



WB 17.6.24

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 make arrays	<p>What Is an Array? Introduce arrays, demonstrating them with pictures of dogs. The children are introduced to the words 'columns' and 'rows', which will help them when describing the arrays. They are shown how the columns and rows link to the groups and their sizes. They then practise identifying arrays. Can the children identify arrays?</p> <p>Objects as Arrays: The children are shown how equal groups of objects can be represented as arrays.. The children practise linking the language of groups to the language of rows and columns. Can the children describe arrays?</p> <p>Make Arrays: Introduce arrays made with counters to represent the objects. Using counters, the children can now make</p> <p>Foxes – use 1 to 10 cards and a die labelled with 2, 5, 10 children pick a card and roll the die and use counters to create an array e.g 2 rows of 5 etc – write matching number sentence on whiteboard</p> <p>Hedgehogs – equal group dominoes</p> <p>Badgers & Squirrels enhanced activities</p>	ACL.6
2	WALT: to read & write words with the grapheme c saying s	Phonics Level 5 – week 18 – lesson 3 c saying s Children to build words from powerpoint using whiteboards.	ALC4
3	WALT: To understand the terms push and pull	Introduce the children to the terms push and pull. What do you think push means? What does pull mean? Can you think of anything tha needs to be pushed or pulled to move?	ACL.4



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		Look at and explore an range of different toys. Do they use a push force? Pull force or push and pull? Sort the toys into a giant venn diagram.	
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Tuesday			
2	WALT: To make arrays	Activity: Warm up Count in 2s (multiples of 2) Count in 2s on the number line, 50 grid, and counting stick. Recap arrays Hedgehogs – use 1 to 10 cards and a die labelled with 2, 5, 10 children pick a card and roll the die and use counters to create an array e.g 2 rows of 5 etc – write matching number sentence on whiteboard Squirrels – equal group dominoes Badgers – ordering numbers to 20 Foxes - enhanced activities	ACL6
2	WALT: to read & write words with the grapheme c saying s	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- Generate The children will be designing their own push and pull toys. Watch the video How to make a push/pull toy . Squirrels & hedgehogs-The children will create 4 initial designs for their toy. Foxes & badgers – explore and sort push and pull toys	ACL6

Wednesday			
1	WALT: To make arrays	Activity: Warm up Count in 5s (multiples of 5) Count in 5s on the number line, 50 grid, and counting stick. Recap arrays Squirrels – use 1 to 10 cards and a die labelled with 2, 5, 10 children pick a card and roll the die and use counters to create an array e.g 2 rows of 5 etc – write matching number sentence on whiteboard foxes– equal group dominoes Badgers – practice bonds to 10 Foxes - 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- Generate The children will be designing their own push and pull toys. Watch the video How to make a push/pull toy . Squirrels & hedgehogs-The children will create 4 initial designs for their toy. Foxes & badgers – explore and sort push and pull toys	ACL6
Thursday			
1	WALT:To design a simple push/pull toy	TASC- Decide Squirrels & hedgehogs-The children will chose a final design and draw and label it Foxes & badgers – enhanced activities explore and sort push and pull toys	ACL6
2		Music with visiting teacher	
3	To move at different speeds	Warm up stretches Jogging Children jog around the space for one minute. Ask them to stop and discuss how they feel. Children jog around the space for a further two minutes. Again, ask the children to discuss how they feel after this extended jogging. Can you jog at a steady pace? Sprinting Children sprint from one side of the playing space to the other. Ask children to discuss how they feel. Children then sprint from one side of the playing space to the other and back. Ask children again to discuss how they feel after sprinting for longer. Can you run at your fastest pace? Changing Gears Children travel round the space at different speeds depending on the instructions given. Call out the following instructions in your chosen order: <ul style="list-style-type: none"> • First gear - children walk • Second gear - children jog • Third gear - children run • Fourth gear - children sprint Can you jog at a steady pace? Can you run at your fastest pace? Can you change speeds while travelling? Speed Relay. Children work in groups of around four or five to take part in the relay as described on the Area Plan. <ul style="list-style-type: none"> • All children in a group stand behind their first cone. • The first child walks to the second cone, jogs to the third cone and sprints back to the back of their group. 	HCI



	<ul style="list-style-type: none"> • The second child can now set off to complete their round. • Continue until children have all taken part, or allow them to have two or three turns each. <p>Can you jog at a steady pace? Can you run at your fastest pace? Can you change speeds while travelling?</p>	
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Friday			
	<p>WALT: To design a simple push/pull toy</p>	<p>TASC- Decide Foxes & badgers- The children will choose a final design and draw and label it Squirrels & hedgehogs – enhanced activities explore and sort push and pull toys</p>	<p>ACL6</p>
	<p>WALT: to read & write words with the grapheme c saying s</p>	<p>Phonics Level 5 – week 18– lesson 5 Build words from powerpoint using whiteboards</p>	<p>ACL.4</p>
3	<p>WALT: I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they will happen whether I want them to or not</p>	<p>Jigsaw – Changing me– lesson 2– changing me</p> <p>Invite children to briefly discuss in pairs some of the things they can do now compared to when they were a baby. Use Jigsaw Jack as the ‘talking object’ and ask the children to share one idea when it is their turn to hold Jack. If any of the class have babies in the family, they could also think about what they can do compared with the baby.</p> <p>Reinforce that we all change, and that change is OK</p> <p>How do we change when we grow up? Can we feel the changes as we grow up? In groups, using the life cycle cards, ask the children to sequence from left to right each set of cards to show the changes that happen as each living thing grows up. Reinforce the idea that every living thing has a life cycle and grows from young/baby to fully grown/adult.</p> <p>Open up the discussion about how the children have changed since they were babies (physical changes as well as developmental changes, i.e. what they can now do that they couldn't when they were a baby).</p> <p>How much have you changed from when you were a baby?</p> <p>Each child has a ready-made concertina book (folded paper so there are 3 spaces).</p> <p>In the final space children draw a picture of themselves as they are now. Help them with this and prompt them to</p>	<p>HCI5</p>



	<p>start thinking about how they have changed from when they were a baby, a two-year old, and so on.</p> <p>Ask them to start drawing in the other 2 sections, the first showing them as a baby and the second as a toddler (aged 2-3). Explain to the children that they can take their concertina book home to show their family. Encourage the children to talk to family members to help them know what they were like at each age.</p>	
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Additional Tasks

Boost, Mindfulness daily phonics recap,