

Foundation Phase Policy



*Learning together in a changing world,
creating success for all.*

Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

School context

Trinity Fields is a **Rights Respecting School**; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

We are a **Healthy School**; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils’ ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

Our overarching philosophy is summarised in the following statement:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

Purpose

This policy provides an overview of the principles and practice of the foundation phase at Trinity Fields School, as well as providing an outline of the curriculum delivered.

The purpose of the policy is to:

- Highlight the needs of children in the early years;
- Show the value and significance of the Foundation Phase;
- Develop quality experiences for pupils aged 3-7, based upon their needs;
- Give direction and support for the Foundation Phase.

A table mapping the foundation phase to the 6 Areas of Learning and Experience (AoLE) in “Successful Futures” will be found in **Appendix 1**. “Successful Futures” makes it explicit that the new curriculum and assessment arrangements in Wales will be fully inclusive and,

“easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society.”

We are fully committed to developing and implementing the 4 core purposes of the curriculum, as they will apply within a special school context. Full details of these can be found on **Pages 29-31** of “Successful Futures”. In summary we want all of the pupils at Trinity Fields School to be:

- **Ambitious**, capable learners;
- **Enterprising**, creative contributors;
- **Ethical**, informed citizens;
- **Healthy**, confident individuals.

A summary diagram of the 4 core purposes of the new curriculum will be found in **Appendix 2**.

Nature of foundation phase education

The foundation phase is a progressive curriculum for children aged between 3 and 7 years; a key aim is that it meets the diverse needs of all children within that age range. Attitudes and behaviour that are at the heart of learning begin to develop during this early stage. It is vital that the experiences offered to our foundation phase children capitalise on their abilities and needs in order to secure firm foundations.

A child’s ‘early years’ is a period when they are particularly receptive to learning; they are usually active and curious about their world. Their learning, social and emotional development are not compartmentalised, indeed they are very much interrelated. In order to promote children’s holistic development we will provide all of the children with support and care as a natural part of their everyday experiences. This is vital in order that they may feel secure and to maximise their all-round development.

The role of the foundation phase staff at this stage is critical in supporting pupils' all round development.

Basic principles of good Foundation Phase practice include:

- Recognising the importance of play in the early years;
- Providing young children with spaces to move about and explore;
- The need to feel valued and having high self-confidence, coupled with children's feeling of security and familiarity to underpin productive learning;
- Young children needing to be motivated and stimulated; they need to be challenged at a level relevant to their interests and capabilities;
- Planning should consider the individual needs of young children so that all activities are relevant with a focus on what the child can do and providing exciting experiences to allow them to develop from that point;
- Promoting independence, alongside children's developing responsibility for their own learning;
- Plentiful opportunities for communication at appropriate levels, between the children and with adults;
- Learning through first hand experiences, both in and outdoors;
- Emphasising the cultural heritage that we enjoy in Wales;
- A multi-sensory approach.

Our foundation phase children learn through rich experiential, investigative and directed play activities. Our staff are highly skilled and are able to achieve the appropriate balance between self-exploration and more adult led activities in order to challenge our children to reach their full potential and allow them to access opportunities for independent learning, wherever possible. Our pupil centred ethos and approaches allow all children to develop their independence and make progress commensurate with their abilities and needs.

The importance of play in the foundation phase

A key feature of the Foundation Phase Skills Framework Curriculum is play. Play underpins learning in the early years. Skills, attitudes, concepts, knowledge and understanding are all developed through play as well as social, emotional and physical skills. Play and communication are the central ways in which children learn and discover about themselves, others and their world.

In play young children learn to:

- problem solve;
- share and negotiate;
- communicate;
- develop self-confidence;
- predict, apply and test skills;
- investigate and explore;
- be imaginative and creative;
- take risks in order to develop resilience.

In order for play to be a valuable and high quality experience the play activities need to be carefully planned. There must be opportunities for both structured and unstructured play where children are encouraged to reflect upon and develop their play skills. Play should be carefully observed in order to appropriately plan and extend learning. Adults should support play initially when required and the children should be able to ask questions, express discoveries and communicate with an adult about their play. Children's play should include opportunities for them to work on their own, in pairs and in groups; they should be allowed time to develop their own play.

The learning environment

All of our foundation phase classes offer a secure and stimulating environment that offers children an abundance of opportunities for quality learning experiences. Our learning environments are welcoming and friendly which respect all children as individuals and are aesthetically pleasing. Space is offered for both the indoor and outdoor curriculum which is safe. Autonomy and a sense of responsibility are encouraged where children access resources through continuous as well as enhanced provision; they also access structured activities through our well-established thematic approach to learning. Clearly defined areas arouse children's curiosity. Resources and equipment are clearly labelled and are accessible to children with a wide variety of needs. Individual classroom organisation is purposely flexible in order to meet the needs of the children in that class.

Our rich outdoor environment offers extended learning areas. Safety surfacing areas are provided within a fenced and secure perimeter. All areas are wheelchair accessible. The foundation phase outside play area has recently been re-developed and includes wheelchair accessible swings, sunken trampoline, a sensory tunnel, as well as marking for traditional games such as hop scotch. An outdoor mud kitchen and water play area have also been created to further enhance our outside provision. Also, there is whole school access to an allotment and 2 sensory gardens, one of which holds a messy play continuous provision area.

Implementation

The foundation phase curriculum at Trinity Fields School has been developed by staff to reflect the individual and often very complex needs of our pupils. The key priority is to ensure that all pupils, irrespective of their abilities and needs make progress and have access to exciting and stimulating learning experiences throughout their time at school.

We have incorporated statutory and non-statutory guidance and adopted a broad range of principles to ensure our curriculum is relevant to pupils' individual abilities and needs. Our curriculum is currently being reviewed to reflect the new curriculum and assessment arrangements in Wales that will be fully operational by 2022. It will include the Literacy and Numeracy Framework (LNF) and the newly developed Digital Competence Framework (DCF). These key principles will help to ensure that our curriculum is flexible, reflective, takes into account stakeholder views and is responsive to the changing needs of our pupils and the communities in which they live.

We recognise that in order to meet pupils' diverse, complex and individual needs they will also need access to a range of other experiences which include multi-sensory environments, therapeutic input and regular educational visits to provide real life experiences for them to practice their existing skills, as well as developing new ones.

Our curriculum offer will take account of pupils' individual needs and is fully inclusive; all pupils irrespective of race, gender, colour or additional needs will have equal access to the very best learning opportunities and experiences throughout their time at Trinity Fields. Our curriculum takes account of all the relevant Welsh Government documents, including:

- Foundation Phase Skills Framework (2015)
- Routes for Learning (2006);
- A Curriculum for all learners (2010);
- Routes for Literacy (2013);
- Routes for numeracy (2013);
- Successful Futures (2015);
- Digital Competence Framework (2016);
- Routes to Digital Competence (2016).

The Foundation Phase Skills Framework (2015) is divided into 7 areas of learning; a brief summary of each area follows:



Personal and Social Development, Well-Being and Cultural Diversity

Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the foundation phase and pupils' skills are developed across all areas of learning through participation in rich, experiential learning activities that include both indoors and outdoors activities. Pupils learn about themselves, their relationships with other children and adults both within and beyond the family. They are encouraged to develop their self-esteem and their personal beliefs and moral values.

Pupils will have the opportunity to participate in activities as individuals, in groups, and as a whole class. They will be made aware of acceptable/unacceptable behaviour patterns. The emphasis will be on encouraging a positive self-image, with each pupil receiving lots of positive praise. They will be encouraged to learn to share resources, ideas, thoughts and adult time. They will also be encouraged to show consideration in their actions to others and animals, and to respond to a range of new cultural and linguistic experiences.



Physical Development

Pupil's physical development, enthusiasm and energy should continually be promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and co-ordination and developing motor and manipulative skills.

At Trinity Fields children have access to large and small apparatus to develop their gross motor skills, strength and flexibility. The development of these skills will be the responsibility of the class teacher, support staff and specialist Physical Education (PE) teacher. They also have access to the hydrotherapy pool, ball pool and soft play room, rebound therapy room and splash pool, as well as a newly developed outside play area.

In order to develop the children's fine motor skills they will be encouraged to use a wide range of materials ranging from pencils, crayons, paintbrushes, scissors and other art media; they will also have access to a variety of construction equipment and toys aimed at developing their manipulative skills. Activities will be consistently developed to promote progression.



Mathematical Development

Pupils develop their skills, knowledge and understanding of mathematics through oral, practical and play activities. They use and apply mathematics in practical tasks, in real-life problems and within mathematics itself.

The mathematics curriculum will be delivered through a series of continuous and enhanced provisions as well as structured activities, where the learning intentions are clearly defined in the planning stages. Experiences in this area will include numerical reasoning, number skills, measuring skills, geometry skills and data skills. Activities will be accomplished throughout the year, linked to the class topic.



Language, Literacy and Communication Skills

On starting school, pupils may have differing levels of language development. The needs of individual children are met through the use of a "Total Communication" approach which includes PECS, Signalong, switches, communication aids, gesture, demonstration and objects of reference.

Pupils have opportunities to choose and use reading materials, understand the conventions of print and books and be given a wide range of opportunities to enjoy mark-making and writing experiences.

Where appropriate foundation phase classes have a mark making area, reading area, language area and role play area which can be utilised daily by the children.



Knowledge and Understanding of the World

Pupils will experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They will access experiences that help them to increase their curiosity about the world around them and help them to begin to understand past events, people and places, living things and the work people do.

Using all their senses they will be encouraged to enjoy learning by exploration, enquiry and experimentation. These skills are achieved through a wide variety of play and practical tasks and activities.



Creative Development

Through creative development our pupils will be encouraged to develop their skills in art, music and performance. They will be given rich opportunities to explore, refine and communicate their ideas through a wide range of multi-sensory approaches. Creative development will provide inspiration and motivation to bring our pupils into contact with the creative processes, performances and the productions of others.

Our well-established approaches to creative development will continue to provide many opportunities for experiences such as visits to theatres and galleries, bringing the specialist expertise of, for example, artists and musicians into the classroom, such as our work with the Arts Council for Wales as a Lead Creative School and our ongoing work with Live Music Now!

Our approaches to expressive arts will enable all pupils to access rich learning experiences that span art, drama, music, dance, film and digital media.



Welsh Language Development

Children in the foundation phase will be given opportunities, through play, active learning, story and structured activities, to become familiar, at their particular level of development and need with the Welsh language in order to encourage further language learning and positive attitudes towards Welsh language and culture.

As part of the foundation phase curriculum, the children are introduced to important skills (literacy, numeracy, digital competence, thinking, health and wellbeing) which are planned to underpin the principles of the curriculum and continued right through the school and into the post-16 curriculum.

Particular emphasis is given to the first two skills as in line with the Literacy and Numeracy Framework; children are given the opportunity to develop their Language and Numeracy skills in a cross curricular approach, as is the case with Digital Competence in line with the Digital Competence Framework.

Through all of the 7 areas of learning children are encouraged to participate in learning both indoors and in the outdoor areas. Our rich outdoor areas have been designed to facilitate learning in the foundation phase and are used to enrich pupils' learning experiences and awareness.

Our children are all unique and have very individual needs; addressing these needs will be incorporated into their Individual Education Plans (IEP). Independence will be fostered wherever possible, and each child will be encouraged to reach their full potential.

Provision for our youngest pupils is holistic; again with the child at the heart of the curriculum. Our 3-7 provision offers all pupils well-planned learning experiences, allowing them to be involved, as far as they possible can in their own learning. All learning will build upon what they already know and can do, their abilities, needs and interests and what they understand. Our active learning enhances and extends pupils' holistic development.

Our foundation phase staff acknowledge pupils' prior learning and achievements; they offer choices, challenge pupils with care and sensitivity, encourage them and help move their learning along. Our curriculum is flexible and responsive to pupils' needs.

Planning and topic cycles

The structure of our curriculum planning processes is based upon Welsh Government guidance and our pupils' individual abilities and needs.

Full details will be found in the "Teaching, Learning and Curriculum" policy.

The current cycle of topics will be found in **Appendix 3**.

Some pupils will also have Individual Behaviour Plans (IBPs) which provide clear strategies to support behaviour management, as well as helping pupils' develop behaviour for learning. Positive handling plans (PHPs) have also been developed for pupils who may require restrictive physical intervention to help keep themselves and other safe. **Further details about IBPs and PHPs will be found in our "Behaviour" policy.**

Our current planning proformas will be found in **Appendix 4**. Again, in line with the ongoing developments in curriculum and assessment as part of "Successful Futures" all of our planning and assessment processes will be reviewed and amended to reflect the 2022 curriculum changes.

Assessment

The procedure for assessment, recording and reporting is in line with whole school procedures, which take account of statutory requirements and examples of good practice. Assessment will be both formative and summative.

Parents/carers are asked to fill in an entry profile about their child to provide us with basic details. Portage workers from the Children's Centre also provide us with formal assessment information prior to pupils commencing at our school.

All pupils are baseline assessed during the **first 2 weeks** of entry on a range of assessment profiles. These may include: Routes for Learning, PIVATS, LNF tracker as well and informal assessments including communication. All pupils are reassessed every May and also through IEP reviews in October, February and May.

Reception aged pupils are formally assessed on the compact version of the Foundation Phase Profile within the **first 6 weeks** of entry into that year group.

Evidence of progress is kept in pupils' Records of Achievement with at least 7 pieces of work being included each term. Practical work is recorded in photographic form with annotation that is kept in workbooks. Video evidence is kept of practical work on the pupil files of the school's 'O' drive. IEP evidence is record in pupils' IEP files. Moderation takes place both within school and across schools for LNF, DCF, Routes for Learning and P levels.

Observations form a key principle of the foundation phase pedagogy. They form part of the observation, assessment and planning cycle, where:

Observe>record>analyse>assess>plan>observe etc.

Observations in the foundation phase are recorded in a number of ways including field notes, witness reports on photographic work, 'Wow' boards, IEP recording and ROAs. The information recorded is what the adult sees and hears including:

- What is being achieved
- Well-being
- Growth in personal and social development
- Leap in understanding
- Levels of involvement and engagement

Further details will be found in our “Assessment, recording and reporting” policy.

Organisation of resources

Staff Resources

Staff are our most valuable resource, the number of support staff in each classroom is calculated on the total number of pupils, combined with the complexity of each pupil's learning needs.

Staff are encouraged to attend training and feedback to colleagues through departmental meetings and Teach Meet sessions. A record of foundation phase courses attended is kept by our Assistant Headteacher.

Teaching Resources

All foundation phase classes are equipped with suitable materials and equipment to match the range of the pupils' abilities and needs. When pupils change class a review of the suitability of materials and equipment may be necessary and the foundation phase team leader informed if further items need to be procured. The foundation phase team leader keeps a record of resources and conducts an annual audit of them.

Admissions

Children are admitted to the school by the Local Authority who are the Admissions Authority. Prior to starting the school the children /parents /carers will establish links with the school through well-structured transition programmes which begin in the term prior to the children commencing with us. These links are further embedded through the work between our school and Caerphilly's Children's Centre.

Full details will be found in the school's “Admissions” policy.

Role of parents/carers

All new children and their parents/carers are invited to visit Trinity Fields prior to starting, providing an opportunity to familiarise themselves with the school and allowing parents/carers to talk informally with staff. Parents/carers are also asked to complete an 'All About Me' booklet prior to their child starting in order for class staff to gain an informal insight into the child's personality and home life e.g. their favourite songs and toys.

Parents/carers are also made aware of the home-school diary for each child in class, which provides a link and partnership with parents/carers. Relationships are further consolidated through a range of events throughout the year such as coffee mornings where parents/carers are invited into class.

Parents/carers are vital partners in developing our pupils' skills. IEPs and termly targets give a clear guide to parents/carers which skills their child needs to develop. The breakdown of termly targets gives details of more specific skills and often has suggestions for the parents/carers on how they can support the acquisition of that skill at home. Parent evenings are held termly and offer the opportunity to guide the parents/carers through the IEP and make further suggestions for support work at home. Therefore role of the parent/carer as educators is acknowledged with a partnership based on understanding, mutual respect and discussion about the child is developed. This is further achieved through continuous face-to-face discussions, the use of the school's website, school's Twitter feed, use of "SeeSaw" apps, Annual Reviews and telephone calls.

Further details will be found in the school's "Effective Communication with Parents/Carers" policy.

Equal opportunities

The school operates a policy of equality for all pupils regardless of gender, ethnicity, religious beliefs or culture.

Pupils identified as Looked After Children (LAC), More Able and Talented (MAT) and those on the Child Protection Register are supported in line with their particular needs to afford them equal access to the curriculum.

All pupils will receive access to a full and balanced curriculum, appropriate to their ability and needs. Materials are adapted and the class teams work closely with therapists and other professionals to ensure that all pupils are enabled to access activities to the best of their ability.

Further details will be found in our "Equalities" policy.

Health and safety

All school activities must comply with the Local Authority's and the School's policy relating to Health and Safety.

It is the responsibility of all staff and, where appropriate, pupils to be aware of possible Health and Safety issues in relation to this curriculum area, various environments (both indoor and outdoor) and types of equipment and eliminate foreseeable safety problems.

Any specific issues relating to health and safety that need immediate attention should be brought to the notice of the Headteacher and also the school's nominated health and safety officer from the local authority. To reduce risks within the department pupils only have access to non-toxic pens pencils and paints, all electrical equipment has an annual safety check, areas are clean and accessible, risk assessments are carried out on all outdoor environments and before educational visits. Also, dynamic risk assessments are completed before all activities.

Further details will be found in our "Health and Safety" policy.

Policy implementation, monitoring and evaluation

The policy will be amended and agreed by all staff within the foundation phase department and the school's Governing Body after discussion. It will then be reviewed annually by the foundation phase team leader after discussion with staff in the foundation phase department. When reviewing the policy the following questions will be asked:

- Does the rationale reflect current practice in school?
- Is the school successful in meeting the aims of this document?
- Is there evidence to show pupils are experiencing breadth and balance across the whole curriculum?
- Can the Foundation Phase TLR leader demonstrate that the arrangements for planning and monitoring have been effective?
- Is there evidence that the strategies for teaching and learning are effective?
- Does the allocation of resources allow for effective implementation of the curriculum?
- Do the assessment, recording and reporting arrangements clearly identify pupil achievement and fulfil legal requirements?
- Are the health and safety arrangements implemented in a consistent way?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?

Policy review

In light of the ongoing and rapid curriculum and assessment developments as part of "Successful Futures" this policy will be reviewed on an annual basis to ensure that it reflects the progress towards the full implementation of the 2022 curriculum.

Signed		Headteacher
Signed		Chair of Governors
This policy will be reviewed in line with the school's policy review cycle.		

As a Rights Respecting School we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC).

This policy enables our pupils to access and enjoy the following articles of the convention:






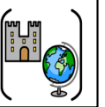



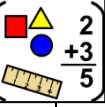

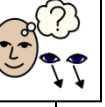
Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

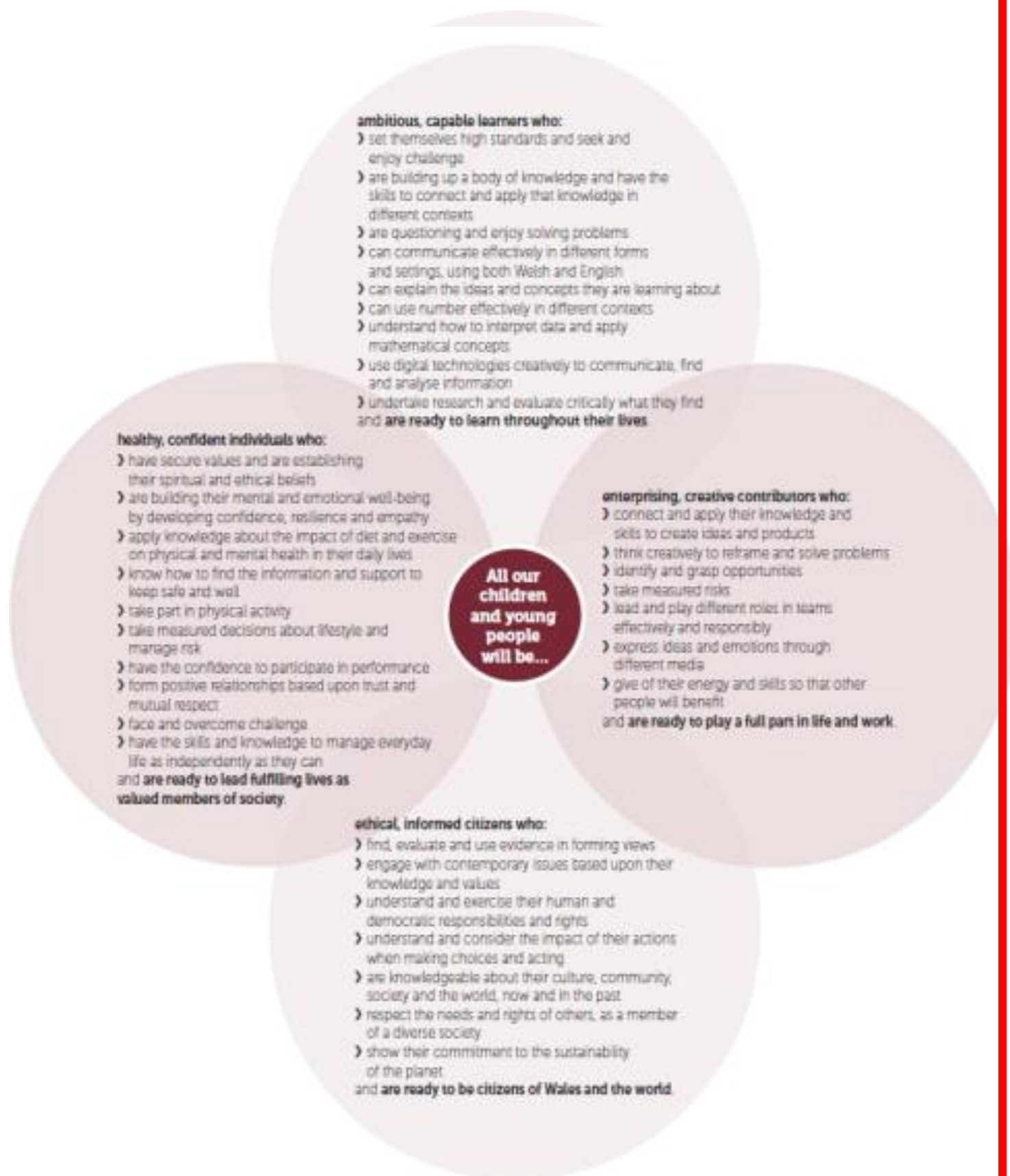
Article 42: Every child has the right to know their rights.

Appendix 1: mapping the current curriculum against the new 2021 requirements

Donaldson AoLE	Foundation Phase (3-7 year olds)
	 <p>Creative Development</p>
	 <ul style="list-style-type: none"> Personal and Social Development, Well-being and Cultural Diversity Physical Development
	 <p>Knowledge and Understanding of the World</p>
	 <p>Language, Literacy and Communication Welsh Language Development</p>
	 <p>Mathematical Development</p>
	 <p>Knowledge and Understanding of the World</p>
<ul style="list-style-type: none"> Skills framework 	

Refer to “Successful Futures”, page 34 for more details.

Appendix 2: Four core purposes of the curriculum



Appendix 3: Topic/theme cycles

Foundation phase

	Autumn	Spring	Summer
Year 1	I am amazing!	In the jungle	Teddy bear's picnic
Year 2	Special times	Rainbow world	Spectacular seashore
Year 3	Woodland adventure	Journeys and explorations	Muck, mess and mixture
Year 4	Up in the sky	Home and away	Celebrations

Cross curriculum responsibilities: literacy, numeracy and digital competence will run throughout the curriculum. Each area of learning and experience (AoLE) should incorporate both a Welsh dimension and an international perspective.



Mathematics and Numeracy

Skills

Activities

Language, Literacy and Communication including Welsh

Skills

Activities

Health and Well-being

Skills- Emotions

Activities

THEME

Humanities

Skills-

Activities

Science and Technology

Skills-

Activities

Expressive Arts

Skills

Activities

Ambitious and capable learners/ Enterprising and creative contributors/ Healthy & confident individuals/ Ethical and informed



LNF Literacy Focus

Oracy- Developing information and ideas presenting information and ideas

LNF Numeracy Focus

Using number skills- Calculating using mental and written methods
Estimate and check

Digital Competency Focus

Relevant Resources

Pupil Input

Suggested Trips

Opportunities for AFL

Ambitious and capable learners/ enterprising and creative contributors/ Healthy & confident individuals/ Ethical and informed



Weekly Planner – Class:

Teacher:

Date:

Monday

Session 1		Session 2		Session 3	
<u>AoLE, Skills, LNF and DCF</u>	Key Skill	<u>AoLE, Skills, LNF and DCF</u>	Key Skill	<u>AoLE, Skills, LNF and DCF</u>	Key Skill
	1		1		1
	2		2		2
	3		3		3
	4		4		4

Tuesday

Session 1		Session 2		Session 3	
<u>AoLE, Skills, LNF and DCF</u>	Key Skill	<u>AoLE, Skills, LNF and DCF</u>	Key Skill	<u>AoLE, Skills, LNF and DCF</u>	Key Skill
	1		1		1
	2		2		2
	3		3		3
	4		4		4

Wednesday					
Session 1		Session 2		Session 3	
<u>AoLE, Skills, LNF and DCF</u>	Key Skill	<u>AoLE, Skills, LNF and DCF</u>	Key Skill	<u>AoLE, Skills, LNF and DCF</u>	Key Skill
	1		1		1
	2		2		2
	3		3		3
	4		4		4

Thursday					
Session 1		Session 2		Session 3	
AoLE, Skills, LNF and DCF	Key Skill	AoLE, Skills, LNF and DCF	Key Skill	AoLE, Skills, LNF and DCF	Key Skill
	1		1		1
	2		2		2
	3		3		3
	4		4		4
Learning Experiences and Activities		Learning Experiences and Activities		Learning Experiences and Activities	

Friday					
Session 1		Session 2		Session 3	
AoLE, Skills, LNF and DCF	Key Skill	AoLE, Skills, LNF and DCF	Key Skill	AoLE, Skills, LNF and DCF	Key Skill
	1		1		1
	2		2		2
	3		3		3
	4		4		4
Learning Experiences and Activities		Learning Experiences and Activities		Learning Experiences and Activities	

Relevant Resources	Staffing Information	Opportunities for AFL
















Enhanced

Week beginning:

Darpariaeth wedi'i

Provision

Gyfoethogi

 <p>Tywe</p>	 <p>Wat Dri</p>	 <p>Paint Paent</p>	 <p>Dough Toed</p>	 <p>Small World Byd Bach</p>
 <p>Construction Adeiladu</p>	 <p>Role Play Chwarae Rôl</p>	 <p>Puzzles Posau</p>	 <p>Mark Making Gwneud Marciau</p>	 <p>Computer Cyfrifiadur</p> <p>EyeGaze</p>
 <p>Book Corner Cornel Ddarllen</p>	 <p>Messy Play Chwarae Llanast</p>	 <p>Number Rhif</p>	 <p>Music Cerdd</p>	 <p>Physical/ physio/ OT Corfforol</p>
<p>Additional Experiences:</p>				