



WB 29.4.24

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 count to and within 100	Use paint the squares to count to 100. Ask questions what do we notice about the numbers in the square? What is is one more/less than? Pick a number and ask children to partition it into 10s and ones. Hedgehogs - Children will fill in the missing numbers on a 100 square. They will answer some questions about numbers within 100. Badgers – as a group order the big numbers to 20 then 50 – move onto 100 if able. (with Mrs G) Foxes & Squirrels – enhanced activities	ACL.6
2	WALT: to read & write words with the grapheme y saying ee	Phonics Level 5 – week 13 – lesson 1 y saying ee Children to build words from powerpoint using whiteboards.	ALC4
3	WALT: To write simple sentences	Activity: Read about and discuss butterflies. Gather information to help answer our “what we want to find out questions.” Foxes - to write facts to add to their double page spread. Squirrels – to use skills learnt in art ;lesson to create a symmetrical butterfly zentangle Hedgehogs & badgers – enhanced activities	ALC4

Tuesday

2	WALT: to count to and within 100	Use paint the squares to count to 100. Ask questions what do we notice about the numbers in the square? What is is one more/less than? Pick a number and ask children to partition it into 10s and ones. Badgers - Children will fill in the missing numbers on a 100 square. With support. foxes – as a group order the big numbers 100 Hedgehogs & Squirrels – enhanced activities	ACL.6
2	WALT: to read & write words	Activity: Phonics Level 5 – week 14– lesson 2 Shared reading and blending new words	ACL.4



	with the grapheme y saying ee		
3	WALT: To write simple sentences	Activity: Read about and discuss butterflies. Gather information to help answer our “what we want to find out questions.” squirrels - to write facts to add to their double page spread. Hedgehogs – to use skills learnt in art ;lesson to create a symmetrical butterfly zentangle Foxes & badgers – enhanced activities	ALC4

Wednesday			
1	WALT: to count to and within 100	Use paint the squares to count to 100. Ask questions what do we notice about the numbers in the square? What is one more/less than? Pick a number and ask children to partition it into 10s and ones. Foxes - Children will fill in the missing numbers on a 100 square. With support. Squirrels – as a group order the big numbers 100 Hedgehogs & Badgers – enhanced activities	ACL6
2	WALT: to read & write words with the grapheme y saying ee	Phonics Level 5 – week 14– lesson 3 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) Foxes - write numerous sentences using dw i'n hoffi and dwi ddim yn hoffi about the story and the things within it Hedgehogs – 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			



TY'N Y WERN

1	<p>WALT: I can use my racket to hit a beanbag into a target.</p>	<p>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.</p>	HCI4
2	<p>WALT: to count to and within 100</p>	<p>Use paint the squares to count to 100. Ask questions what do we notice about the numbers in the square? What is one more/less than? Pick a number and ask children to partition it into 10s and ones. Squirrels - Children will fill in the missing numbers on a 100 square. With support. Hedgehogs – as a group order the big numbers 100 Foxes & Badgers – enhanced activities</p>	ACL.6
3	<p>WALT: To write simple sentences</p>	<p>Activity: Recall what we have learnt so far about butterflies. Gather information to help answer our “what we want to find out questions.” Hedgehogs- to write facts to add to their double page spread. Badgers – to use skills learnt in art ;lesson to create a symmetrical butterfly zentangle Foxes & squirrels – enhanced activities</p>	ALC4

Friday

3	<p>WALT: To write simple sentences</p>	<p>Activity: Recap what we know about butterflies. Gather information to help answer our “what we want to find out questions.” Badgers- to write facts to add to their double page spread.</p>	ALC4
---	---	---	------



		<p>Foxes – to use skills learnt in art ;lesson to create a symmetrical butterfly zentangle</p> <p>Hedgehogs & squirrels – enhanced activities</p>	
2	<p>WALT: to read & write words with the grapheme y saying ee</p>	<p>Activity: Phonics Level 5– week 14– lesson 4</p> <p>Shared reading and blending new words</p>	ACL4
3	<p>WALT: I know who can help me in my school community</p> <p>I know when I need help and know how to ask for it</p>	<p>Jigsaw – Relationships – lesson 4– People who help us</p> <p>In talking partners give children 2 minutes to talk about someone who has helped them at school in the last week.</p> <p>Who has helped you in school this week?</p> <p>Working in groups, children have sets of the People cards and they turn one card over at a time and agree on who that person is and then reach consensus on whether that person can help them in school or not. Sort the cards into people who might help us in school and people who might help us outside school.</p> <p>Who are the people who have special jobs that help us in our school community?</p> <p>Can we think of anyone else that helps us?</p> <p>Who can help children if you find something on an online game or phone that upsets us?</p> <p>Does everyone help us in the same way?</p> <p>Using one of the scenario cards e.g. you have fallen over in the playground and hurt your knee, ask two children to act out this scenario, one being the child who is hurt and the other being the teacher on duty. Help the children rehearse the words to convey the problem e.g. “Please help me, miss, I fell over and hurt my knee.” “Oh dear, let me see, perhaps it needs a plaster.” Practise a few times to demonstrate how to ask for help.</p> <p>Then in talking partners give the children different scenario cards and ask them to practise asking for help. Some of these could be acted out.</p>	HCI5

Additional Tasks

Boost, Mindfulness daily phonics recap,