



WB 24.6.24

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 measure in cms using a ruler	<p>Children compare the lengths and heights of pairs of common classroom items. They read statements comparing the lengths and heights and say if they are true or false. This activity will reinforce the prior knowledge needed for this lesson.</p> <p>Measuring: Explain that non-standard units are not a reliable form of measurement as they can vary: e.g. a child's foot would be a different length to a teacher's foot. Standard units are needed that are the same for everyone. Introduce the measurement 'centimetres' and share some objects that could be measured in centimetres. Explain that centimetres can be recorded as 'cm'. Introduce some tools for measuring in centimetres and ask children to share experiences of how they have seen these used in real life.</p> <p>Investigating Your Ruler: Give each child a ruler to investigate. Emphasise the importance of finding the correct starting point for measuring, whether it is the end of the ruler or the zero on the ruler. Children learn to use a ruler step by step. As well as finding the correct starting point on the ruler, emphasise the importance of making sure the thing being measured is lined up alongside the ruler. When recording a measurement, explain that it is important to put the unit of measure, e.g. cm. Explain that rulers can be used to measure by height and length but it is easier to lie something down to measure it, if possible. Using the Lesson Presentation, explain the importance of finding the correct start and end points when measuring objects.</p> <p>Foxes – to work in pairs and measure objects around the classroom and sort them into groups – eg longer than 15cm 15cm shorter than 15cm</p> <p>Squirrels – measure the crayons in cm activity</p> <p>Badgers & Hedgehogs – enhanced activities</p>	ACL.6
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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: To think about ways disagreements can be resolved	<p>Falling Out: Children discuss what happens when friends argue, disagree and fall out. Discuss the questions on the Lesson Presentation and feed back. Have they ever been in a similar situation? What did they do to resolve it and make up? Can children suggest ways to sort out disagreements?</p> <p>The Wind and the Moon: Explain that The Wind and the Moon is a Buddhist story about two friends who have an argument. Ask them to listen out for the reason the two friends fall out. Read the story on the Lesson Presentation.</p> <p>Story Discussion: Ask children to discuss the story with a partner, can they answer the questions on the Lesson Presentation? Are children able to tell you how the lion and the tiger resolved their disagreement? Explain that</p> <p>Buddhists believe the moral of the story is, “Weather comes and weather goes, but friendship remains”.</p> <p>The Wheel of Choice: Discuss different strategies which may help children resolve or calm down an argument.</p> <p>Identify any methods that children have used themselves. Children complete a class Wheel of Choice</p>	ACL.4

Tuesday			
2	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? Squirrels – to work in pairs and measure objects around the classroom and sort them into groups – eg longer than 15cm 15cm shorter than 15cm Hedgehogs measure the crayons in cm activity Badgers & foxes – enhanced activities	ACL6
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– to work in pairs and measure objects around the classroom and sort them into groups – eg longer than 15cm 15cm shorter than 15cm Badgers measure the crayons in cm activity -DG to support Foxes –measure the crayons activity squirrels – enhanced activities	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:T	PE Practice athletic activities for sports day Teddy bear relay Bat and beanbag race Obstacle course	ACL6
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			

Sports Day

3	<p>WALT: I can identify the parts of the body that make boys 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</p>	<p>Jigsaw – Changing me– lesson 2– changing me Ask the children to work in pairs and briefly discuss a way that boys and girls can look different.</p> <p>Pass Jigsaw Jack around the circle for each pair to give their answer.</p> <p>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.</p> <p>Conclude that the main difference we can tell between boys and girls is by their private body parts.</p> <p>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.</p> <p>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.</p> <p>If there are giggles, ask the children, ‘Why do we giggle?’</p> <p>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.</p>	HC15
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	<p>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.</p> <p>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.</p> <p>Invite the children, if they wish, to share the family names they use at home for these male and female parts.</p> <p>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.</p> <p>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.</p> <p>Emphasise that our private parts are special and nobody should do anything to them which hurts or makes us feel uncomfortable or scared.</p> <p>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.</p> <p>If we are worried, or feeling scared or hurt, what should we do?</p> <p>Which of our body parts do we normally keep private?</p> <p>When is it all right for us to talk about our 'private' parts, and what names should we use?</p> <p>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.</p> <p>Still working in pairs, each pair has a body part card and in turn places their card in the appropriate space: male, female, both.</p> <p>As they do this, they tell the group the correct name for that body part.</p> <p>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</p>	
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	<p>penis, testicles, vulva, rather than family words they may use at home.</p> <p>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?</p>	
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Additional Tasks

Boost, Mindfulness daily phonics recap,