

Curriculum for Wales 2022

Lesson/Session Plan

Age: 4-5 years (reception)	No. of learners 20	ALN/Meeting learners’ needs:	One child has English as an additional language. Their first language is Polish, and they have basic understanding of everyday words and conversations. This student will require an additional adult working with this child, in their group. Flash cards in English and Polish, with pictures will be used.
Additional Adults: 3		Responsibilities of additional adults for this session: One of the additional adults will directly support the student with English as additional language, for the duration of the lesson. The additional adults will support children when collecting natural resources outdoors, using promoting questions, and generally support the students during the main activity to identify and difficulties or misconceptions. The additional adults should also be highly encouraging and motivating to support the student’s learning throughout the lesson. The three teaching assistants will apply scaffolding techniques for all pupils.	
Learning objective(s): 1. Students should explore and use natural materials 2. Students should listen to their peers’ thoughts and opinions 3. Students should communicate their feelings and thoughts		Success criteria: - To find and use natural materials school grounds - To listen when others were talking - To use communication skills	
Links to previous learning: The students have been learning about biodiversity over the term, including looking at winter British birds and growing water cress. Children can identify common winter birds they find in their garden and the school grounds, and can identify some characteristics of birds such as what they eat, where they live and bird song. Students have also been focusing on problem-solving skills over the term and expressed an interest in real-life educational experiences (such as growing cress).			
Curriculum coverage (AoLE/Strand/Descriptions of learning) Area of Learning and Experience – science and technology Statement of What Matters: - design thinking and engineering offer technical and creative ways to meet society’s needs and wants - the world around us is full of living things which depend on each other for survival Progression steps: - I can design while I make and communicate about what I am making - I can explore the properties of materials and choose different materials for a particular use - I can recognise that plants and animals are living things that grow			
Area of Learning and Experience – health and well-being Statement of What Matters – our decision-making impacts on the quality of our lives and the lives of others Progression steps: - I have developed awareness that my decisions can affect me and others - I can take part in group decisions			
Thinking Skills Children will work in small groups, to develop their thinking skills, with the purpose of problem solving.		Literacy(LNF) - I can listen to others with growing attention (listening to understand) - I can recognise and follow information and multi-step instructions pictorially and/or verbally on familiar topics and routines (listening to understand) - I can respond to what I view, hear and read (reading) - I can express interest and enjoyment (purpose) - I can understand and use basic concepts in	

	language (purpose) I can retell events or experiences in simple terms (purpose)
<i>Numeracy (LNF)</i> - I can use every day and mathematical language to talk about my own ideas and choices (logical reasoning) - I can select the appropriate equipment and resources to help me (strategic competence) - I can suggest what I might need to do to complete the task or reach a solution (strategic competence)	<i>Digital Competence (DCF)</i> - I am beginning to become aware of the feelings of others (citizenship – online behaviour and online bullying) - I can communicate some of my feelings (citizenship) - I am beginning to become aware of the feelings of others (citizenship)
<i>Y Cwricwlwm Cymreig (the Welsh Dimension)</i> Able to understand and respond to everyday sentences, relevant to the school context when someone speaks carefully.	<i>Global Dimension</i> The focus on British birds gives a national context to the children regarding wildlife, and that plants and animals are living things. The other focus on listening to other students encourages students to be respectful of others, to develop knowledgeable citizens of the world.

Time	Session activities, organisation and management	Assessment for Learning (strategies and opportunities)
Key Information and lesson prep 15 minutes	Introduction The classroom should be arranged with five tables, with four chairs on each table. Each table must have a wipe clean table cloth laid out on it, and aprons put on each chair. Each table must have a bird on each in the centre, for each group (5 groups of 4 children). Each table will also have various laminated pictures of different types of nests, for prompts and ideas for children. The birds on the table represent young birds that need help building a nest, which the children must help to do so. One student has English as an additional language (EAL), so one teaching assistant (must remain the same throughout) must be with this child at all times during the lesson. EAL pupil will be provided with a routine card to demonstrate the plan for the lesson, as well as flash cards to use the toilet and emotion flash cards. Children to watch the below link (the first 3 minutes) on interactive board: https://www.youtube.com/watch?v=0xwi0tBRRcQ&t=6s Discuss as a class about the nest and materials. Explain task of collecting materials to experiment making a nest in groups. Discuss how the birds must be feeling without a nest, encourage adjectives language (sad, worried, scared, lonely, unsafe). Key questions: - what natural materials could you use to build a nest for the birds? - Where will you find these materials? - How will you make it comfortable? - How strong can you make it? - Will the nest stay together in the wind? - What if the bird lays eggs, how will you stop	- Traffic light system on the floor. Three large circles; red, yellow and green. This is to check children's understanding of the task before heading outdoors. - Class discussion at the end of task, using the questions at the bottom of the main activities section. This allows opportunities for the more confident

	them falling out? • How will it keep them warm in winter? • What happens if it rains? • What shape will it be? PowerPoint of winter birds and their nests is displayed on the interactive whiteboard, while children prepare to go outside. Before heading to the school grounds, use giant traffic light system, set out on the floor to clarify children's understanding. A class clarification must be done if any child is unsure.	children to discuss, and should encourage a motivating discussion and reflect. This may help less confident children join in with the discussion. ▪ Self-assessment grids will be used during the final five minutes to allow children to do in private and quietly to reflect on their learning and the activity. This will allow children who are less confident to still reflect and evaluate their learning
10-15 minutes 20-25 minutes	Main activities Teacher, the teaching assistants join class in the school grounds to collect materials. Each group has a tray to put the materials that they collect. Prompt questions that were used in the introduction are reiterated to the children throughout the time they are collecting. Groups sat at their tables, with their collection of materials. Children sit at their group table, put the tray with materials in the middle of table. Encourage children to maybe lay out their materials in an order and separate piles; sticks, moss, leaves. Key questions; • What do you think you need to do first? • How will you make it strong? • What technique will you use? Weaving, twisting,	Resources and Key Vocabulary <u>Resources:</u> • Wipe clean table cloth x5 • 20 aprons • Plastic trays x5 (for collecting materials) • hair dryer x2 • children's plastic watering can x5 • tuff tray x1 • plastic cups x5 • plastic jugs x3 • plastic mixing bowls x5 • wooden spoons x5 • compost (1 small bag) • self-assessment grids (laminated) x20 • whiteboard pens x20 • wet wipes (one pack)

	stacking? A tuff tray is set up near the tables, containing compost (mud), with plastic cups, jugs, mixing bowls and wooden spoons. The children have free access to this during the activity, and can take the mud to their nest. Key questions for the mud; • How will you use it? • Is it dry or wet? • How will you use it in the nest? • Will it help make the nest stronger? Encourage children to use trial and error, and encourage children that mistakes are good and help us learn how make it better. Mess does not matter during this activity. Teacher and two teaching assistants move around each group to check on their process. Hair dryer and a watering can could be used if children wish to test the strength in the wind, or the rain. Key questions must be asked again to promote engagement and effective learning. Children must be encouraged to listen to their peers' opinions and suggestions, allowing each person in the group to contribute, whether that is verbally or physically. Once time is up, children are asked to stop activity and given a wet wipe to quickly clean their hands and sit on the carpet.	• blue tit, robin, goldfinch, blackbird and house sparrow soft toys • Emotion cards for EAL pupil • Routine card for EAL pupil • A PowerPoint slide, consisting of each bird and pictures of nests • Laminated pictures of nests x20 (4 pictures on each table) <u>Key Vocabulary</u> • Blue tit • Blackbird • House sparrow • Robin • Goldfinch • Bird • Nest • Strong • Weak • Weaving • Twisting • Emotions • Feelings • Happy • Sad • Tired • Confused • Safe • Excited • Listening • Team work • Kind • Helpful • Twigs/sticks • Mud • Moss • Leaves • Grass • Feathers • Success criteria • Problem solving
5 minutes	Plenary Children come together on the carpet, sat in the groups to discuss the activity as a whole.	

5 minutes	Questions to discuss and reflect; • Did every group finish their nest? • Did each group listen to everyone and allow them to take part in the activity? • What worked well? • What didn't work well? • Did your nest break in wind? If yes, why? What could you do next time? • What materials were the best? • What materials did not work well? • How do you think the birds feel now? Each child given their laminated self-evaluation grid, and a whiteboard pen. This is known as 'time for me'. Encourage children to be calm and take five minutes to reflect on how they have done today. They can choose to sit where they would like in the classroom to complete the task. Once they have finished, ask children to put them straight into their dedicated draws, which each have their own names on. This will then be looked at once the lesson has finished, by the teacher and both teaching assistants.	
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Resource

Name: _____

Self-Evaluation Grid

 I listen when others are talking	 I worked as part of team	 I can ask for help
  	  	  
 I can use my problem-solving skills	 I like to work with other students	 I can follow instructions
  	  	  

Rationale and Presentation (link)

[https://uowtsd-my.sharepoint.com/personal/2006542_student_uwtsd_ac_uk/Documents/Recording%20Sophie%20Wilkes%20\(2006542\)-20230122_181902-Meeting%20Recording.mp4?web=1](https://uowtsd-my.sharepoint.com/personal/2006542_student_uwtsd_ac_uk/Documents/Recording%20Sophie%20Wilkes%20(2006542)-20230122_181902-Meeting%20Recording.mp4?web=1)

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