


## Foundation Phase Focused Activity Planner.

**Class: Reception**

**Date:**

**Theme/Topic: Changes**

Area(s) of Learning	Actions from previous Assessments	Activities and Differentiation	Key Questions/ Vocabulary	Resources	
Main area: PSDWBCD Other areas: LLC KUW BLP – Amnah the Ant - working together.	Teacher Target :  Learner Target:	<div style="text-align: center;">  </div> <p><b>Introduction:</b> Carpet Area. 15 minutes.</p> <ul style="list-style-type: none"> <li>Share learning intention and success criteria orally</li> <li>Read 'Sharing a Shell'.</li> <li>Each of the creatures in the story had a very important role. Things just weren't the same when the three friends weren't together, sharing a shell. Our class is just like that. We all share a class, just like the creatures shared a shell. We all play a very important part within the class. When some learners were away last week, things just weren't the same. Give example of learners' important roles. Every one of you have a very important role to play.</li> </ul> <p><b>Development:</b> . 30 minutes</p> <ul style="list-style-type: none"> <li>Circle time activity.</li> <li>Learners to draw up chairs. Key Worker to observe and note responses.</li> <li>Remind learners of circle time rules – sitting still, listening to others, and only the person holding the shell is allowed to speak.</li> <li>Introduce myself 'Hello, I'm Miss Medhurst and I'm an important part of this class'</li> <li>Pass the shell around, asking learners to introduce themselves in the same way'</li> <li>Explain why I think I'm an important part of this class...because I'm good at sharing new stories.</li> <li>Pass the shell around, asking learners to say why they are an important part of this class – what are they good at?</li> <li>Look at the person next to you, and think why the class would miss them if they weren't in for one day. I would miss...because...</li> <li>Pass the shell around</li> <li>Various changing places criteria – end with stand up if you have an important part to play in this class.</li> <li>Pass around a handshake</li> <li>Pass around a smile.</li> <li>Show learners the empty shell of the hermit crab. Crab is on his own and looking very lonely. Ask learners all to draw their faces so that we can put them all on the shell to make things better for crab.</li> </ul>	Sharing Working together Listening to one another Special Important	Sharing a Shell Shells Big shell PowerPoint Sea music Circles for faces Crayon Picture of hermit crab Paper for written comments Colouring sheets Shells for decorating Sharing a Shell dominoes Variety of materials Plastic sea animals. Shaving foam	
<b>Curriculum References</b>	<b>Learning Intentions</b> By the end of the session learners will be able to:				
Skills: To express emotions through a range of stimuli To show an awareness of views/beliefs/e motions of others Usually responds to and follows simple instructions To show care and concern for others  Range : Experiencing activities that allow them to	Learning Intentions: To begin to confidently express their emotions in front of others,  To work together co-operatively  Success Criteria Can learners clearly express their individual contribution to the class?  Are learners able to work together, sharing resources and helping one another?			Incidental Welsh	Observation Opportunities and Assessment Strategies

<p>feel safe and secure and feel that they are valued Experiencing activities that allow them to communicate their ideas about themselves and others.</p> <p>Skills across the Curriculum: Developing Thinking Developing Communication</p>		<ul style="list-style-type: none"> <li>• Key Worker to scribe some comments, and more able learners to write their own which will be stuck on the display, reminding learners how good it is to all share a class.</li> <li>• Other activities – stress the need for working together (BLP – Amnah the ant). Dominoes, making a shell, colouring, role play, shells in shaving foam (sea foam), animals in sand and water.</li> </ul> <p><b>Plenary:</b> 10 minutes</p> <ul style="list-style-type: none"> <li>• BLP – How have we been better learner this afternoon? Have we been like Amnah? Sammy? Robbie? Tina?</li> <li>• Explain that I've learnt from Circle Time that just like shells in the sea, we are all different, and very special. I have 30 different shells, one for each learner. I want them to take them home to remind themselves of the three friends that shared a shell, and to remember that they themselves are a very important part of the class.</li> <li>• Ask learners to close their eyes and listen to the sea music. Open their hands in front of them, and an adult will place a shell in them. Keep eyes close and think of the important part that you play. Open them and pass a smile around.</li> </ul>	<p>Gwrandewch ar y stori Edrychwch ar y lluniau Eisteddwch Barod? Pwy sy' nesa? Yn dawel... Un, dau, tri, stopiwch!</p>	<p>Observation: Are learners able to communicate how they feel? Can they think of something that makes them an important part of the class? Can they express their emotions confidently?</p> <p>Are they able to work cooperatively by sharing resource and helping one another?</p> <p>Record learners comments</p> <p>Photograph cooperative working.</p>
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