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| **Date: 8th September 2023** | **Class: P2** | **Non standardized length** |
| **Learning intention** | To find objects of different lengths outside | |
| **Prior learning** | The children have been learning about non standardized units of length. We have explored longer, longest, shorter, shortest. | |
| **Connected learning** | WAU (collecting sticks)  TSPC (being creative, thinking, problem-solving)  Numeracy (collect different lengths of items) | |
| **Adult role** | 1 teacher and 2 classroom assistants  Provide differentiated support and encouragement. Foster a supportive and inclusive learning environment. Foster communication and social interactions | |
| **Resources needed** | Natural materials of different lengths | |
| **Differentiation** | 1-1 support for LA group  Visual aids for behaviour and to support understanding  Be mindful of sensory processing difficulties and comfort levels- adjust activity as needed. | |
| **Health and Safety considerations** | See risk assessment for site Bring hand sanitiser  First aid kit  Mobile phone and contacts list | |
| **Introduction** | Set up boundaries and go over safety procedures  Discuss prior learning and what we are going to do today (learning intention). | |
| **Main activity** | Children will collect items fro the garden of different lengths. They will have to say which is shorter, shortest, longer, longest | |

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| **Date: 6th Feb 24** | **Class: SCC1 (P2-P4)** | **Ice decorations** |
| **Plenary** | Take photographs to upload to seesaw. Encourage the children to share their experiences  Use laminated face cards for children’s evaluation of the activity. What did they like? What did they not like?  Leave no trace rule (children tidy up forest before we return home). | |
| **Observations** | “I have got the longest stick!”  “This one is so big”  “this one is shorter” | |
| **Evaluations** | All children engaged fully with the activity.  Some children needed support to complete the activity due to poor fine motor skills. | |
| **Ideas for follow up activities** |  | |

