

Student-teacher:	Lara Curtis	Class / Group:	Nursery
AoLE or Subject:	Health and well-being	Date <i>(please note that this may be a continuous session):</i>	W/C 22/04/2023 3 groups of 7 complete over 3 days. With enhanced provision following along from 26/04/24
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	Developing physical health and well-being has lifelong benefits - understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection. It also includes an understanding of health-harming behaviours. - Healthy confident individuals		
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>	Literacy and Numeracy Framework / Language, Literacy and Communication - Reading the board Humanities - 'Who am I? - what matters statement 2' Digital Competency Framework - Use of powerpoint Welsh - The Powerpoint has both Welsh and English phrases and words. Developing and widening the pupils' Welsh medium vocabulary. Science and Technology - 'Senses'		
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in the learning journal or weekly reflection meeting and describe the desired impact on learning)			
N/A as of yet.			
Learning Intention <i>'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'</i> (Crichton, H., and Mcdaid, A. 2016 p. 196)			
By the end of this lesson, pupils should be able to distinguish between 'Smell, Touch, Taste and Hear' and how they can use their senses to distinguish different unhealthy foods, as well as healthy ones. Enhanced Intention:- By the end of the week, the pupils will be able to distinguish between what is healthy food and unhealthy food with a set of pictures given to them.			

What harm bad food can do to our bodies and what makes them 'bad' food
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i>
For the pupils to be 'successful' they need to interact with the power points correctly. At the start, they are given a set of instructions and examples of what is expected of them when they are to look into the box. To be successful, following these instructions is important. The instructions set out are simple, with plenty of visuals for the children to understand fully.
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i>
Not completing the correct task - Smelling the particular food instead of tasting it. Not drinking, smelling or eating enough of the 'Beth sydd yn y bocs' - Showing them a good example of what they need to do. Not guessing the food - Giving the added clue within the powerpoint. The child whose turn refuses - There will be plenty of continuous provision happening around the children as the classroom is open plan, the child is welcome to watch and participate or join in with another activity in the surroundings. Ensure that all children are allergy-free.

SEQUENCE OF TEACHING & LEARNING (Add or remove rows below as appropriate)				
Timing: <i>Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account</i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking to understand, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>
5 minutes	Teacher - To call all of the class to the carpet after tooth brushing TA1 - Encourage all children to the carpet TA2 - Setting up 'bocs' in the centre of the carpet	Following set instruction laid out by the teachers and understanding routine, the routine for the day is clearly laid out and labelled on the wall. The plan of the morning is laid out in visuals so it is accessible for all in the class. - In this case, continuous provision is not necessary. Children who are identified with ALN are on a 121 basis facilitated by a plan already in place with specialised TA's. During this time, they have a routine in place. After tooth brushing they move onto welcom.	Usually in this case, the scaffolding is showing a good example. TA1 usually sits down on the carpet organising the children and showing them how they should be sitting.	'Can you show Miss Curtis how we sit quietly' 'Can we make sure we leave enough space for all of our friends' ,
15 minutes x3	Teacher - Separating the children into 'focus groups' 7 per group (21 in class if all present. 3x groups) Making sure group Snake is sitting on the carpet.	Group Snake - Sitting on the carpet, with the 'bocs' in the middle of the carpet and the powerpoint in the background. - Touching mostly HUM1	Scaffolding is dependent on group ability in this task. Group Snake, should	How does that feel 'share with your partner what your guess is' Do you like this food
Rotating the groups around activities and support staff.	TA1 - Take group Ants to the block building area and complete 'seperating task' evidence to be placed into the class book at the end of the day. Photos of the children trying to complete the task. TA2 - Take group 'lollipop' to the messy play area to complete 'my healthy plate' activity continues from week commencing 15/04.	Group Ants - Completing separating task, instructions, WILTS all available and the children in the gorup are capable of following the visual instructions, as well as verbal instructions set out by the TA Group Lollipop - Completing task 3 - 'my healthy plate' with preset materials on the table and two WILTS the children are to make 1 happy face plate each, instruction are visualised, but group lollipop do need some extra help to remain on task.	not any more additional help to complete the task. Most of the childlren inn the group are able to follow instructions and complete the task with inor adult input. However there is an adult present. Group lollipop and ant both have an extra TA in the room. The teacher and TA will be needed to help a little more with instructions, and where possible encourage the children more to keep on task. INcluded in the instructions for activity 2 and 3 is visual isnructuions, however in activity 1 there is clues to help the children guess the food.	What is your favouritte healthy food What makes this food unhealthy Can you eat lots of unhealthy food to keep fit 1 on 1 assessment will take place at the end of the week to assess whether the childlren have improved their knowledge .

30 minutes	Teacher - Once all 3 rotations are complete, the enhanced and continuous provision set up around the room is to be used for 'exploring time.' TA1 - Ensure all healthy and unhealthy foods are secured away as these will be needed to be used for assessments at the end of the week for evidence of progression when the whole class completes the task on a 1on1 basis. TA2 - All remaining materials leave out, as the children are able to reuse these materials to create any drawings or colourings they like during the allocated 'exploring time' TA3 from reception - manning outside time,	Outdoor time - The children will have been indoors from the moment they have walked in. So we allow 8 children at a time outdoors in the discovery area with the bikes. Before they come in the, the cars and bikes are allocated a number space, the children must 'match' their bike to the parking space. This is a group task done before they come indoors for milk and mindfulness. Water area - What sinks and floats - Science and technology - our next theme is nature and the world around us. We are working on a easy transition across to the new topic. Role play - Cafe area and post office, LRC and also the humanities side. Understanding different roles and jobs, and that everyone in the world has a purpose and a role to complete.	Children are free to roam around the room with quiet rules in place. Once the 30 minutes is up they are aware the chime will go and they will return to the carpet for milk and mindfulness	
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The above plan was made on google docs and could not be transferred or submitted via moodle – It kept showing error even though I had transferred the document into a pdf file.