



WB 7.5.24

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		Bank Holiday Monday	ACL.6
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Tuesday

2	WALT: to learn about animals and their habitats	Animal Encounters visit	ACL.6
2	WALT: to read & write words with the grapheme au saying or	Activity: Phonics Level 5 – week 15– lesson 1 Shared reading and blending new words	ACL.4
3	WALT: To know the order of the days of the week	Activity: Revise the days of the week. Talk about today, tomorrow, yesterday. Ask questions such as if today is Tuesday what day was yesterday? Etc Foxes – they complete sequences showing yesterday, today and tomorrow by writing the two missing days of the week in each set. Encourage the children to explain their reasoning using the words yesterday, today and tomorrow. Hedgehogs & Squirrels -to complete sequences showing yesterday, today and tomorrow relating to different days. Encourage the children to talk about the sequences as they work, using the words yesterday, today and tomorrow. Badgers -cut and sequence the days of the week. Encourage the children to talk about the sequence as they work, using the words before and after.	ALC4



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Wednesday			
1	WALT: to sequence the months of the year	Discuss the seasons and how these relate to the months of the year. Ask and answer questions about the months of the year such as which months is after...? What month comes before...? Which season is..? etc Children work in pairs to sequence the months of the year. Encourage the children to talk about the sequence as they work, using the terms 'before' and 'after'.	ACL.6
2	WALT: to read & write words with the grapheme au saying or	Phonics Level 5 – week 15– lesson 2 Group reading activities	ACL4
3	WALT: To listen and understand an information text	Recap the story Y Lindysyn (see resources) Camera clic Dw i'n hoffi (extension for more able pupils – dw i ddim yn hoffi as well as dw i'n hoffi) as a focussed group task Sing the song Beth wyt ti'n hoffi? (see resources) followed by teacher modelling writing an opinion about the book (see exemplar models) hedgehogs- write numerous sentences using dw i'n hoffi and dwi ddim yn hoffi about the story and the things within it Squirrels – to work with Mrs Gamble to pick pictures of food and take turns orally to say dwi'n hoffi/ dwi ddim yn hoffi	ACL4
Thursday			
1	WALT: I can use my racket to hit a beanbag into a target.	Activity: Traffic Lights: Explain to the children that for this activity they will need to use their skills from the last lesson. Ask each child to collect a beanbag and racket and to balance their beanbag on their racket. Try the activity with the usual traffic light commands (red = stop, amber = walk, green = run/jog) Hitting a Beanbag: Remind the children of the activity in the previous lesson when they used their racket to throw the beanbag into the air. Explain that they will be learning how to hit their beanbag forwards. Show the children how to hold their racket and beanbag for this skills practice. Emphasise that the beanbag needs to travel forwards rather than up into the air. Give the children a few minutes to practise hitting their beanbags into a space. How far can you hit your beanbag? Is your beanbag travelling forwards? Feed the Crocodile: Put the children into pairs. Explain that one child will be a hungry crocodile who likes to eat beanbags and needs to stand with a hoop by their feet. The other child needs to try to hit their beanbag into the hoop. If they are successful, the 'crocodile' takes the hoop one step backwards.	HCI4



2	WALT: to read & write words with the grapheme au saying or	Phonics Level 5 – week 15– lesson 3 Shared reading and blending new words	ACL.6
3	WALT: Recognise and use language relating to dates, including days of the week, weeks, months and years.	Introduces the children to the number of days in each month. Demonstrate how to read dates. Children identify the parts that show the day, month and year. They then write today's date on a whiteboard. Can the children read and understand the date? Shows different types of calendar and asks children to look closely at daily and monthly calendars. Demonstrates how to locate dates on the calendar by finding the month, number and day of the week Can the children find dates on a calendar? Foxes & Hedgehogs - Children complete the written dates for different events shown on a calendar. They then add an event to the calendar and write the date. The children use the calendar to find the total number of days in the month. They shade a column to show a day of the week, then use this to find the number of times the day appears in the month. Badgers & Squirrels - Children read written dates for events and mark the calendar to show them. They then check the calendar and draw lines to match dates with pictures of events.	ALC4

Friday			
3	WALT: To create symmetrical patterns	Activity: Discuss what we have learnt about symmetry so far and look at some examples of symmetry in nature. Outdoor learning: The children will work in small teams to use natural resources found in the school garden to create symmetrical patterns	ALC4
2	WALT: to read & write words with the grapheme au saying or	Activity: Phonics Level 5– week 14– lesson 4 Shared reading and blending new words	ACL4
3	WALT: I can recognise my qualities as	Relationships Lesson 5 –Being my own best friend With the children seated in a circle, explain that Jigsaw Jack has been feeling a bit down and lacking confidence – we need to give some encouragement.	HC15



<p>a person and a friend</p> <p>I know ways to praise myself</p>	<p>In pairs, ask them to decide on something they could say that Jack is really good at. This could be a particular skill – great footballer, good at writing, good singer, etc; or it might be a personal quality – kind, friendly, reliable, great sense of humour, etc.</p> <p>Then go round the circle and let each pair give their little bit of praise, perhaps with a sentence stem such as “Hey Jigsaw Jack, you should be proud because you...”</p> <p>Point out that praise helps all of us to feel good about ourselves, and it is important to be able to praise ourselves and recognise what our own qualities are.</p> <p>Can we praise each other this week?</p> <p>Show the next few slides of children being the best they can be:</p> <p>Ask the children to identify how each child is ‘incredible’.</p> <p>When children respond ask them to use the stem sentence: ‘I think this child is incredible because...’</p> <p>Ask Me This:</p> <p>Is everybody incredible in some way?</p> <p>How can you make the best of your qualities?</p> <p>Let Me Learn</p> <p>Give each child a picture frame template and invite them to draw a picture entitled ‘The Incredible Me’.</p> <p>Underneath it ask them to complete the sentence ‘I am incredible because...’</p>	
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Additional Tasks

Boost, Mindfulness daily phonics recap,