



WB 22.4.24

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 understand how our actions effect the planet	Earth Day 2024 Discuss what earth day is with the children and talk about different ways we can help look after our planet. Children to write a pledge promising to do one thing to help the Earth e.g. I pledge to use less water. I pledge to recycle etc	ACL.6
2	WALT: to read & write words with the grapheme ue saying yoo	Phonics Level 5 – week 13 – lesson 1 ew saying yoo Children to build words from powerpoint using whiteboards.	ALC4
3	WALT: To Follow simple instructions to create a seed bomb.	Activity: To celebrate Earth day we will make paper seed bombs. We will read the instructions together to make the seed bombs. Children can ten take these home to plant as they wish.	ECC6

Tuesday

2	WALT: To recognise and name 2D shapes	Activity: Warm up Count in 2s (multiples of 2) Count in 2s on the number line, 50 grid, and counting stick. Introduces children to rectangles, squares, triangles and circles. How many sides and corners do the shapes have? Children see different examples of the shapes shown in different orientations. Invite the children to describe and compare the shapes using informal language such as straight, not straight, long and short. Look at photographs of 2D shapes in real-life contexts. Ask the children which 2D shapes they can spot. It may also be useful to look for examples of 2D shapes in real-life contexts around the classroom (whiteboard, clock etc) Can they name the 2D shapes they can see? 2D Shape Hunt: Go for a shape walk around school, both inside and outside. Invite children to identify 2D shapes in the environment and name the shapes. Encourage children to use informal language to describe the shapes. Children work in pairs to draw and label the things they see on 2D Shape Hunt Recording Sheet.	ACL.6
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		Can the children find 2D shapes in their environment? Can they informally describe the shapes?	
2	WALT: to read & write words with the grapheme ew saying yoo	Activity: Phonics Level 5 – week 13– lesson 2 Shared reading and blending new words	ACL.4
3	WALT: To understand the life cycle of a butterfly	Read Caterpillar and bean Talk about life cycles and the life cycle of a butterfly. Children to use the knowledge gained to draw and label the life cycle of a butterfly on their butterfly double page spread.	ECC6

Wednesday			
1	WALT: To identify the properties of 2D shapes	<p>Activity: Warm up Count in 2s (multiples of 2) Count in 2s on the number line, 50 grid, and counting stick.</p> <p>Use powerpoint to show a group of 2D shapes. Ask the children to identify the odd one out and to explain why. The next slide also invites the children to describe what is the same about the odd shape and what is different. Can the children identify a 2D shape that doesn't belong to a set?</p> <p>Label Groups: The Lesson Presentation shows two groups of shapes. Ask the children how these groups could be labelled. Invite them to suggest more ideas for labels. Can the children label groups of shapes?</p> <p>Invite children to sort 2D shapes into a group of triangles and a group of squares. They identify the shape that didn't belong in either set and explain why. The children then find a way to sort shapes into two groups and explain their reasoning.</p> <p>Foxes & Badgers- to sort real 2D shapes into groups – triangle, circle, squares, rectangles and discuss how they know which group each shape goes into.</p> <p>Hedgehogs and squirrels –enhanced activities</p>	ACL5
2	WALT: to read & write words with the grapheme ew saying oo	Phonics Level 5 – week 13– lesson 3 Group reading activities	ACL4
3	WALT – Use line, pattern	How Does Your Garden Grow? Recap learning from last weeks lesson	



	and shape to create a zentangle	Activity -Experimenting with line • Use knowledge of lines to create a zentangle within a template of a leaf, flower or apple. Examples in presentation below. Zentangles examples and templates	
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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 ew saying oo	Phonics Level 5 – week 13– lesson 4 Group reading activities	ACL4
3	WALT: To identify the properties of 2D shapes	Activity: Warm up Count in 2s (multiples of 2) Count in 2s on the number line, 50 grid, and counting stick. Recap previous learning – look at 2D shapes and ask children to identify the properties of each shape. Hedgehogs & Squirrels - to sort real 2D shapes into groups – triangle, circle, squares, rectangles and discuss how they know which group each shape goes into.	ACL.6

Friday

3	WALT: To listen and understand an	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)	ACL4
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	information text	followed by teacher modelling writing an opinion about the book (see exemplar models) Pupils to write an opinion on the text independently– differentiated – one star- Dw i'n hoffi'r stori or Dw i'n hoffi'r lindysyn / two star could write numerous sentences using dw i'n hoffi about the story and the things within it (even if some nouns are in English) / three star – pupils to write several sentences as two star as well as dw i ddim yn hoffi sentences	
2	WALT: to read & write words with the grapheme ue saying oo	Activity: Phonics Level 5 – week 12– lesson 5 Shared reading and blending new words	ACL4
3	<p>WALT: I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>I can recognise which forms of physical contact are acceptable and unacceptable to me</p>	<p>Jigsaw – Relationships – lesson 3– Greetings</p> <p>Show the children the sequence of images of people holding hands and discuss how they feel about holding hands: when and with whom.</p> <p>Draw out the learning that we all feel differently about holding hands, some like the feeling of holding hands with friends or parents/carers, some of us don't like holding hands with people we don't know very well.</p> <p>Explain that all these feelings are OK and we should try to listen to our bodies and minds when something feels OK and when something doesn't feel good. Tell Me or Show Me Using a 'feely bag', give the children the experience of different textures and explore vocabulary which can be used, e.g. hard, soft, warm, cold, cuddly, rough, smooth. Encourage the children to identify those that they like and those that they dislike. (This activity may work better as two smaller circles with a teacher leading one and a teaching assistant leading the other, rather than one large circle). Ensure that one of the items used is a teddy or soft toy - this could be Jigsaw Jack or Jigsaw Jerrie Cat.</p> <p>The aim of this activity is for children to be confident in saying what feels good or not to them. (This underpins later safeguarding work relating to appropriate/inappropriate touch.) What textures do you like to feel? What textures do you not like to feel? Are there some textures that everyone likes? Are there some textures that we do not like? Is it OK not to like how something feels? Different Greetings:</p>	HC15



		<p>The teacher role plays with different children, various ways of greeting, using different types of physical contact e.g. shaking hands, hugging, high five, gently bumping fists. Discuss with the children how they greet friends, family, teachers, etc. and ensure they understand that different types of physical greeting are acceptable or not in different situations. Explain that it is OK to say 'no' if there is a touch they don't like.</p>	
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Additional Tasks	
Boost, Mindfulness daily phonics recap,	