TY'N Y WERN

WB 01.07.24
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 use number facts to solve missing number problems.	Warm up - Children recap their understanding of part-whole models by completing the unfinished partwhole models shown in the Lesson Presentation. They can use whiteboards, Blank Part-Whole Models or their workbooks to record their ideas. Filling Gaps: Using the Lesson Presentation, children find all possible solutions to the gaps in the information, explaining their thinking with equipment or a number line. Theo Thinks: Children are introduced to the character Theo. He loves to think and is very resilient when it comesto solving problems. Theo has a missing number problem to solve and works through different strategies onthe two Lesson Presentation slides. This includes using a number line, equipment and known number facts. Foxes - Children complete diagrams with missing information. They write an addition calculation, draw a picture and draw jumps on number lines to match a puzzle context. Squirrels - Children complete the Number Bond Challenge Sheet. Can they then write the calculation with gaps in different places for a friend to solve? Hedgehogs & Badgers – enhanced provision	ACL.6
2	**WALT:** to read & write words with the grapheme ph saying f	Phonics Level 5 – week 19– lesson 1 ph saying f Children to build words from powerpoint using whiteboards.	ALC4
3	**WALT:** I can identify the parts of the body that make boys	Jigsaw – Changing me– lesson 4– boys and girls bodies Ask the children to work in pairs and briefly discuss a way that boys and girls can look different.	ACL.4

	different to girls and use the correct names for these: penis, testicles, vulva, anus I can respect my body and understand which parts are private	Pass Jigsaw Jack around the circle for each pair to give their answer. Accept all contributions, and support any resulting discussion about how you cannot necessarily tell by (for example) how someone dresses or has their hair, but acknowledge that often people who are boys/male or girls/female will choose to present themselves in certain ways that most other girls or boys do. Conclude that the main difference we can tell between boys and girls is by their private body parts. Show the image of male bodies. (this is a cartoon type illustration of a boy) Ask children names of parts e.g. arm, head etc. Use the words penis and testicles to describe the external private parts that you can see on the images. Also explain that someone with a paler skin tone will have private parts that are paler, and someone with darker skin tones will have private parts that are darker – everyone has slightly different skin tones and slightly different appearances and this is the same for our private parts as for all the other parts of our body. If there are giggles, ask the children, 'Why do we giggle?' Explain that these are the parts we keep private - and we don't usually show them or talk about them, so we might feel a bit embarrassed or shy. Sometimes we giggle when something is a bit embarrassing, don't we? But I am sure you can all manage to get around that today. Show the images of the female bodies. (this is a cartoon type illustration of a girls body)Ask children names of parts e.g. arm, head etc. Use the word vulva to explain that this is the name for the private parts on the outside of a female body, and that the part just on the inside of the female body is called the vagina. Invite the children, if they wish, to share the family names they use at home for these male and female parts. Emphasise that 'family names' for these parts are OK to use sometimes, but it is also important that everyone knows the proper names as well and at school, or at the doctors, we will use the proper names. Reinforce that our private parts are those parts that our swimsuits or underwear cover. Ensure 'private' is taken to mean special and important, not 'guilty', 'dirty' or 'not very nice', and that children understand their private parts	

		belong to them and no-one has the right to touch them without their permission. Emphasise that our private parts are special and nobody should do anything to them which hurts or makes us feel uncomfortable or scared. Ask the children what they should do if they feel hurt, uncomfortable or scared. Ensure they know who to tell or go to for help, or who they can go and talk to if they have any questions about their private parts. You might want to record the children's idea on a display. If we are worried, or feeling scared or hurt, what should we do? Which of our body parts do we normally keep private? When is it all right for us to talk about our 'private' parts, and what names should we use? On the floor, create two large overlapping circles; draw these on flip chart paper or use PE hoops. In the spaces place the labels: Male, Female, Both. Still working in pairs, each pair has a body part card and in turn places their card in the appropriate space: male, female, both. As they do this, they tell the group the correct name for that body part. After the sorting activity establish why it is important to use the correct names for parts of the body and ask the children to make sure that at school, they use the words penis, testicles, vulva, rather than family words they may use at home. Discuss when it is and isn't OK to talk about these private body parts: With Mum and Dad? With friends, brothers, sisters? On the playground? With older relatives? With visitors at home? At the doctors?	

Tuesday			
2	WALT: To make arrays	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? Squirrels - Children complete jigsaws for each fact	ACL6

		and fill in any gaps in the information. Hedgehogs - Children complete the Number Bond Challenge Sheet. Can they then write the calculation with gaps in different places for a friend to solve? Badgers & foxes– enhanced provision	
2	**WALT:** to read & write words with the grapheme ph saying f	Phonics Level 5 – week 18 – lesson 2 c saying s Children to build words from powerpoint using whiteboards.	ALC4
3	WALT:To design a simple push/pull toy	TASC- Implement Children to begin to make their push and pull toys based on their designs they finalised last week.	ACL6

Wednesday			
1	WALT: To make arrays	Activity: Warm up Count in 10s 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? Hedgehogs - Children complete the part-whole diagrams and use these to help them solve the puzzles.They complete calculations and drawjumps on number lines ,following the clues they are given to support them. Foxes - Children complete the Number Bond Challenge Sheet. Can they then write the calculation with gaps in different places for a friend to solve? Badgers – complete number bond challenge within 10 Squirrels– enhanced provision	ACL.6
2	WALT: to read with growing accuracy	Phonics – recap level 5 phonics Group reading activities	ACL4
3	WALT:To design a simple push/pull toy	TASC- Implement Children to continue to make their push and pull toys based on their designs they finalised last week.	ACL6
Thursday			
1	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.	ACL6

		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?	
2		Music with visiting teacher	
3	WALT:To design a simple push/pull toy	TASC- Implement Children to continue to make their push and pull toys based on their designs they finalised last week.	**ACL6**

Friday			
		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. 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.	
	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?	HCI5

		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. 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

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Boost, Mindfulness daily phonics recap,