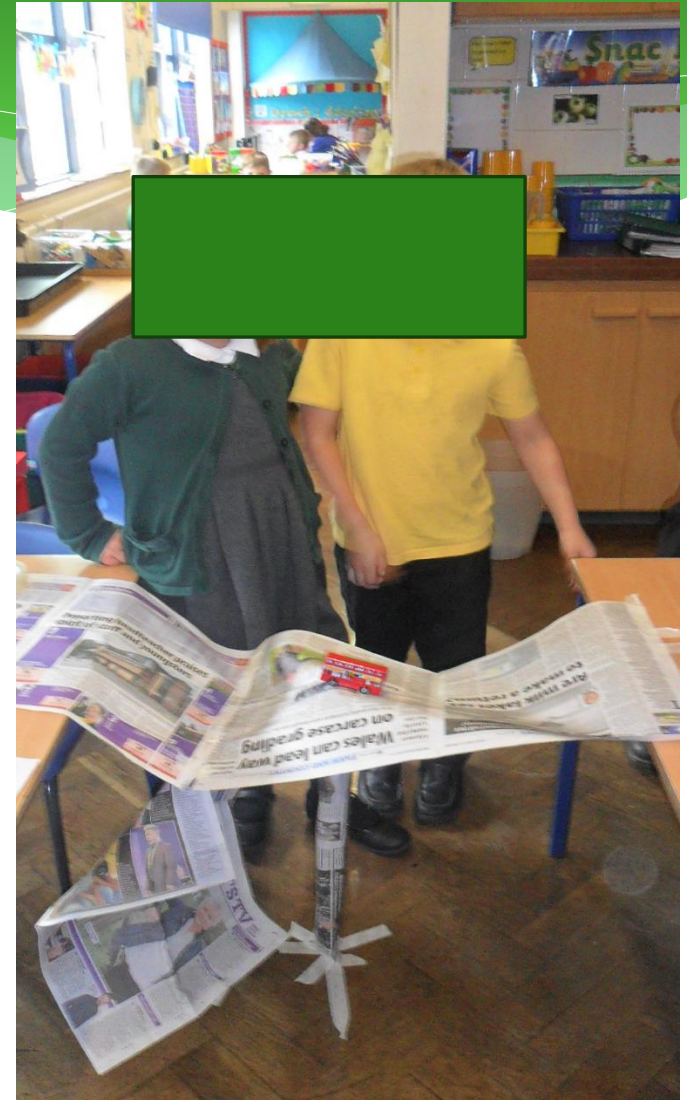
Reception





# Building bridges outdoors - Literacy – Oracy

give reasons, explain their process, extend ideas, give and respond to opinions, ask questions, understand pre-positions, contribute to discussion, share information





# Sorting appointment times - Numeracy

recite numbers to and beyond 100, compare order and sort 2 and 3 digit numbers, recognise and understand odd and even numbers to 100, use checking strategies,

Scale document up

Sorting out odd and even numbers....

"How do you know if it's an odd number?"

"It ends in 1, 3, 5, 7 or 9!"

"99 is an odd number"

"yes, so 100 is even"

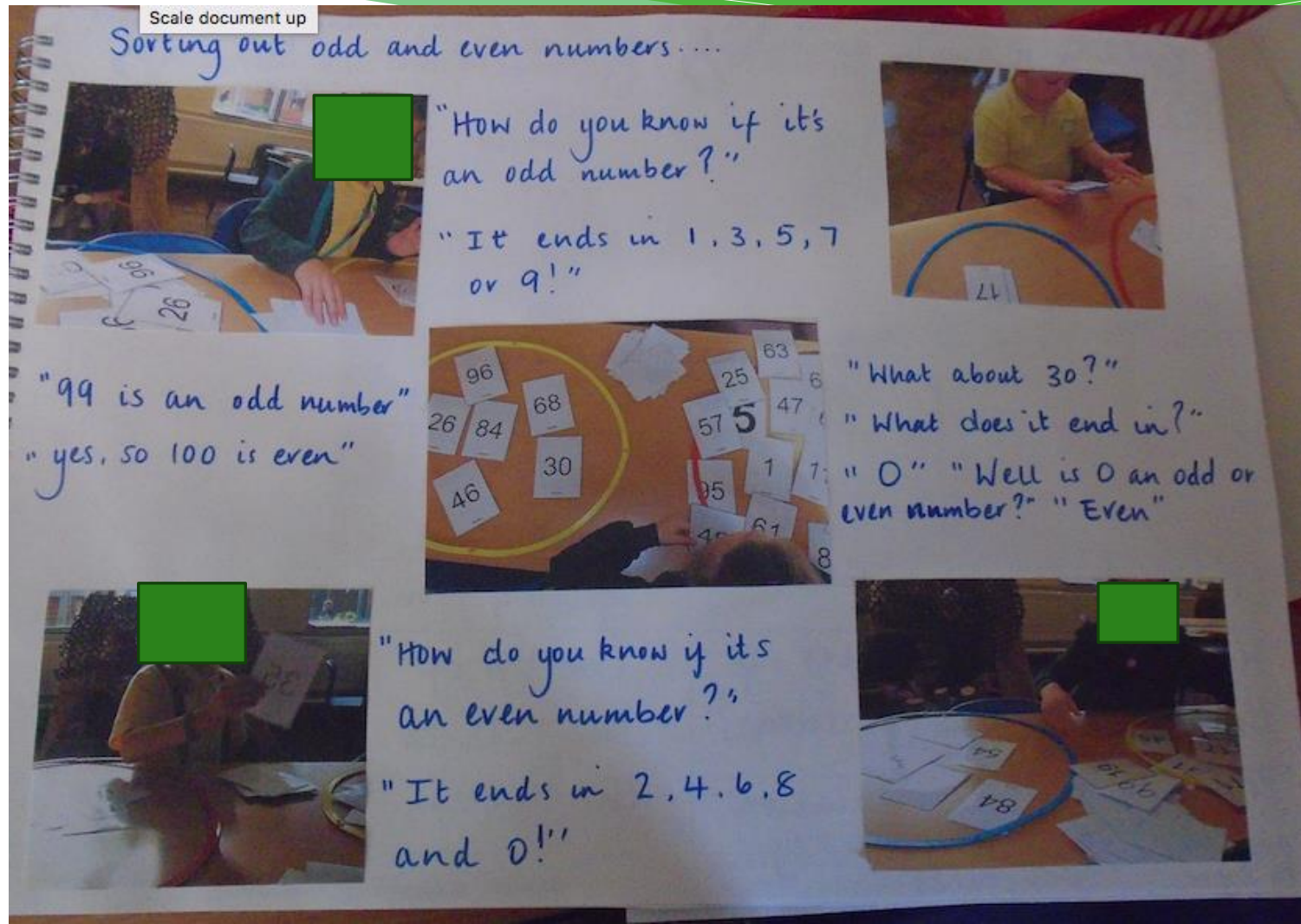
"What about 30?"

"What does it end in?"

"0" "Well is 0 an odd or even number?" "Even"

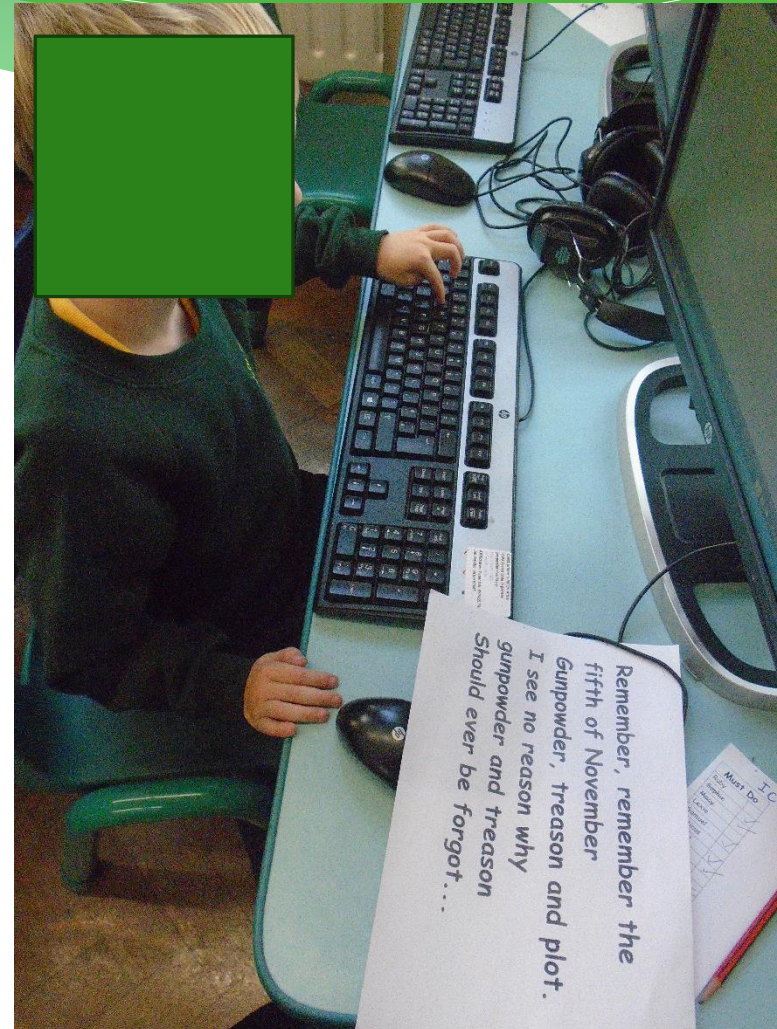
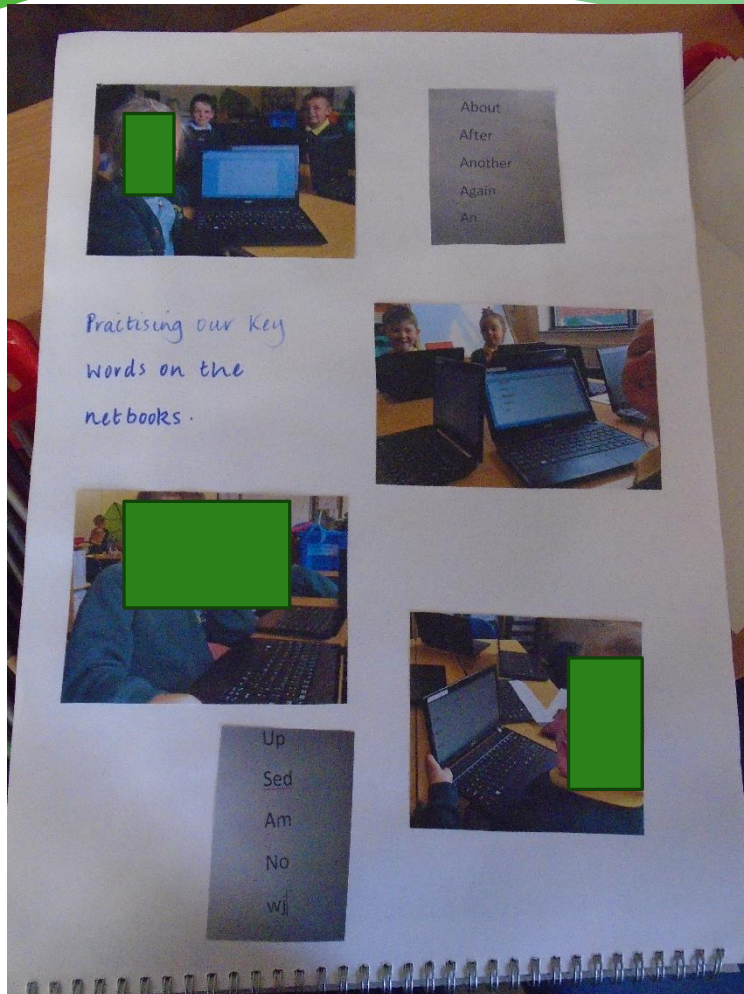
"How do you know if it's an even number?"

"It ends in 2, 4, 6, 8 and 0!"



# ICT – Literacy – Writing

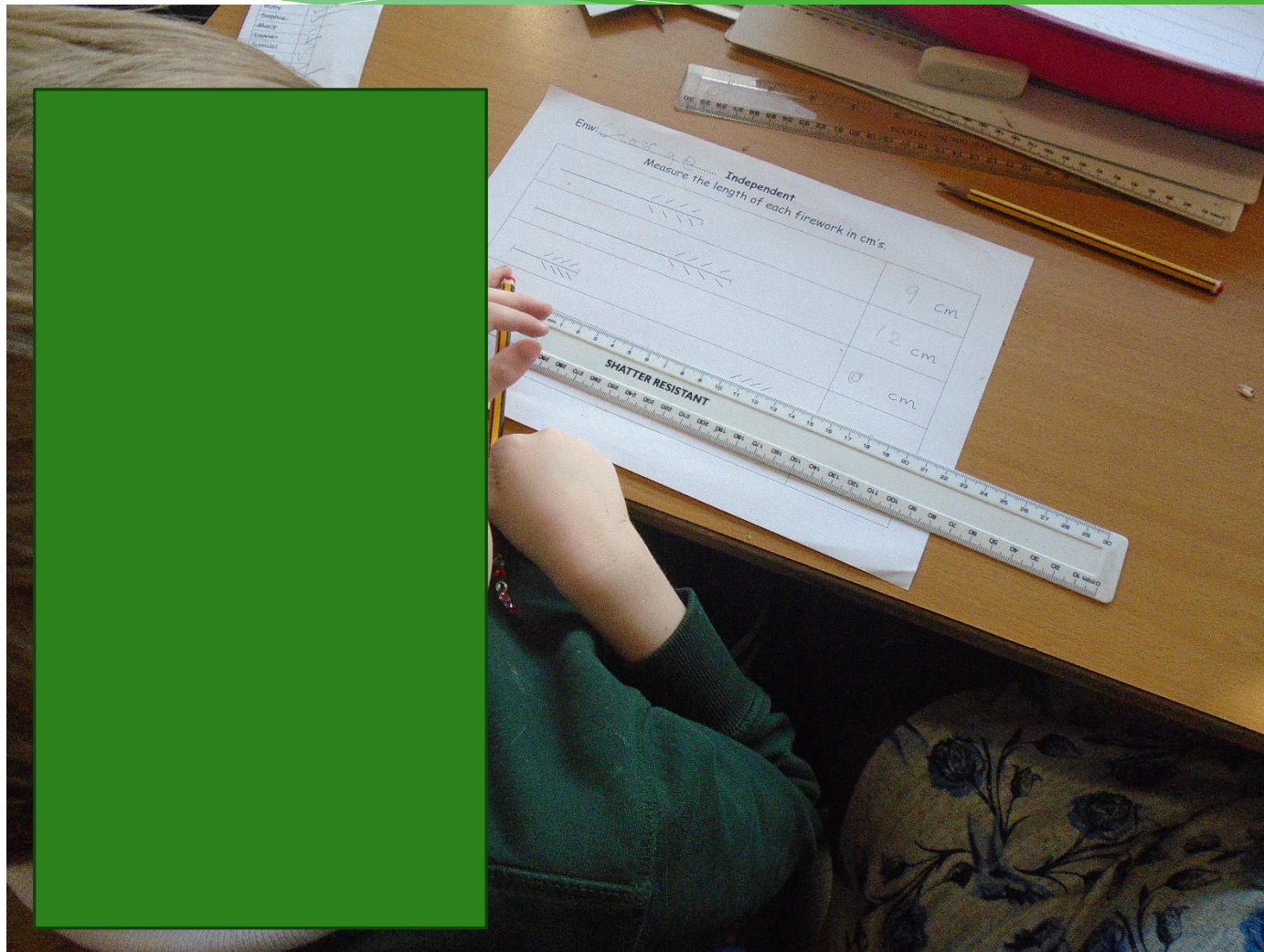
write for different purposes, experiment with on screen formats, use spelling strategies, spell high frequency words correctly





# Firework fun – creative development – Numeracy – measures

read and write 2 digit numbers, compare 2 digit numbers, estimate measures, use standard units to measure length, use mathematical vocabulary



# Observations and assessment - The role of the adult



- \* Class and group focused task trackers
- \* Outcome trackers
- \* Individual pupil profiles with highlighted Outcomes for LLC, MD and PSDWCD
- \* Teaching Assistant planning and feedback records
- \* During enhanced tasks, practitioners give children space to try things out, make mistakes and find solutions



# Focused task trackers

Foundation Phase Assessment - Focused Task

Subject \_\_\_\_\_ Group \_\_\_\_\_

Focus/ Objective										
Olivia										
Tegan										
<u>Darcey</u>										
<u>Efion</u>										
Oliver										
Joshua										
Daniel										
Leo										
Comments										

- \* During focused tasks all staff move between observation of children, interacting with children and leading learning.
- \* Notes are made on class and group trackers using simple codes.
- \* Trackers are used to inform the following weeks planning.

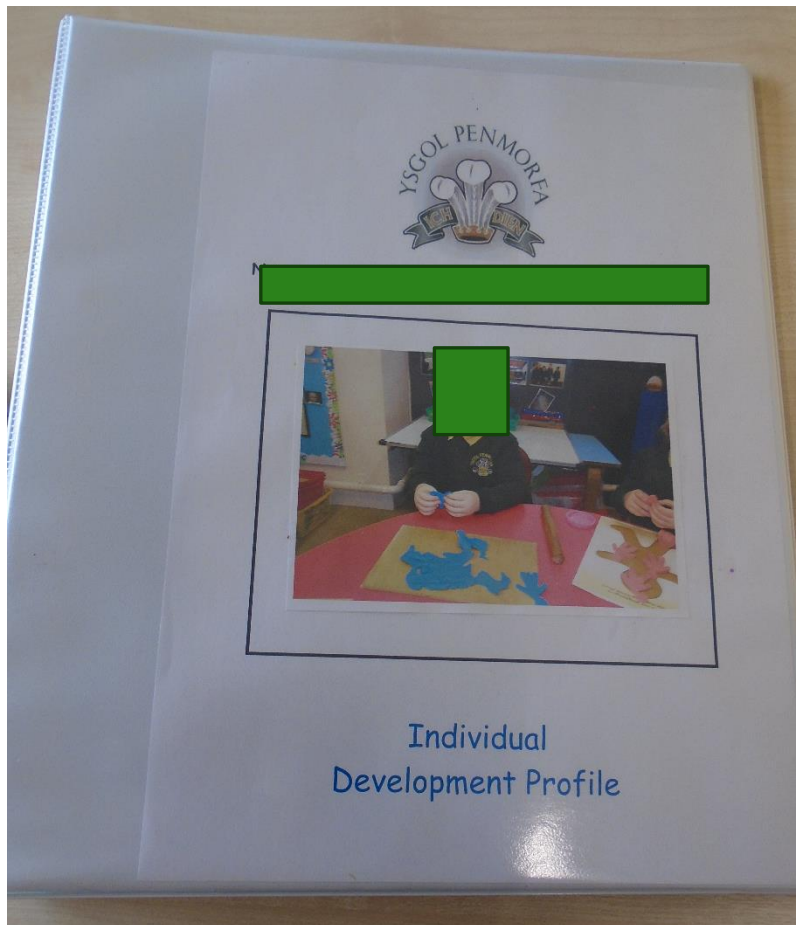
# Outcome trackers

Outcome Trackers

OUTCOME 5 LLC Writing	Children's writing communicates meaning	They are appropriate and interesting vocabulary drawing some awareness of the reader	Ideas are often developed in a sequence of connected sentences...	and capital letters and full stops are used with some degree of consistency	Simple words are usually spelled correctly, and where there are inaccuracies, the alternative is phonetically plausible	In handwriting, letters are accurately formed and consistent in size
Lilly						
Benjamin						
Ezra						
Ezra						
Amy						
Samuel						
Aimee						
Ebony						
Matthew						
Mya						
Oliver						
Leah						
Caleb						
Frazer						
Vincent						
Caitlin						
Elexia						
Amelia						
Tallulah						
Mia						
Ashleigh						
Lacey						
Alfie						
Issac						
Steven						
Jeddie						
Kayden						
David						
Ashton						
Leon						

- \* Focused task sheets feed into Outcome trackers
- \* Once children have been seen to achieve statements at least three times, that element can be highlighted on the Outcome statements.

# Individual pupil profiles



- \* A profile of the child
- \* Contain baseline assessment, outcomes for LLC, MD, PSDWCD, reports to parents.
- \* On going from Nursery to Year 2.
- \* To be reviewed in line with new orders.

# Teaching Assistant planning and feedback records



TA weekly planning and feedback sheet

Year\_\_\_\_\_

Week Beginning:.....	Feedback (notes on activities etc)
Focused Task 1:	
Focused Task 2:	
Outdoor Classroom Focused Task:	
Target Groups:	
Other:	
Preparation:	

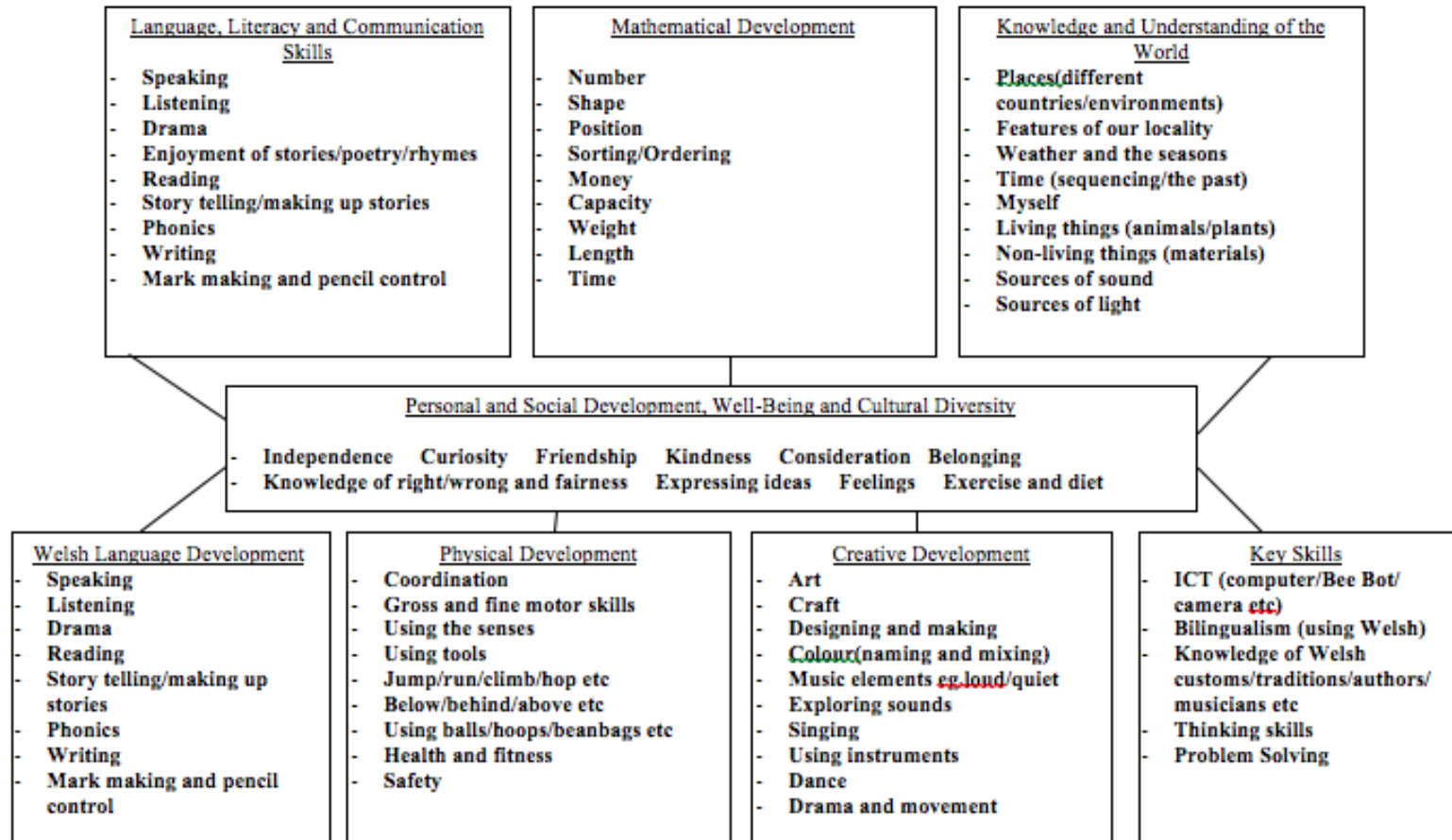
- \* Completed once a week in advance for TA's in a year group
- \* Feedback is written only if necessary
- \* Feeds into the following weeks planning



# Recording other observations

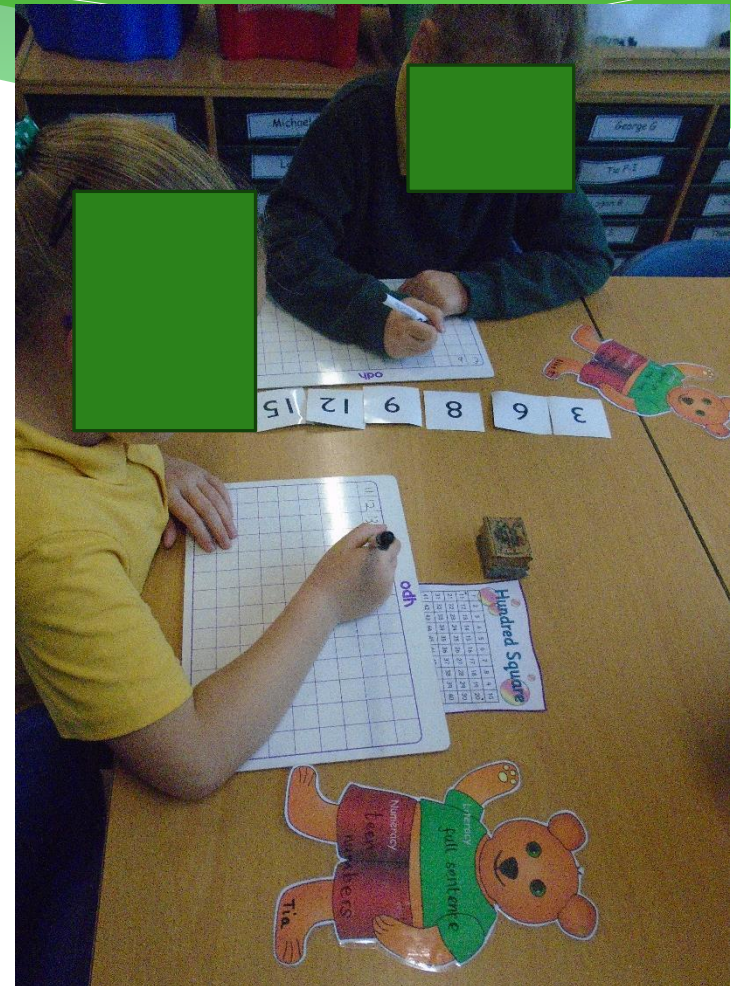
## Foundation Phase Observations - A Guide for Teaching Assistants

### Observations may include...

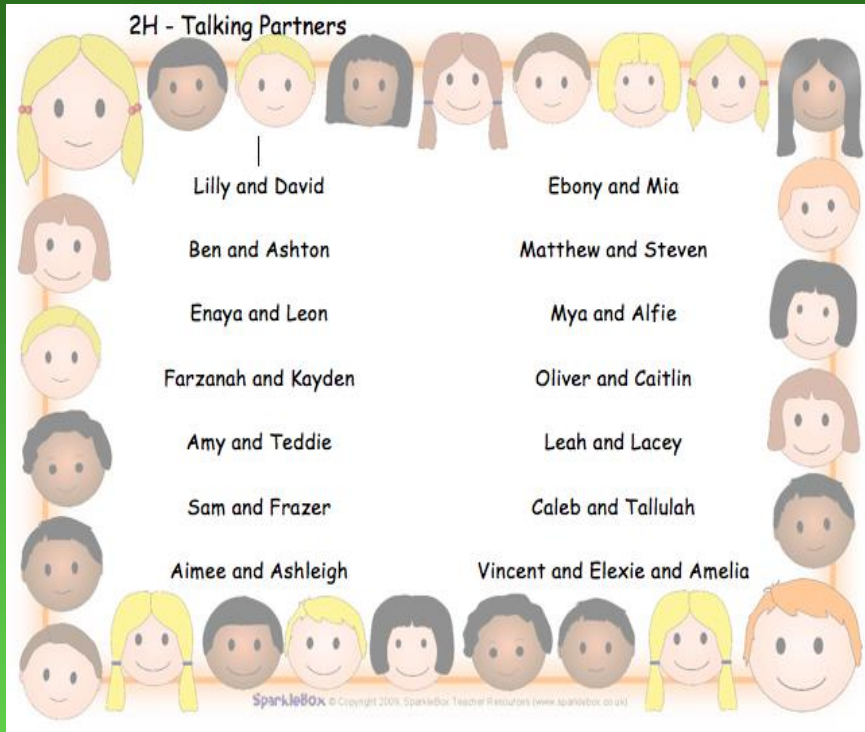


# Teddy Targets

## Literacy and Numeracy



# Other examples of activities planned to develop skills through Enhanced and Continuous provision



- \* Taking time to train children to use areas and access equipment independently.
- \* Planning carefully in order to facilitate independent learning.



# Den building

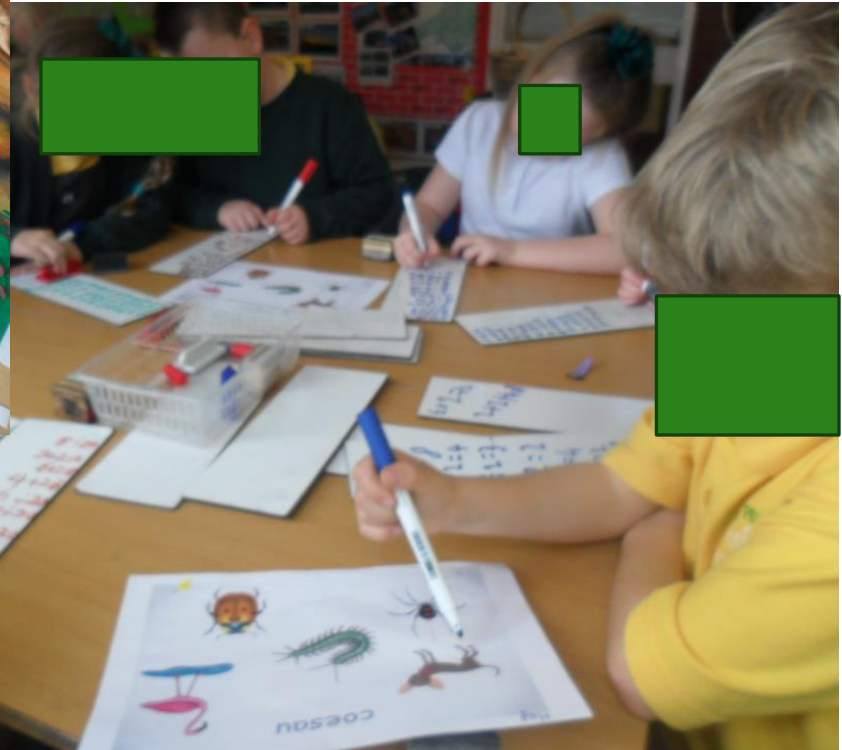


# Tales from Wales

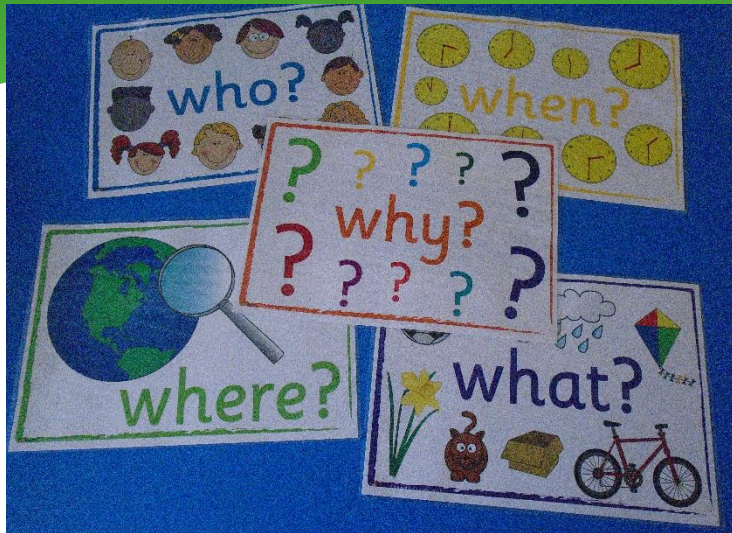




# Mathematical Reasoning

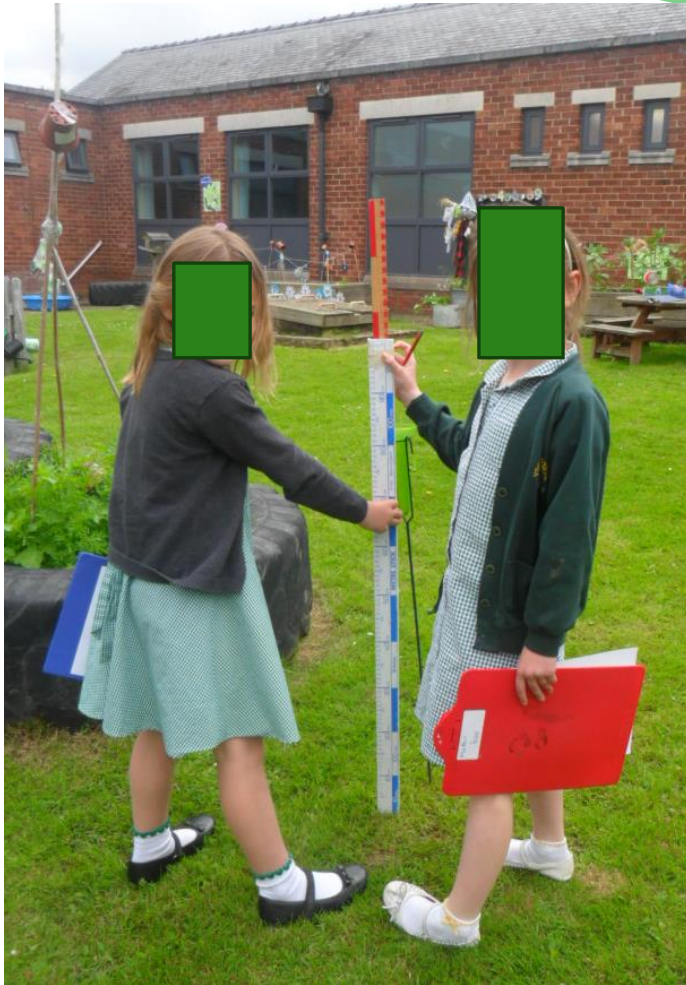


# Talking table






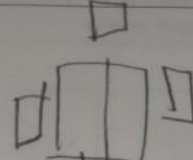




# Enhanced provision - Paired work



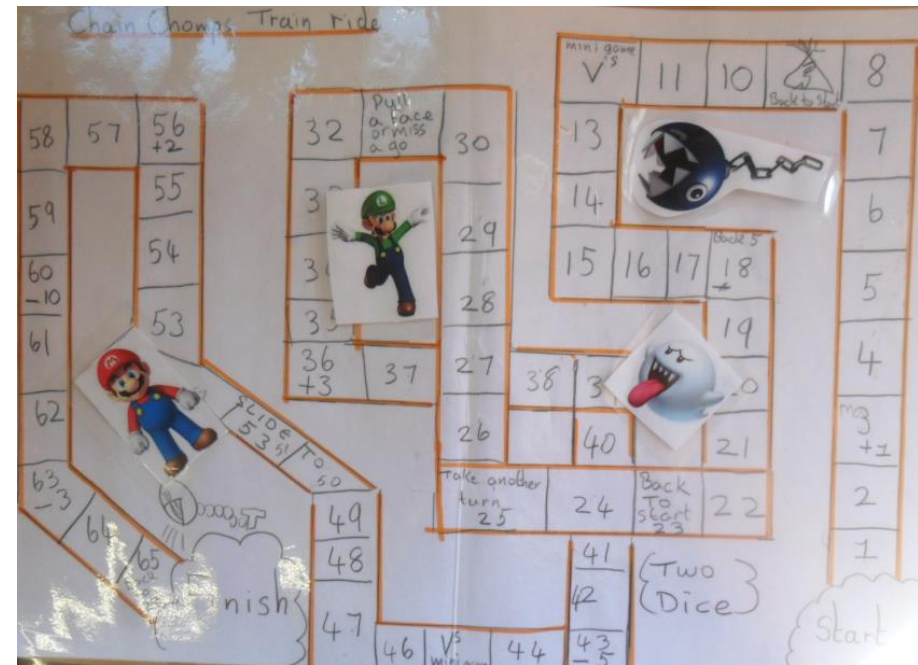
Independent Outdoor Activity Enw: \_\_\_\_\_

**Pili pala hyfryd**

Lewis Lindysyn turned into a beautiful symmetrical butterfly. Go for a walk in the outdoor classroom and find six more things that are symmetrical.

 Teiur spider	 bwrdd dimab
 trichg!	 die munt coudair
	

# Continuous and Enhanced Provision - Games





# Enhanced provision environmental art





# Construction Area challenges

