

Supporting pupil progress: a detailed analysis of one child's holistic development, with justification for the next steps in learning.

Introduction

In this assignment I will be collecting data on a target pupil to help me assess and support the child's progression with their learning. The school is situated in the heart of Swansea's city centre in an area which is of considerable economic deprivation (Estyn, 2019). According to Estyn (2019) the school has 526 pupils on roll with the average proportion of children being entitled to free school meals being 44%, this is beyond the national average. Within the school the percentage of children with additional learning needs is 48%, this is also above the national average of 21% (Estyn, 2019). Estyn (2019) also states that 11% of the children in the school come from ethnic minority backgrounds. My target pupil is in reception class. The overall attendance for Reception is 83.6% (Estyn, 2019). In order to abide by the BERA (2018) guidelines, to keep anonymity and confidentiality my target pupil will be referred to as Child A. Child A is five years old. Child A is in the highest group for both maths and language. Child A is a very sociable character who also tries his best in all activities and loves learning. Child A is very engaged in most activities and is very competitive towards his classmates.

Data Collection

The data collection methods which I will be using to collect data for my target pupil's progression are the Mosaic approach (Clarke and Moss, 2011) and the ASK model (Nottingham, 2013). Clark (2007) states that the Mosaic approach was developed in a London pre-school study and became a framework to listen and respond to the perspectives of young children. The Mosaic approach gives children a voice in their learning, allowing learners to show adults what tools they use to learn (Clark, 2007). Gardner (1983) states that these tools allow children a different way to explore learning therefore, allowing them to use different learning styles. The Mosaic Approach has three stages; gathering data, piecing together information and deciding what action to take (Greenfield, 2011). Within the Mosaic Approach, data is collected through observations, interviews with children and practitioners, child-led tours and photographs taken by the researcher and the child (Clark, 2007). The next step is where the researcher looks at all the information gathered and starts to make connections between the child's learning methods and their pieces of work. Lastly,

the researcher identifies what aspects of the child's learning needs support and put strategies in place in order to accomplish this. Greenfield (2011) suggests that the Mosaic approach allows the researcher to understand children's views by piecing together different types of data.

An asset of the mosaic approach has been evaluated and improved upon by Clarke and Moss (2005), as the first study which used the Mosaic Approach overlooked interviewing the children, practitioners and observing the children in their learning environment (Greenfield, 2011). Therefore, the Mosaic Approach has validity due to the triangulation of data collection methods. Greenfield (2011) supports this claim as stated that "the Mosaic Approach provides an effective, flexible and authentic methodology when undertaking research with young children" (Greenfield, 2011, p. 109). From the range of research tools involved in the process, it has meant that the research presents qualitative data. This is another advantage to the approach as it provides an overview of the whole child, making the data more reliable and transparent (Warming, 2005). However, the Mosaic Approach can be very time consuming due to the amount of research methods used, this can often be underestimated by the researcher (Brewer & Hunter, 2006).

The ASK model is a tool used to help teachers design a range of learning intentions and success criteria (Nottingham and Nottingham, 2017). Nottingham (2013) states that children need to leave school with the ability to handle both emotional and intellectual situations which may occur in their lives. For children to learn these strategies, they need to develop three key aspects within the learning process; attitudes, skills and knowledge (Nottingham, 2013). Children need to have a positive attitude towards learning which includes curiosity and persistence, this means that children will be engaged and motivated to learn (Nottingham, 2013). Children need a variety of skills in order to carry out the vital actions needed for gaining understanding and achieving in any given context (Nottingham, 2013). Lastly, children need to have knowledge, they need the ability to familiarise themselves with information and theories in order to be able to put them into practice (Nottingham and Nottingham, 2017). Vygotsky suggests that children learn all three strategies from the people who are around them daily, adopting their attitudes and values through conversation (Nottingham, 2013). This can be a strength and a weakness as children need to observe the correct behaviour to behave in the right way. Bandura (1977) correlates as for children to have positive and meaningful learning experiences, children will have to imitate adults with appropriate behaviours

(Gray & McBlain, 2012). A study which contributes is Bandura's Bobo doll study, where the children observed a video of an adult repeatedly hitting a Bobo doll (Gray and McBlain, 2012). They were then given the opportunity to play in a separate room where they were imitating the aggressive behaviour they had seen (Gray and McBlain, 2012). Nevertheless, an asset to the ASK model is that children attitudes towards learning can be changed. Bandura (1997) suggests that motivation plays a major role in children observing behaviours and the changes in their own actions. When children are motivated and engaged by optimal learning situations their learning enhances due to their attitude (Brophy, 2010). When learning situations are engaging, they can help to enhance children's attitude, skills and knowledge (Brophy, 2010). Nottingham (2013) contributes stating that if the topics are taught due to being in the curriculum rather than being taught because they are in the interest of the pupils this is when problems can arise as children are not motivated or engaged, thus affecting their learning.

There are ethical concerns when working with children that we must be mindful of. BERA (2018) states that for any research to be conducted we must have both the child's consent and the parents' consent. I was able to get consent from Child A's parent by sending out a consent form (see appendix 1) and consent from Child A by explaining what the research was about and getting them to circle a smiley face or a sad face (see appendix 2). This meant by circling the happy face that Child A was giving me their consent. To also partake in research, I got consent from the class teacher (see appendix 3). Another ethical concern to consider is the right to withdraw (BERA, 2018). If the participant wants to withdraw from the study at any time, then all research or data collected will not be used in this assignment. If the child does not want to participate in a specific moment but would like to participate in the rest of study, I will respect this and be sensitive towards the child's decisions. Greenfield (2011) supports this stating that respecting a child's choice when they want to participate allows them to build trust with the researcher.

Analysis of Learner

Putting theory to practise, I used a variety of data collection methods to analyse how Child A learns. Within the first week at the school I asked Child A to take me on a tour around the school, asking specifically where he likes to learn. Whilst on the tour around the school, I gave Child A an iPad so that he could take

photographs of the tools he likes to learn with. From this I put a learning map together, which shows the types of tools Child A likes to use when learning (see appendix 4). Greenfield (2011) suggests by giving children the tools they need such as a camera they can become a researcher too, building trust between the child and the researcher. Whilst on the walk I asked general questions about the learning environment, for example “where in school do you like to learn? What do you like to do in school? What do you enjoy doing in school?” The response from Child A was that he enjoyed learning on the iPad, the computers, in the outdoor areas, in the water trays, playing with construction materials or colouring and drawing. This can all be seen from the learning map. From asking these basic questions, I was able to put together a questionnaire to ask more in-depth questions during child-conferencing. This way I was able to find out how Child A really enjoys learning, this can be seen in appendix 5. These questions were influenced by the framework used by Clark and Moss (2001; 2005) using questions such as “Why do you like coming to school?” In which Child A replied, “I like learning” and “I like to play with my friends in the house”. Through asking Child A questions it was clear to see that some of his most memorable learning experiences was through pupil voice as he replied, “The best day in school has been Freaky Friday when the fire engine came to school and we got to wash Miss Guy’s car”. Nottingham (2013) correlates, as he states that children tend to be more engaged when they have had an opportunity to be involved in their own learning, through making their own decisions and planning. Child A also stated that his favourite place in school is the role play area and he would like the teachers to play more with the children. Child A also said he found Bubsy challenges difficult and does not like them. If a child completes a Bubsy challenge (maths or literacy) they get a reward.

After child-conferencing I proceeded to talk with the class teacher. She discussed with me Child A’s performance relating to the outcomes of the Foundation Phase Profile. Overall, Child A is an outcome 3 in areas working towards an outcome 4. Child A is making the correct progression for his age looking at the Foundation Phase Profile with outcome 3 being for children aged 48-60 months (4-5) (Welsh Government, 2017). From speaking to the teacher, working with Child A and seeing his work, I can see clearly what outcome he is. I can also see areas which need progression and which areas Child A is striving in.

Mathematical Development

Overall Child A is at an outcome 3 for mathematical development with some areas developing towards outcome 4. Child A can recognise and repeat patterns of up to 3 visually or orally (Welsh Government, 2017). This can be seen during a pattern activity (see appendix 6). Child A was independently able to complete a 3-object pattern. To push his learning further I decided to get Child A to make up his own 4 step pattern. Child A was independently able to draw the pattern, however when it came to colouring the pattern, he forgot that for a pattern the colours had to be the same. I aided him with colouring by asking the question “Looking at the pattern, what colour do we need to colour the beach?”.

In accordance with the ASK model, Child A demonstrated a desire to succeed during a doubling activity through being one of the first children to figure out all the doubling sums. Child A struggled however when adding on, Nevertheless, Child A used previous subject knowledge to know that when we are doubling, both numbers in the sum are the same (see appendix 7). This was because the learning experience was motivating (see appendix 8). Child A wanted to find out the transport the school mascot used to go on holiday. Clements and Sarama (2004) agree stating that children learn best when teachers use a variety of teaching strategies. Benefiting from a thoughtful mixture of carefully planned activities and organised approaches building upon children's knowledge and everyday activities (Clements and Sarama, 2004). Child A is confident with doubling in a variety of ways through games (see appendix 9) or Bussy challenges (see appendix 10). However, Child A needs to work on his number formation as he often writes numbers the wrong way around (see appendix 9). Child A also needs to aid with counting on, as during a focused task he struggled to show me how he counts on from the number in his head using his fingers. This can be seen when trying to “buy” items from the teacher. Sometimes Child A struggles to think of what coins he needs, to buy an item.

Language, Literacy and Communication Skills

Child A is at an outcome 3 for language, literacy and communication skills, with some areas working towards an outcome 4. Child A listens to other speakers with growing attention, responding appropriately to complex information and instructions (Welsh Government, 2017). Child A also asks detailed questions to clarify understanding using ‘What?’, ‘Why?’. ‘Who?’, ‘Where?’ (Welsh Government, 2017). Beith (2005) supports as when children ask questions in something they are interested in and get answered in a thoughtful manner then children can enhance

their knowledge. Draper (2014) agrees stating that children learn through listening to others, listening to play; they start to experience their surroundings around them and living experiences through their classmates. Child A can join in, repeat and memorise songs. Through music children learn to communicate and follow instructions from a young age, also allowing them to learn how to express themselves (Kilbourn, 2013). Child A can also blend sounds in words, this is an outcome 4 in the Foundation Phase Profile (Welsh Government, 2017). Child A is currently at an outcome 3 for reading. However, Child A can read seventy-five of the high frequency words for his age (see appendix 11). Child A was tested on these words by picking words at random for him to read. Children can remember, recognise and read tricky words which cannot be sounded out by each letter (Oxford University Press, 2019). Child A is reading Stage 1 books which focuses on phonics. Child A can sound out letters and sound out speed sounds. When doing a reading activity which required him to match the pictures to the sentences (see appendix 12) the teaching assistant noted that Child A was able to read most of the words independently, whereas other children struggled.

Child A recognises that at a start of a sentence there needs to be a capital letter and at the end of a sentence there needs to be a full stop. At times, Child A can forget to include finger spaces. When spelling words, Child A phonetically sounds out the word and uses spelling strategies such as vowel-consonant and consonant-vowel-consonant (see appendix 13) (Welsh Government, 2017). Child A can also forget that when writing a sentence only the first letter of the first word is a capital letter, this can be seen in the first sentence of appendix 14. However, Child A was able to recall facts about the dolphin.

Wellbeing

When looking at the Foundation Phase Profile, Child A is an outcome 3 with elements of outcome 4 (Welsh Government, 2017). Child A enjoys playing with friends and alone in the enhanced provisions (see appendix 15). However, Child A needs to be reminded now and then that there are other children in the class and that he needs to share. An incident occurred where another child wanted to also play with the construction blocks, but Child A did not want to give them any. I approached Child A and spoke to him asking him how he would feel if the other child would not share with him, which he replied "sad". As child A was thinking about his own feelings and experiences he decided to share with the other child. This shows that children can change their behaviour when around an adult, supporting the ASK

model. However, Hand in hand (2019) state that children share when they are feeling relaxed and calm, they know when they have time to play, information about what is happening and why. In reception, children are not sure about when they will have time to play freely or when they are going to be called to do a task, this might explain why Child A finds it difficult to share. During the child-conferencing, Child A stated, "I wish other children would be called up to do tasks". From observation, Child A can sometimes also struggle with self-regulation as he often shouts out in class instead of putting his hand up like his friends. Child A responds to the emotions and needs of others, providing support and comfort when needed, showing similarities and differences between himself and his peers (outcome 4) (Welsh Government, 2017). An example of this is when playing on the school yard, Child A's friend fell and scraped their knee. Child A came over with his friend to tell the teacher. Child A then continued to stay with the other child during playtime, choosing to sit in and read rather than being outside. Child A performs most personal care routines independently and shows some awareness of eating healthily (outcome 4). Child A can independently put his coat on and do the zip up. Child A is also aware of foods which are healthy, as during snack time he said to the class "we have fruit because it's healthy, sweets are not".

Knowledge and Understanding

Our current topic is Holidays, during circle time Child A was able to tell the class and I that he had gone to Spain and that he enjoyed jumping in the pool with his armbands on. Child A has a clear understanding of the topic as throughout the focused activities and provisions Child A has brought his own experiences into each activity. For example, Child A used Splosh to create a picture of the beach on the computer (see appendix 16). Child A used his own knowledge of what animal he may see at the beach. He chose to include a seagull and a crab in his picture. During an introduction for packing to go on holiday, the children were thinking of items which we would need to pack to go to a hot place. Child A suggested that we need to pack sun cream and hat to protect us from the sun. Cooper et al (2012) states that it is important to plan for children's prior knowledge. As this creates meaning for everyone in the class, making connections with their experience, feelings and the world allows them to reflect and expand on their learning (Cooper et al, 2012).

Physical Development

Child A holds a pencil, sometimes with a dynamic grip (outcome 4). Child A shows increasing control and coordination in different activities, demonstrating basic physical skills, using different equipment and working in his own space (outcome 3) (Welsh Government, 2017). However, Child A does not consider the space of other children and sometimes knocks into them. Child A also finds it difficult to kick a ball and to climb over apparatus without help. Child A is above the levelled outcome for his age when it comes to drawing, as seen in appendices 14 and 16. Child A has considered the baseline and skyline, making sure to put the rest of the pictures in the correct places, rather than floating somewhere on the page (Welsh Government, 2017). Child A is at an outcome 6 when it comes to drawing. Child A is an outcome 4 for fine manipulation skills as he has good control over creative materials and resources, this can be seen in appendices 15 and 16 (Welsh Government, 2017). Child A also has good control when cutting items out with scissors, making sure he does not tear the paper and cuts around the shape properly.

Overall, Child A is an enthusiastic learner, who loves to learn through games, competing, playing with friends, asking questions, discussions and trying his very best at everything he does. Child A enjoys a challenge aspect to activities in order to keep him engaged. Through engaging and motivating activities Child A really sparks interest and desire to learn. Nevertheless, there are a few vital areas for development which need to be discussed in order to enhance his learning and development. These areas are gross motor skills, self-regulation, sharing, number formation, counting on and using money.

Next Steps

One strategy to help aid Child A in gross motor skill progression is using rhythm and music. Kilbourn (2013) suggests that during early childhood motor skills develop quickly. Kilbourn (2013) states by using music and rhythm together or separately, we can help children learn skills such as skipping, galloping, jumping or coordination. When children hear music, it encourages them to move their body in a different way, thus enhancing physical development (Kilbourn, 2013). We could invite a physical development scheme in to help not only Child A but the rest of the class. One scheme which uses music is Learn, Play, Grow. Learn, Play, Grow is a physical education scheme which caters for children from 4-11 (Learn, Play, Grow, 2017). Learn, Play, Grow (2017) state that children will develop coordination, motor skills as well as learning about rules, sportsmanship using mini games and music. I

have experienced workshops with Learn, Play, Grow whilst being a nursery practitioner. I saw that over a few weeks, 3- and 4-year olds were able to start running in straight lines when collecting items to bring back, compared to the start of the programme where all the children kept running into each other. Another way of improving physical development is by bringing the topic the children are doing to life. For example, one class were learning about minibeasts; they brought different apparatus outside for the children to move through, over and around different obstacles just like minibeasts would do in the outside environment (Welsh Assembly Government, 2008).

To stop Child A shouting out, this can be done through class behaviour management. Child A is still young, so is learning the rules of school life. However, one behaviour management technique that could help Child A from shouting out is by positive reinforcement when he does not shout out in class, for example a sticker chart. Burnard (1998) states that by rewarding children around Child A for not shouting out, will help Child A recognise behaviour which he must act to. This supports Bandura (1977) and the ASK model as the child will observe the behaviour being rewarded and imitate the behaviour. Burnard (1998) states that when the child imitates the behaviour you then reward them (operant conditioning). To stop both shouting out and sharing one strategy which could be used in class is circle time. Mosley (2018) states that circle time helps children to learn five skills which are vital in children's engagement and communication with others; listening and looking, concentrating, thinking, speaking and respecting. The Welsh Assembly Government (2008) suggests that through circle time children are introduced to concepts of fairness, respecting others, perseverance, motivation and self-esteem. By introducing an item and explaining to children that they are only allowed to speak when they have the item, helps to eliminate other children shouting out and understanding that they must wait their turn (Welsh Assembly Government, 2008). Through circle time you can talk to children about social topics such as sharing and get children to reflect on why it is important to share (Welsh Assembly Government, 2008). Through talking about the topic and getting children to reflect they start to understand how they would feel in the situation.

As Child A has told me he enjoys playing in the outdoor learning environment I could put an adult in the outside role play area. The adult could act out sharing with a few children in the role play area, imitating the correct behaviour. Like the ASK model Child A should change his attitudes toward sharing and display the

behaviours of the adult. Goldstein (2009) agrees stating that modelling shows children roles, correct social behaviours and provides children with information on play behaviours. Also, in the outdoor environment I would provide strategies for letter formation and number formation. There are numerous writing activities to help number formation; writing with chalk on the ground, writing numbers in the sand tray using a paint brush, using shaving foam in a tough spot, painting numbers on the floor using water (Mayglothing, n.d). Council For Learning Outside The Classroom (2009) states that outdoor learning allows children to develop problem solving skills, nurtures creativity and offers children with rich opportunities to develop resourcefulness and imagination. Outdoor learning also benefits the active learner who learns best through active movements (Council For Learning Outside The Classroom, 2009). It will also benefit Child A as he is still learning through play. Outdoor play helps sensory and physical development (Council For Learning Outside The Classroom, 2009).

To aid Child A in his progression of counting money and counting on, we could make a giant number line to 10. Using coins, Child A can put the coins which add up to 6, this way he could see if there were any coins missing which he needed. Then through questioning, we can see Child A's understanding by asking what number would it be if we count on one? We could get Child A to recognise that the number one is the same as a one pence piece. Through questioning we can also check to see if Child A understands that five pence is equivalent to the number five. According to Webster (2018) counting money requires children to understand the "base ten math system and strong skip counting skills" (Webster, 2018, p. 2). This is where a number line would benefit as Child a would be focusing on the numbers up to ten. Another strategy to help Child A to learn to count on is by using small coloured objects, as he finds counting on his fingers difficult. Child A can recognise which number is bigger and put that number in his head, then using the coloured animals he could count on. This will help him as he is breaking the sum apart, seeing the process and making it easier to digest. Cascio (2017) agrees stating breaking apart the sum makes it easier to calculate as you are reorganising the numbers to suit your needs. Child A could also use this process to enhance his learning in doubling. As Child A found the process of doubling single digit numbers easy, he can go on to doubling double digit numbers from 10-15.

Conclusions

To conclude, there are lots of possible strategies out there to help aid in children's progression. There are lots of strategies which would help Child A to alter his attitudes towards sharing and to self-regulate. However, some of these strategies will take time to deliver and to become effective. The Play, Learn, Grow strategy will also depend on the schools budget as getting an outside organisation in can be expensive. Nevertheless, there are other strategies which can be implemented very quickly to help aid progression. From the process I have learnt that by talking to children about what they enjoy, and dislike can help benefit them. As a teacher you are able to plan lessons to motivate, engage children in learning and to put strategies in place to help aid their progression. However, it can be very time consuming, especially if you want to do this for every child in your class. For the future, I will continue to track the progression of all children and Child A in every lesson. This way I can see what children need help in certain subject areas, so that I can either recap the learning or to put a strategy in place. Thus, continuously enhancing their learning by challenging them or confirming understanding.

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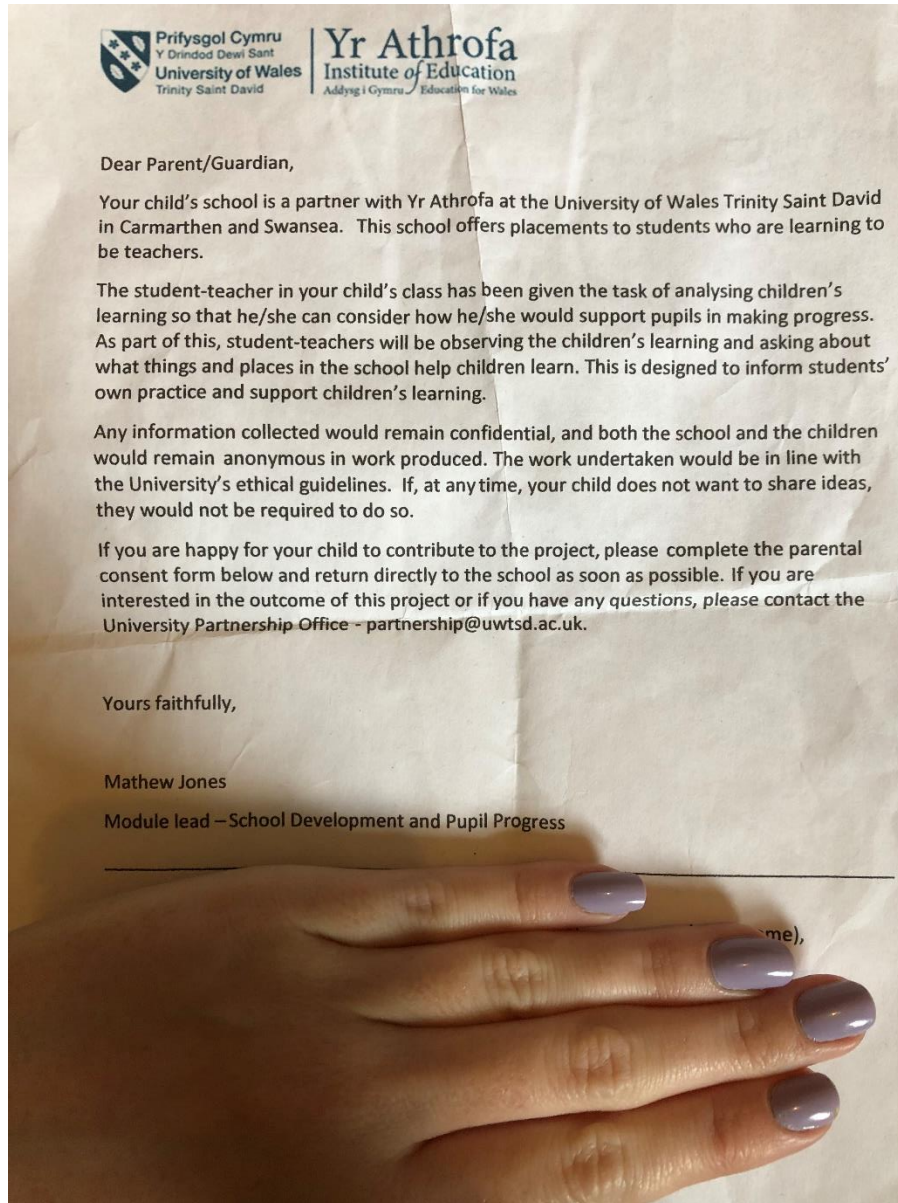
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Appendices

Appendix 1



Appendix 2

I would like to ask you a few questions about what you like to use to learn, what you like to do in school. I will be taking photos of you when you are playing and your fantastic pieces of work, just like what Miss Guy does. This will let me write a piece of work for my teachers. Is that ok? Circle the happy face if you are happy for me to do that or circle the sad face if you would not like to do any of that.



Appendix 3


Prifysgol Cymru
 Y Ddwydd Dewi Sant
 University of Wales
 Trinity Saint David

Yr Athrofa
 Institute of Education
 Addysg i Gymru / Education for Wales

RE: Primary PGCE student assignment: permission and confirmation that work has been undertaken in school for assignment 'School Development and Pupil Progress', Summer 2019

Dear class/senior mentor,

For the university module named above, trainees are required to identify one learner within the class in which they are based and, over the course of the Professional Teaching Experience, explore their learning in detail. The evidence that they need to gather could include:

- observation;
- asking the learner to identify places/things that help him/her learning;
- discussing what helps the pupil learn and how they feel about learning with the pupil and/or teacher;
- collecting samples of work which might show something about the learner's progress and development.

They are asked to focus on knowledge, attitude and skills in language, mathematics, wellbeing and at least two other areas of the curriculum to gain an holistic picture of the child. They then suggest the next steps for the learner, and indicate how these will be achieved. Trainees are expected to undertake this work independently wherever possible, and have been given ethical guidelines to follow (although undertaking the work above would be in line with typical classroom practice). The trainees have been asked not to reveal the identify of the learner or the school within their assignment.

Students have been asked to:

1. Seek permission for this work (by consulting with the class teacher and learner)
2. Provide verification that the work has taken place.

We would therefore be grateful if you could confirm that permission has been sought and that tasks have been undertaken by signing below:

STUDENT NAME (PLEASE PRINT): RHIAN HAWYES

SCHOOL NAME (PLEASE PRINT): [REDACTED]

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE PRINT):

KELLY MARIE GULY

SENIOR MENTOR/CLASS MENTOR NAME (PLEASE SIGN):

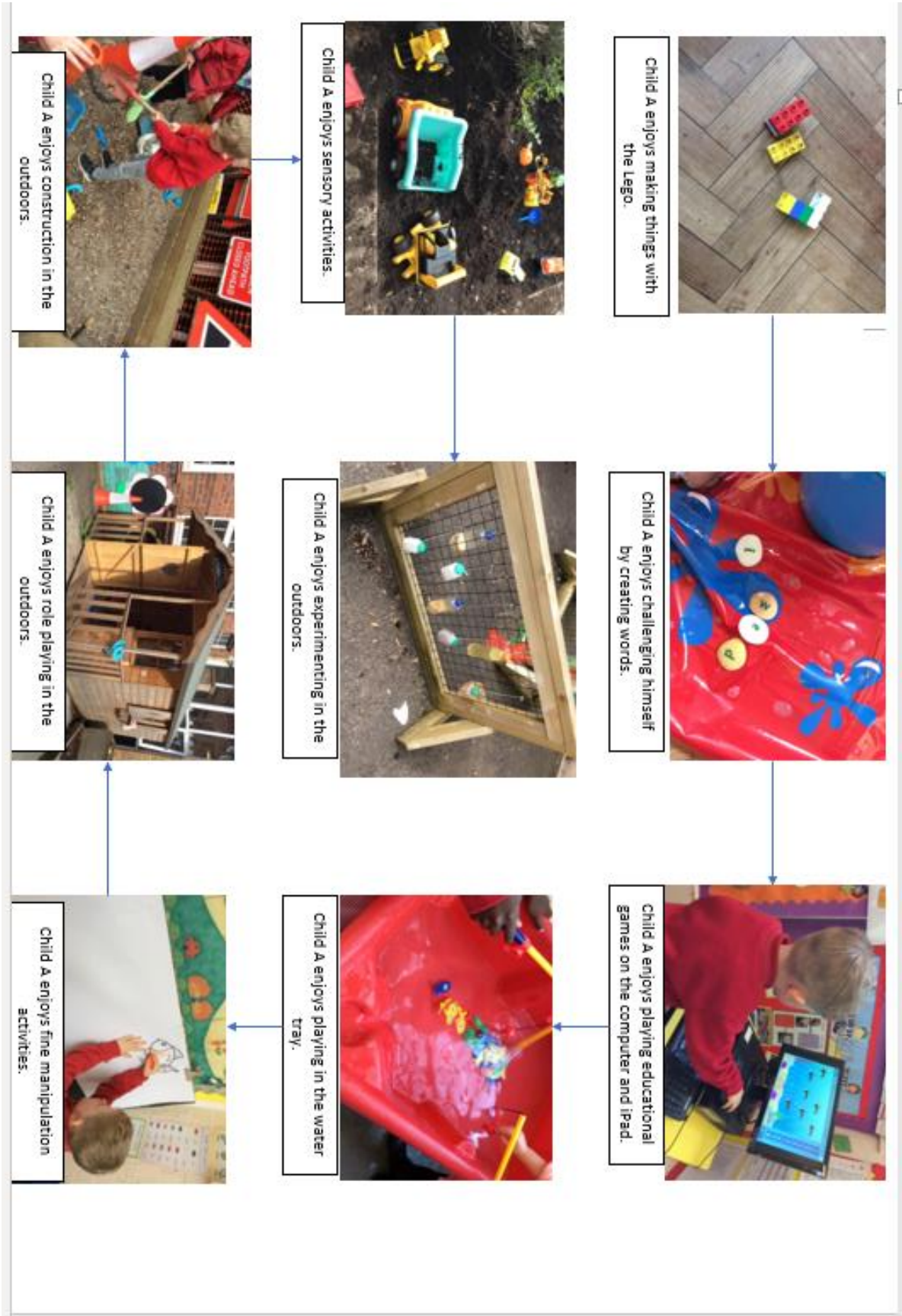
[Signature]

If you have any queries regarding this, please contact the module lead, Mr Mathew Jones.
 M.Jones@uwtsd.ac.uk

Many thanks in advance

SIGNED COPY TO BE INCLUDED IN APPENDIX OF ASSIGNMENT

Appendix 4



Appendix 5

What do you like about school?

Why do you like coming to school?

What don't you like about school? Why?

Who are your favourite people in school?

What do the teachers do at school?

What would you like the teachers to do in school?

Where is your favourite place at school?

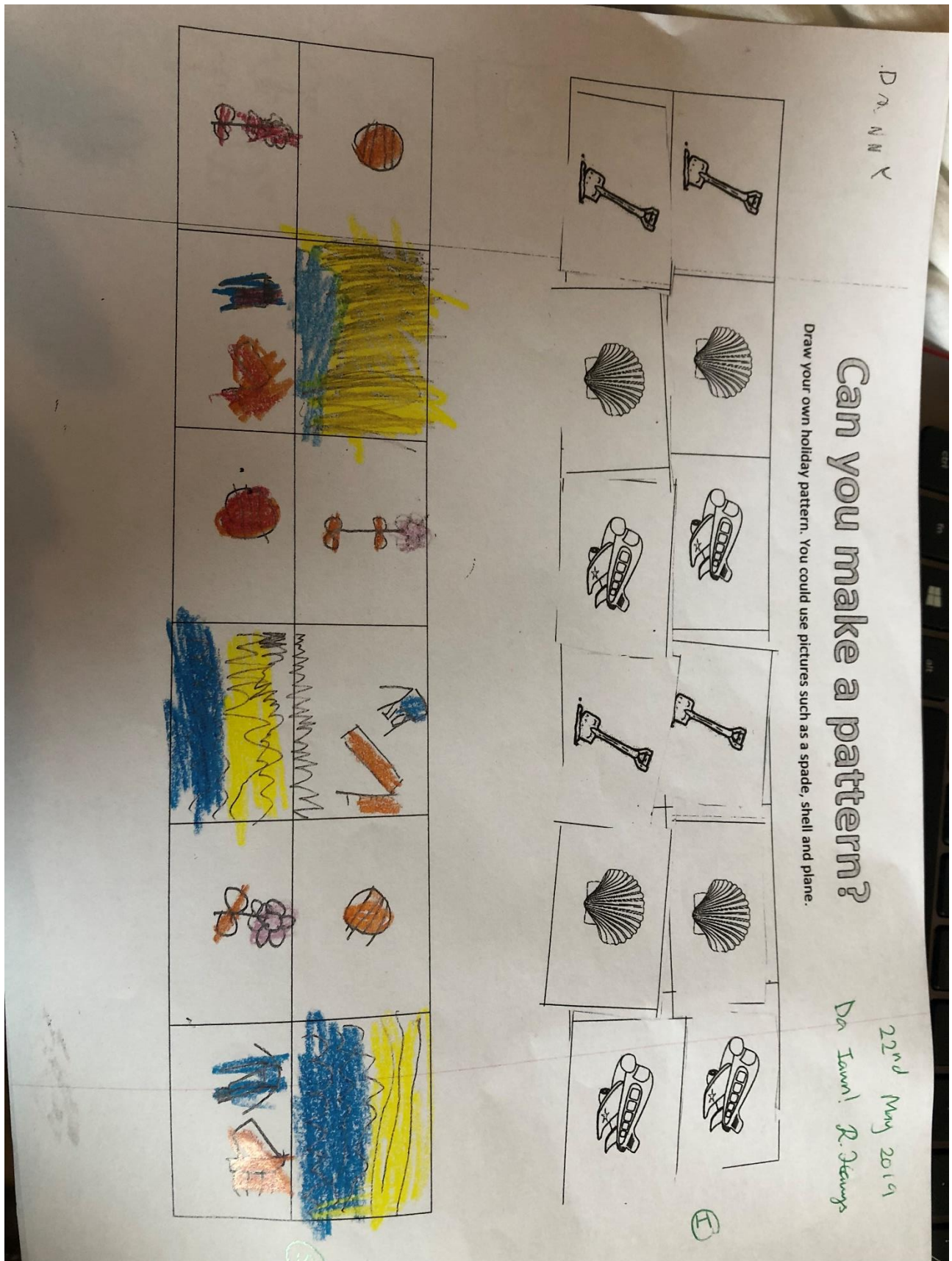
Which part of school don't you like?

What do you find difficult in school?

What has been the best day in school?

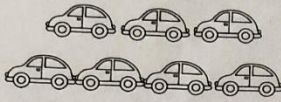
What do new children need to know about school?

Appendix 6



Appendix 7

Count the transport and work out the sums



+

7

=

14 ✓

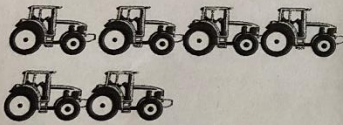


7

9

=

18 ✓ R

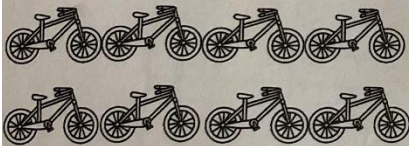


+

6

=

12 ✓ A



+

8

=

16 ✓

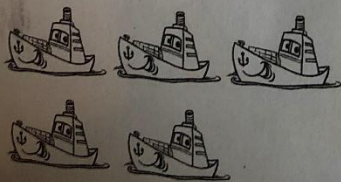


+

10

=

20 ✓



+

5

=

10 ✓

⑤ 14.05.14
R. Hamps

Appendix 8

Rhian Name of Trainee: <u>Hawyes</u> Session ref: <u>14/05/19Topic(1)</u> Date: <u>14/05/19</u> Class: <u>Reception</u> Targed(au) Hyfforddi Personol: <u>To make lessons motivating and engaging to pupils</u> Number of learners: <u>30</u> Age: <u>4/5</u>						Cynllun Ffocws y Cyfnod Sylfaen 2d	
Learning objectives/intentions: To be able to find what type of transport Bubsy used through problem solving activities.	Success Criteria	Children will successfully problem solve in their groups to find that Bubsy used a Tractor.	Meeting learners' needs:	Differentiated Bubsy Maths and Literacy Challenges.	Assessment for Learning (strategies and opportunities) Observation Questioning during the introduction and plenary e.g What kind of vehicles might Bubsy of used? What did you do to find Bubsy?		
Introduction/plenary tasks	Main activities	Resources/ Key Vocabulary					
Introduction Carpet The children will be introduced to a letter left by Bubsy asking them to help him get home safely. The letter will explain to the children that he is lost and he needs them in their groups to help find him and to find out what vehicle he has used.	Trainee focused task (purpose, outline of trainee's role and children's learning): Highers- Will have a range of doubling sums, where they will have to count the vehicles to work out the number. Then they must add signs and the other number they need to work out the sum. <u>Additional adult tasks (purpose, outline of additional adults' role and children's learning):</u> Middle- Children must read the word and match it to the picture. Then using the picture, look where it is located in the code to find the correct letter. Lowes- In the play area they will have to work out what vehicle Bubsy tyre tracks were made with, by mark making with different vehicles. Once they have found the vehicle they must locate the sums in the garden and find the answers. <u>Independent learning opportunities:</u> Car Wash Matching pictures with words. Collage making.	Paint Paper Scissors Pencils. Vehicles.					
Plenary The children will have another letter asking them to see if they can find Bubsy and the vehicle he used around the classroom.							
Curriculum coverage (range and skills)							

Curriculum coverage (range and skills) Knowledge and Understanding of the World exploring and experimenting. engage with resources from a variety of contexts including interactive forms • investigate indoor and outdoor learning environments, as well as including natural conditions as they arise

• participate in different types of play and a range of planned activities, including those that are child initiated and those that build on previous experiences • work on their own and in pairs and small groups.			
Literacy (LNF) speak audibly: take part in activities alongside others, with some interaction. read simple words such as consonant-vowel-consonant words.		Numeracy (LNF) identify steps to complete the task or reach a solution. select and use relevant number facts and mental strategies. • use number facts within 10, i.e.: ○ doubling and halving, e.g. $4 + 4$ ○ bonds of 10, e.g. $6 + 4$.	
DCF Splash!	Thinking Finding a Solution to a problem. Problem Solving Skills.	ESDGC Choices and Decisions	YCC NA

Appendix 9



Appendix 10

 **Doubles**
Roll the dice to make the sums. Use the vehicles to help you.

$\boxed{2} + \boxed{2} = \boxed{4} \checkmark$

$\boxed{6} + \boxed{6} = \boxed{12} \checkmark$ 2

$\boxed{4} + \boxed{4} = \boxed{8} \checkmark$

$\boxed{5} + \boxed{5} = \boxed{10} \checkmark$

$\boxed{1} + \boxed{1} = \boxed{2} \checkmark$

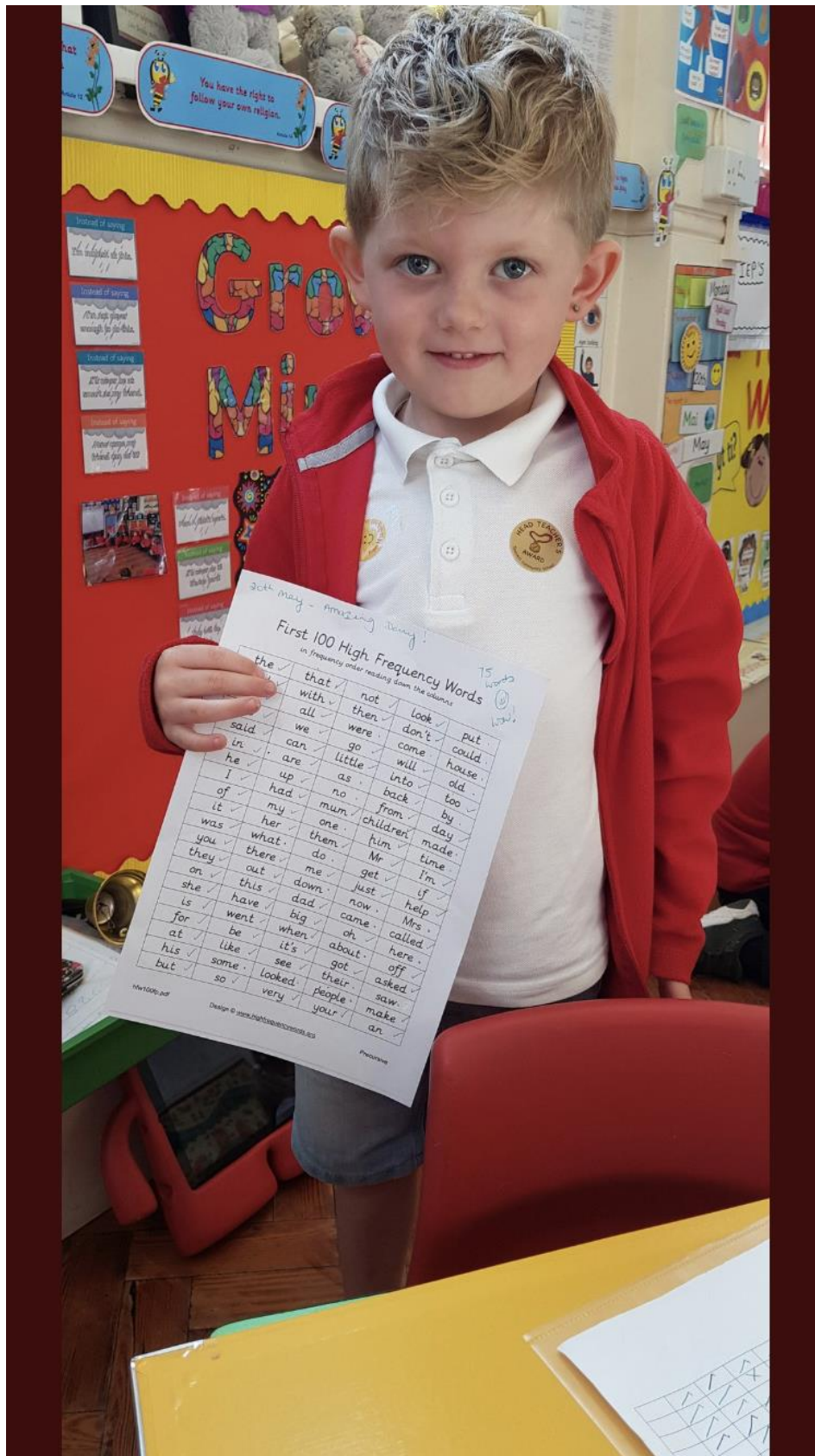
$\boxed{3} + \boxed{3} = \boxed{6} \checkmark$ 3

$7714 + 77 = 14 \checkmark$

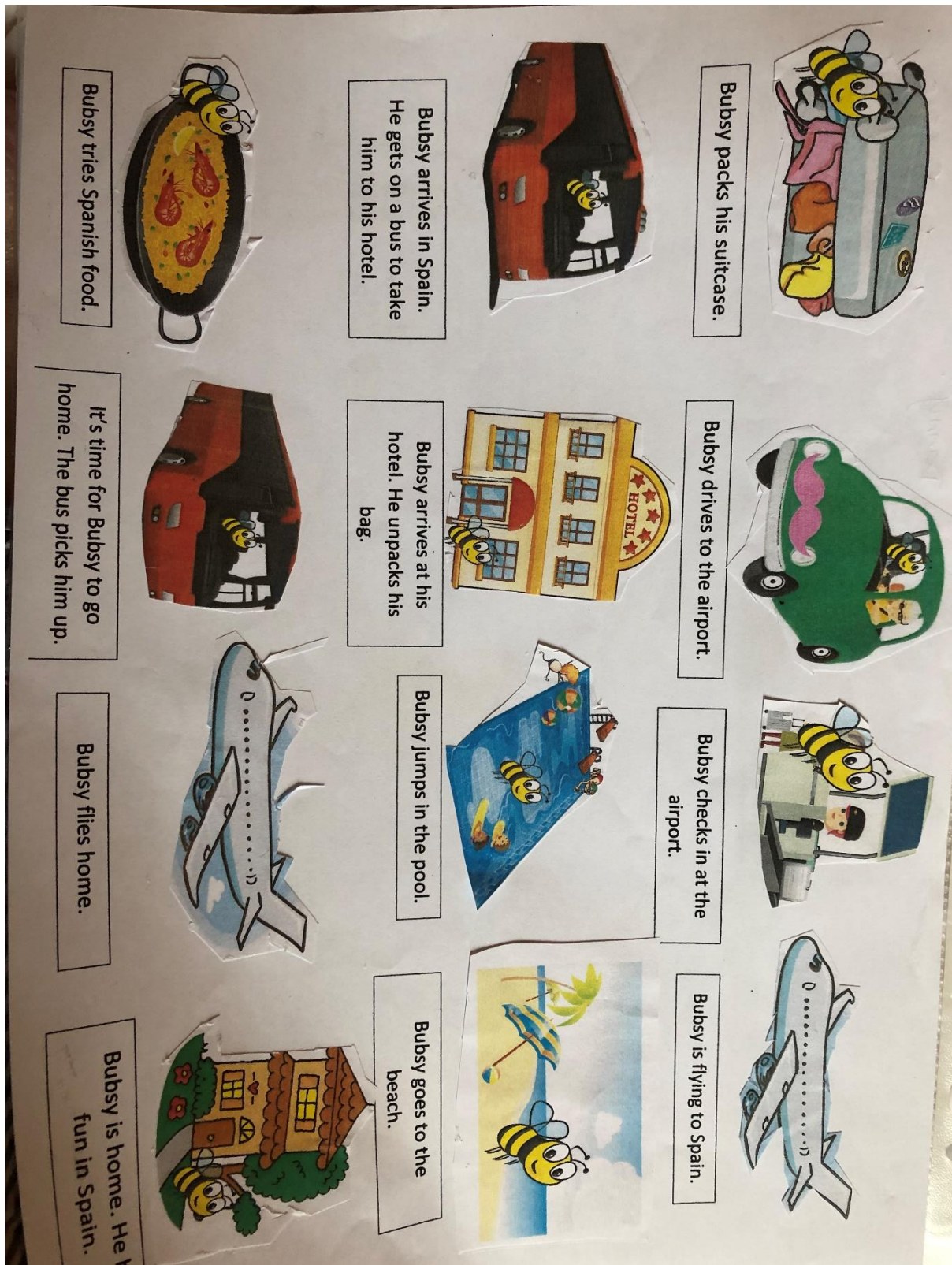
$88 + 168 = 816 \checkmark$

$9918 + 99 = 18 \checkmark$

Appendix 11



Appendix 12



Appendix 13



Appendix 14

Grwp Gwyrdd 6th may 19.

Sea Creature Facts

Draw your favourite Sea Creature from the story 'Commotion in the Ocean' and write three facts about it. Try your best to write the words by sounding them out.



I DOO BACKFLIPS.

I do backflips.

I do backflaps.

I eat fish. I eat fish.

I eat fish.

✓ Da sawi
 (I) contig.
 (II)
 • Re-called facts.

Appendix 15



Appendix 16

