

Name of Trainee:	~~Chloe~~	Session ref:	10072017	Date:	~~2017~~ 10 th July – 14 th July	Class:	Year 2	Cynllun Ffocws y Cyfnod Sylfaen 2d
Targed(au) Hyfforddi Personol	S3.3 Clear ability to challenge pupils through highly effective, differentiated questions and activities.			Number of learners:	22	Age:		
Learning objectives/intentions: To innovate a story. Learning objective (TA group): To use adjectives.				Meeting learners' needs: Differentiated groups: Apples – Adam, Cole, Ryan, Levi, Kameron, Joseph. Pears – Isabel (st), Riley, Alexis, Amber, Harrison, Craig. Oranges – Madison, Emily, Tallulah, Logan, Scarlett (LSC – AM only) Grapes – Jake-bean (IEP, SA+), Demi-leigh (IEP, SA+), Steffan (IEP, SA+), Sienna, Olivia (IEP), Amy (IEP).				

Introduction/plenary tasks	Main activities	Resources/ Key Vocabulary	Assessment for Learning (strategies and opportunities)	Key Questions
Introduction See organisation planning of groupings for the following tasks. Register – yma. Does anybody have news? Bore, bore, bore da song. Seren y dydd – Dwylo i fyny – Count Ciriad in Welsh. Spot the person wearing super sonic cape. Look for 'egg-cellent' sitters and award stickers. Explain that today, I am looking for roar-some work. LO – To innovate a story Mon – Share innovation of 'Harry and the Bucketful of Dinosaurs' – Sophia and the Multi-coloured Rucksack full of Unicorns. Tues – Innovate a class story together on the IWB using the blank innovation table to model what they need to do during the focused task. Weds – What is an adjective? An adjective is a word that describes a noun. What is a noun? An object, person or a place. What is a thesaurus? Steffan, Demi and Jake to work with JB during introduction to prompt them to think of adjectives based on the same picture on iPad, but with focused support. Volcano picture! Can you think of as many adjectives as possible? Here is a sentence on the white board - Lava went over the ground. There was lightning in the sky. How can we make this more exciting? Prompt for adjectives. Ask the Apples if they can think of alliteration, personification, verbs	Trainee focused task (purpose, outline of trainee's role and children's learning): LO: To innovate a story Success Criteria slips Innovation story planning table sheet differentiation: Apples – Character/item from the story, innovation, exciting vocabulary, thesaurus. Oranges and Pears – 5 main characters already selected, innovation, adjectives, thesaurus. (Tina to work with Isabel) Grapes – Picture of character, innovation, adjective. Fill in Success Criteria slips, track group on Idooce and get them to traffic light their LO with stickers. Additional adult tasks JB (purpose, outline of additional adults' role and children's learning): LO: To use adjectives. Success Criteria sheet displayed on table Design-o-saurus Worksheet. Children need to create a dinosaur and use adjectives to describe their dinosaur. (Oranges, Pears and Apples to use a thesaurus) See additional adult planning sheet.	Welsh Edrychwch – Look Sefwch – Stand Eisteddwrch – Sit Gwrandewch – Listen Dewch yma – Come here Merched – Girls Bechgyn – Boys Dewch i mewn – Come in Yn Dawel – Quietly Dim siarad – No talking Ga i _____? Dwylo i fyny – Hands up Llygaid ar gau – Close your eyes (and then imagine whats in your bucket) Pawb – Everyone Beth wyt ti'n wneud? - What are you doing? Beth sy'n bod? - What is the matter? Oes problem? Is there a problem? Wyt ti'n iawn? – Are you okay? Wyt ti'n well nawr? – Are you better now? Pwy sy'n barod song		

no sentences?

and adverbs.

Picture 105 – Dinosaur picture. Can you think of as many adjectives as possible to describe the dinosaurs – What dinosaurs can you see? What else can you see? How can we describe the lake? What adjectives can we use to describe the trees? How can we describe the sky using adjectives? Here is another sentence on the white board – **"The dinosaur drank the water from the lake. It had skin and horns. It moved its tail in the air."** Think of ways to improve this sentence using adjectives. Then turn to your partner to discuss and then share with the class. **TPS**

Thursday – What's in your bucket? Children to form a circle on the carpet and pass around a bucket. When they have the bucket, they need to imagine what's inside their bucket. Begin by describing what I can see in my bucket "Wow, there's a fairground in my bucket. I can see a candy floss stall, a merry-go-round and a roller coaster".

When the children have been able to build up a picture in their head of your bucket of imagination, pass the bucket to each child in the circle and ask them what they can see inside the bucket.

- If one or more of the children need support or prompts to think imaginatively, ask leading questions, e.g. "Can you see any animals in your bucket? What kind of animals can you see? Where do they live? Can you see their home? What are the animals doing?"
- If one or more of the children are confident using their imagination and they create a scene of what they can see in their buckets, ask questions to develop their story, e.g. "What is happening in your bucket? What is the background like? Is it in our world or is it in another world. What are they doing?"
- Apples – Encourage them to think of adjectives and alliteration to describe what's in their bucket. Use verbs and adverbs to describe how they are

**Mae ____ yn barod.
Da iawn ____.**

**Mae hi'n amser
tacuso.**

**Subject Specific
Vocabulary**

Innovate

Adjectives

Character

Harry and the

Bucketful of

Dinosaurs

Story

Describe

Bucket

Design

Noun

Verb

Adverb

Alliteration

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perhaps moving.

Friday - Fill in **exciting vocabulary** adjectives section to complete the class innovation story plan.

Plenary

Mae hi'n amser iatcluso. 3 minute mission impossible timer. We need to be sitting on the carpet before the timer goes off.

Celebration of children's work.
Everyday - Encourage the children to share their work and select **Roarsome** work of the day to be displayed.

Dinosaur cube – Differentiate Questioning - **Can you think of an adjective to describe the dinosaur?** To extend some children ask - **Can you give me a sentence using your adjective?**

Apples – **Can you think of an alliteration to describe the dinosaur or a verb and an adverb to describe how he might move?**

Focus on adjectives, story innovation, design-o-saurus or what's in my bucket sheet.

Independent learning opportunities:

Handwriting – **Handwriting books** Grapes - *Textured zip bags concentrating on the 'letter of the day'.*

Feelly bag – Describe the dinosaur in the bag using adjectives.

Sensory tuff tray outside – Write adjectives with **chalk** on the yard or on the black board outside to describe the texture/appearance of the object. **Adjective mat** to support.
Slime/Playdough/Jelly with different smells, textures etc.

Small World/Finger Gym: **Talking tins** – **Can you save the dinosaurs from the long grass?** How can you describe the grass? (Oracy focus and fine motor skills using **weezers**)

Lego: **Talking tins** – **What's in your bucket?** Can you create a bucket for your objects?

Creative Corner: **Talking tins** – Can you create a spikey dinosaur? Can you create a spotty dinosaur? (**Adjective/Innovation Dinosaur Challenge cards**)

Make a bucket or alternative and create objects out of **recycled materials** to go in your bucket. For example, for 'Miss Lewis and the multi-coloured rucksack full of dinosaurs' I would create a multi-coloured rucksack and perhaps draw unicorns and use a pipe cleaner for the horn, add feathers etc.

Mark making corner: **Can you draw what's**

	in your bucket? Laminated sheets. White board pens. Book corner: Harry and the bucketful of dinosaur book review laminated blank sheet Role play – Harry and the Bucketful of Dinosaurs masks Guess Who – Dinosaur game. Ask questions about the different dinosaurs. Is your dinosaur a herbivore? Does your dinosaur have 4 legs? Etc. Hangman – Guess the dinosaur name. Dinosaur word mat			
Curriculum coverage (range and skills) English - Focused Task Writing Structure and Organisation <i>Apples and Pears (Year 2 skill)</i> - Refine the use of a storyline within imaginative writing. <i>Oranges and Grapes (Year 1/2 skill)</i> - Develop the use of a storyline within imaginative writing. All - Use a simple plan to support and organise writing				
Literacy (LNF) Handwriting group Writing - Form upper- and lower-case letters accurately and with consistent size JB group Writing - Understand and use language appropriate to writing, e.g. adjective		Numeracy (LNF)		

Independent task

Oracy - Use a growing range of appropriate vocabulary in play and structured activities and formal situations

Oracy - contribute to discussion, keeping a focus on the topic and taking turns to speak

ICT	Thinking	ESDGC	YCC
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