Beormund's Generic Daily Planning Record

Term Aut/Spr/Sum	Year group ALL	Class(es) Across the school	**Levels** P – L5	Session 9:00-9:40am	Date daily

The philosophy of '**Basics**' is the introduction, reinforcement, consolidation and/or extension of different tasks/concepts. The Learning Objectives are individualised, with work often set in relation to the children's Personalised Learning Plans (PLPs) with targets displayed on each child's desks.

Subject area: Basic Skills. Personalised Learning at Beormund.

Learning objectives	**Learning Experiences** VAK	**Prompt questions** **Key points**
To be able to learn independently To achieve my individual targets To develop a positive attitude to learning and school	**Preparation:** Before the children arrive, the class team work together to create a calm and tranquil learning environment where soft, background music is played, aromotherapy oils burn, and personalised work is set out on tables ready for each child. This is a stable routine which reduces anxiety and enables them to become accustomed to each new school day. It allows staff the time and flexibility to welcome the children in each morning, accomodating late arrivals or dealing with any iisues that may arise from transport or home which will invariably hinder the child's ability to learn that day. Children to complete a number of 'Basics', in any order, from the list below: **Maths** task in relation to a previous lesson or taken from their tabletop (PLP) targets. Often a kinesthetic task e.g use of clocks, cards or money or work set from the school's numeracy scheme Abacus. **English task** – including opportunities for independent writing. **Reading** – Children read to an adult/with an adult (levelled texts) which is recorded on the Personalised Reading sheets. Children may also read an allocated book on BugClub or choose to read independently (Reading for Pleasure) a title they have chosen for themselves. **Word Book** – (dictionary work) children find the definition of unknown words identified during reading and then use them in sentences. **SPAG** – children complete work set in relation to different word and sentence level objectives. **Threading activities** – to develop fine motor skills. **Sequencing** – to develop the recognition of pattern. **Handwriting** – all children practise to develop a joined, cursive style of handwriting **Reference tasks** – developing map skills/the use of an atlas.	Which targets are you working on today? Which target have you achieved today? Extension Opportunities There is an unwritten rule/expectation that children complete 4 basics a day althought this is flexible and the aim is for quality not quantity! Children reflect upon their application to the tasks and award themselves shillings accordingly.

ICT Opportunities

RM Maths – individualised learning computer programme
LearnPremium – an internet based programme where the children complete word/sentences level activities
Activelearn – Abacus (Maths) or BugClub (reading) and other Phonics programmes.
iPad APPs – children work from their personalised iPads with relevant/suitable APPs regularly downloaded by staff.
WORD Shark – although quite dated, a number of children respond positively to this programme (Number Shark also)

Resources needed:
Basics boxes
Reading folders
Basics record sheet
Ababcus text books
Folen work books
Word books
Dictionaries/thesauri/Atlas and other reference books