



WB 10.6.24

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 g saying j	Phonics Level 5 – week 18 – lesson 1 g saying j Children to build words from powerpoint using whiteboards.	ALC4
3	WALT: To create a simple story plan	Read the story of The Enormous Turnip. Model a 5 sentence story map with the children. Children will create their own 5 sentence story maps for The Enormous turnip story to use to aid their writing this week.	ACL.4



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Tuesday			
2	WALT: To write a 5 sentence story	Model using the 5 sentence story map created last session to write the story. Children will recap their 5 sentence story plan by telling it to a partner. They will then use the plan to write their 5 sentence story. Once upon a time... Early one morning... Unfortunately... Luckily... Finally... Foxes – write the story-Mrs T Hedgehogs – group reading –Mrs G Squirrels and badgers – enhanced provision	ACL.4
2	WALT: To write a 5 sentence story	Continue with writing Hedgehogs – write the story-Mrs T Squirrels– group reading –Mrs G Badgers & Foxes – enhanced provision	ACL.4
3	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

Wednesday			
1	WALT: Sut mae'r tywydd heddiw?	Re-cap weather vocabulary using Sut mae'r tywydd? PowerPoint Sing sut mae'r tywydd song : (Tune of Addams family) Sut mae'r tywydd heddiw? X 3 Mae hi'n ... Play Bingo'r Tywydd – 2 groups to play bingo tywydd with teacher while 2 groups explore enhanced activities and rotate.	ACL.4
2	WALT: to read with growing accuracy	Phonics – recap level 5 phonics Group reading activities	ACL4
3	WALT: To retell a story	WALT: To write a 5 sentence story. Recap our story Continue with writing Squirrels – write the story-Mrs T Foxes– record oral retelling on seesaw –Mrs G Badgers & Foxes – enhanced provision ALC4	ACL.4



Thursday

Thursday			
1	WALT: To make arrays	<p>Activity: Warm up Count in 5s (multiples of 5) Count in 5s on the number line, 50 grid, and counting stick.</p> <p>Recap arrays</p> <p>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</p> <p>foxes- equal group dominoes</p> <p>Badgers – practice bonds to 10</p> <p>Foxes - enhanced activities</p>	ACL.6
2	WALT: to read & write words with the grapheme g saying j	<p>Phonics Level 5 – week 18– lesson 2</p> <p>Build words from powerpoint using whiteboards</p>	ACL.4
3	To move at different speeds	<p>Warm up stretches</p> <p>Jogging</p> <p>Children jog around the space for one minute. Ask them to stop and discuss how they feel.</p> <p>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?</p> <p>Sprinting</p> <p>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?</p> <p>Changing Gears</p> <p>Children travel round the space at different speeds depending on the instructions given. Call out the following instructions in your chosen order:</p> <ul style="list-style-type: none"> • First gear - children walk • Second gear - children jog • Third gear - children run • Fourth gear - children sprint <p>Can you jog at a steady pace? Can you run at your fastest pace? Can you change speeds while travelling?</p> <p>Speed Relay.</p> <p>Children work in groups of around four or five to take part in the relay as described on the Area Plan.</p> <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. • The second child can now set off to complete their round. 	HCI



	<ul style="list-style-type: none"> • 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

SPORTS DAY

3	<p>WALT: I am starting to understand the life cycles of animals and humans</p> <p>I understand that changes happen as we grow and that this is OK</p>	<p>Jigsaw – Changing me– lesson 1–life cycles Video: Listen to or join in with the Jigsaw song: ‘A New Day’ using this pre-made video with music, words and children singing. Show the image of the frog’s lifecycle and/or the video clip Ask the children how the frogspawn turns into the frog. What do they think happens and in what order?</p> <p>Show the series of photos of yourself, or another adult the children know, in sequence from a baby to adult.</p> <p>As you show the photos explain that everyone starts as baby and goes through different stages of growth. Also explain that not everybody grows at the same rate because our bodies are all unique.</p> <p>Reinforce the stages of growth and change by muddling up the sequence of photographs and invite two children to come into the circle and put them in the right order explaining as they go. Introduce the concept of ‘Life cycle’ and explain that this means growing from birth to adulthood.</p> <p>How long does it take to grow up? Do we all grow up at the same rate? What do you most like about being you now? What do you want to be when you grow up?</p> <p>Divide the children into groups and give each a set of the life cycle cards. Ask the children in groups to arrange these in the correct order to show the stages of growth and development of each of the animals.</p> <p>If there is time, swap sets of lifecycle cards so the children can arrange more than one lifecycle.</p>	HCI5
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Additional Tasks

Boost, Mindfulness daily phonics recap,