TY'N Y WERN

WB 08.07.24
Hello! As always, if you are working from home, try to follow the plan as best as you can and remember to upload photographs of your work to Seesaw so that it can be marked and we can feedback. Any extra sheets or information you may need will be included in a link in blue. Any problems, feel free to comment on Seesaw or email me on tavnerl@hwbcymru.net

Monday			
1	WALT: To recognise 3D shape	Remember It: The Lesson presentation invites children to continue a repeating 2D shape pattern. Ask the children which strategies they could use. Demonstrate how saying the pattern or finding the core can help. The following slide asks children which shapes are missing from a pattern. Children select strategies to help them solve this challenge. 3D Shapes: The Lesson Presentation introduces the children to 3D shapes and their names. The slides show images of a cube, cuboid, cone, cylinder and sphere (it is important to make clear that the images on the board are only representations of 3D shapes, not 3D shapes themselves). Invite the children to handle 3D shapes as they are shown on the slides. Ask them what they notice about them and to spot objects in the classroom that are the same shape. Can children name 3D shapes? Can the children find and name 3D shapes in the environment? Find It: Ask the children to name the 3D shapes as you place them around the classroom (make sure they are visible from where the children are seated). Each click on the Lesson Presentation will reveal the name of a 3D shape. Read the name of the shape to the children and invite them to point to or move to the correct shape placed in the classroom. Can the children find 3D shapes in response to their names? Everyday Objects: The Lesson Presentation shows everyday objects and asks the children to name the 3D shape that they represent. Can the children identify 3D shapes in the environment? Spot the Difference: The Lesson Presentation shows 2D shapes alongside 3D shapes with similar properties (squares and cubes, triangles and pyramids). Give the children shapes to handle as they appear on the slides. Invite the children to describe the similarities and differences. Ask the children to use this experience to help them explain the difference between 2D shapes and 3D shapes.	ACL.6

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		Odd One Out: Using the Lesson Presentation, invite the children to work in pairs to find the odd one out. Ask the children to explain their reasoning. Invite the children to name the shapes.	
2	**WALT:** to read & write words with the grapheme ea saying e	Phonics Level 5 – week 19– lesson 1 ea saying e Children to build words from powerpoint using whiteboards.	ALC4
3	**WALT:** To evaluate a design	TASC – Evaluate Children will fish off and evaluate their final product. What do they like about it? What could be improved?	ACL.4

Tuesday			
2	WALT: T	Activity: Warm up Count in 2s Where would _ be on the number line? If the answer is _ what could the question/sum be? Arrange the dots in an array – what would the addition be? Revisit previous learning by inviting the children to identify different representations of common 3D shapes in everyday objects. Ask children how they know what shapes they are. Use the objects to recap how the same shapes can be shown in different sizes and orientations. Odd One Out: show a group of 3D shapes. Ask the children to identify the odd one out and to explain why. Invites the children to describe what is the same about the odd shape and what is different. Can the children identify a 3D shape that doesn't belong to a group? Label Groups: Show two groups of 3D shapes. Ask the children how these groups could be labelled. Can the children label groups of 3D shapes? Sort 3D Shapes: Invite children to sort 3D shapes into a group of cuboids and a group of cylinders. They identify the shape that didn't belong in either set and explain why. The children then find a way to sort shapes into two groups and explain their reasoning. Can the children group 3D shapes? Check It: Children check to see if shapes have been sorted correctly on the Lesson Presentation and explain how to correct errors. Shows 3D shapes sorted into two sets. Show the children another 3D shape. Ask the children where it could be added. Foxes - Provide the children with sorting circles and the 3D shapes illustrated on the card. Ask the children to sort the shapes into two groups and invite them to	ACL6

		explain their reasoning. Ask the children if they can find classroom objects to add to the sets. Photograph the sets when the children have completed the activity. Hedgehogs – Number bond challenge Badgers & squirrels O enhanced activities	
2	**WALT:** to read & write words with the grapheme ea saying e	Phonics Level 5 – week 18 – lesson 2 ea saying e Children to build words from powerpoint using whiteboards.	**ALC4**
3	WALT: To jump for height	PE Children work in pairs, drawing five chalk marks on the floor, each one approximately two steps apart. Children take turns to jump from chalk mark to chalk mark, landing on each chalk mark with both feet together. Can you bend your knees when you land? Can you land on the balls of both feet? Jumping for Height Children work in pairs. One child tries to jump as high as they can, while their partner marks the height of their jump with chalk on a wall. Repeat this for the other partner. Each partner then tries to jump higher than their previous attempt. Can you bend your knees? Can you push off from the balls of your feet? Can you push your arms back, forward and up to take off? Game: Kangaroo Relay cones, hoops Children work in groups of around four or five to take part in this activity. Kangaroo Relay. • Children stand behind the first cone. • The first child jogs to the first hoop. • Standing within the hoop, they jump as high as they can. • They should run on to the second hoop, and again jump as high as they can in this hoop. • They repeat this with the third and fourth hoops. • The first child should jog back to their team. To make sure children are active for as much time as possible, child two can set off once child one has jumped in the second hoop. Allow children several goes of the relay course. Can you bend your knees? Can you push off from the balls of your feet? Can you push your arms back, forward and up to take off? Can you bend your knees when you land? Can you land on the balls of your feet?	**ACL6**

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Wednesday			
1	WALT: To sort 3D shapes	Activity: Warm up Count in 10s Where would _ be on the number line? If the answer is _ what could the question/sum be? Recap sorting 3D shape activity the children experienced yesterday. Hedgehogs - Provide the children with sorting circles and the 3D shapes illustrated on the card. Ask the children to sort the shapes into two groups and invite them to explain their reasoning. Ask the children if they can find classroom objects to add to the sets. Photograph the sets when the children have completed the activity. squirrels – Number bond challenge Badgers & Foxes -enhanced activities	ACL.6
2	WALT: to read with growing accuracy	Phonics – recap level 5 phonics Group reading activities	ACL4
3	WALT: To learn a welsh folk dance	Welsh folk dancing with Mrs Llewellyn	ACL6
Thursday			
1	WALT: To sort 3D shapes	Activity: Warm up Count in 10s Where would _ be on the number line? If the answer is _ what could the question/sum be? Recap properties of 3D shape Squirrels - Provide the children with sorting circles and the 3D shapes illustrated on the card. Ask the children to sort the shapes into two groups and invite them to explain their reasoning. Ask the children if they can find classroom objects to add to the sets. Photograph the sets when the children have completed the activity. badgers– Number bond challenge -within 10 Hedgehogs & Foxes -enhanced activities	
2		Music with visiting teacher	
3	WALT:To investigate which materials are	Introduce children to magnets and how they are used in day to day life. The children will explore magnets and sort everyday objects into magnetic and non- magnetic.	ACL4

	magnetic and non-magnetic		

Friday			
	WALT: To create a product to sell in the summer fayre	Using what they learnt about magnets the children will design and make a small fridge magnet to sell at the summer fayre	
	WALT: to read with growing accuracy	Phonics – recap level 5 phonics Group reading activities	ACL4
3	**WALT:** I understand that every time I learn something new I change a little bit I enjoy learning new things	Jigsaw – Changing me– lesson 5– Share the picture cards with the children: Baby lying down, a baby crawling, a toddler walking, a four-year-old running, a ten-year-old skipping. In groups, ask the children to place them in sequence. Reinforce the learning that as we physically grow, we also learn to do more things. Ask Me This: What have you learnt to do that you couldn't do when you were a baby? On flip chart or the whiteboard, the teacher draws the stem and centre of a flower. Add one petal and stick the first picture (baby) into it. Draw the second petal and ask the children which picture should go in next (baby crawling). Continue until the flower is complete, helping children to understand that every time we learn something new, we add a little bit onto ourselves, like adding a petal to a flower. Take the pictures off the flower and go through the process again, this time asking children things they have learnt that may have changed them a little bit. Add their suggestions to each petal, e.g. learnt to talk, learnt to share toys, learnt to ride a bike. Draw out the learning that however old we are, as we learn things, we grow a little bit.	HCI5

		Children give suggestions as to what they have learnt since they were babies. Teacher writes this list on flip chart and makes sure that some things on the list apply to every child. Play 'Let's be flowers'. Children find a space and curl up in a ball pretending to be the seed of a new flower. Explain that as you call out something they may have learnt, if this applies to them, they physically grow a little bit as if they are a flower starting to grow, a flower that is blossoming. For example, if you have learnt to walk, make your flower grow a little bit. Continue the process until all of the children are standing up and looking like flowers. Ask the children to complete the flower template in their Jigsaw Journal. In each of the petals, the children draw something they have learnt that has helped them to grow. These flowers can be the class contribution to the End of Puzzle Outcome as discussed with your Jigsaw Lead in school, prior to starting this unit of work (Puzzle).	

Additional Tasks
Boost, Mindfulness daily phonics recap,