



TY'N Y WERN

WB 15.4.24

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](mailto:tavnerl@hwbcymru.net)

Monday

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| 1 | <b>WALT:</b> Halving  | Watch <a href="https://www.twinkl.co.uk/resource/t-n-2545029-fractions-halves-video">https://www.twinkl.co.uk/resource/t-n-2545029-fractions-halves-video</a> and re-cap halving from last week.<br>Foxes - Half-Price Sale. Drinks are priced 16p 20p 28p 30p<br>Everything is now half-price. How much will the drinks cost now? (Use pennies to support halving)<br>squirrels – halving and doubling game<br>hedgehogs & Badgers– enhanced activities – number of the week, number formation etc | <b>ACL.6</b> |
| 2 | <b>WALT:</b> to read & write words with the grapheme ue saying oo | Phonics Level 5 – week 12 – lesson 1 ue saying oo<br>Children to build words from powerpoint using whiteboards.   | <b>ALC4</b>  |
| 3 | <b>WALT:</b> To Know there are different types of animals         | <b>Activity:</b> Show children different animal groups and discuss the characteristics of each group.<br>Children to work in mixed ability groups to sort pictures of animals into the correct group e.g. amphibian, mammal, reptile etc. Children to use valued voice guidelines to discuss and consider their ideas.  | <b>ECC6</b>  |

Tuesday

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| 2 | <b>WALT:</b> To half amounts                                      | <b>Activity:</b> Warm up Count in 2s (multiples of 2)<br>Count in 2s on the number line, 50 grid, and counting stick.<br>Squirrels - Half-Price Sale. Drinks are priced 14p 8p 12p 10p<br>Everything is now half-price. How much will the drinks cost now? (Use pennies to support halving)<br>Hedgehogs – halving and doubling game<br>Badgers & foxes– enhanced activities – number of the week, number formation etc | <b>ACL.6</b> |
| 2 | <b>WALT:</b> to read & write words with the grapheme ue saying oo | <b>Activity:</b> Phonics Level 5 – week 12– lesson 2<br>Shared reading and blending new words   | <b>ACL.4</b> |



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| 3 | WALT: To Compare animals | <p>Using the Lesson Presentation, look closely at each of the animals. Using the questions on the Lesson Presentation, ask children to name the features of different animals, for example, beak, legs, claws, eyes, ears, etc. Draw attention to the parts the children might not know, such as beak or wings.</p> <p>Can the children name some of the features of animals from each group?</p> <p>Comparing Animals: Share the statement about birds on the Lesson Presentation and ask children to discuss with their partners whether they think it is correct. Ask children to suggest ways in which they could find out if the statement is correct. Show the children the photographs of the penguin and the robin on the Lesson Presentation. Ask them to work in pairs, on a whiteboard, to write down all the features they can see for each bird, e.g. 2 legs, 2 wings. Record children's ideas</p> <p>In mixed ability groups the children use the Photo Pack and Feature Labels to find and discuss the similarities between animals of the same group and to discuss the differences they can see. As a group they write down their ideas around the photos on a big sheet of paper using one colour for differences and one for similarities</p> | ECC6 |
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| Wednesday |  |   |      |
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| 1         | WALT: To half amounts                                      | <p>Activity: Warm up Count in 2s (multiples of 2)<br/>Count in 2s on the number line, 50 grid, and counting stick.</p> <p>Hedgehogs - Half-Price Sale. Drinks are priced 14p 8p 12p 10p Everything is now half-price. How much will the drinks cost now? (Use pennies to support halving)</p> <p>Badgers – halving and doubling game</p> <p>Foxes &amp; Squirrels– enhanced activities – number of the week, number formation etc</p> | ACL5 |
| 2         | WALT: to read & write words with the grapheme ue saying oo | <p>Phonics Level 5 – week 12– lesson 3</p> <p>Group reading activities</p>  | ACL4 |
| 3         | WALT – Use line, pattern and shape to                      | <p>How Does Your Garden Grow?</p> <p>What do we know about gardens? What would you find in a garden? What grows in a garden? Where do fruit and</p>   |      |



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|                 | <p>create a zentangle</p>   | <p>vegetables grow? Why is it important to grow our own fruit and vegetables? What do we need to grow fruit and vegetables? What is the difference between a fruit and vegetable?</p> <p>Activity -Experimenting with line</p> <ul style="list-style-type: none"> <li>• Look at a selection of lines and patterns. Teacher models how to draw the lines. Pupils practise drawing straight, wavy, zig zag, cross-hatching, curly lines etc.</li> <li>• Use knowledge of lines to create a zentangle within a template of a leaf, flower or apple. Examples in presentation below.</li> </ul> <p><a href="#">Zentangles examples and templates</a></p>  |              |
| <p>Thursday</p> |   |   |              |
| <p>1</p>        | <p><b>WALT:</b><br/>I can use my racket to hit a beanbag into a target.</p> | <p><b>Activity:</b><br/>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)<br/>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?<br/>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> | <p>HCI4</p>  |
| <p>2</p>        | <p>WALT: to read &amp; write words with the grapheme ir saying ur</p>       | <p>Phonics Level 5 – week 11– lesson 4<br/>Group reading activities</p>   | <p>ACL4</p>  |
| <p>3</p>        | <p>WALT: To half amounts</p>  | <p>Activity: Warm up Count in 2s (multiples of 2)<br/>Count in 2s on the number line, 50 grid, and counting stick.<br/>Badgers - Half-Price Sale. Drinks are priced 4p 8p 6p 10p<br/>Everything is now half-price. How much will the drinks cost now? (Use pennies to support halving)<br/>Foxes – halving and doubling game</p>  | <p>ACL.6</p> |



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|  |  | Hedgehogs & Squirrels– enhanced activities – number of the week, number formation etc |  |
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| Friday |  |  |  |
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| 3 | <p><b>WALT:</b><br/>To listen and understand an information text</p>  | <p>Introduce the following video and ask the children what they know about caterpillars<br/> <a href="https://www.youtube.com/watch?v=kVm5k99PnBk">https://www.youtube.com/watch?v=kVm5k99PnBk</a><br/>         Introduce the story Y Lindysyn (see resources)<br/>         Ask the children if they recognised any of the Welsh words in the story<br/>         Introduce some new words through using Total Physical Response followed by playing Ping Pong with a partner (see Ping Pong explanation)<br/>         Wŷy – egg<br/>         Y Lindysyn – the caterpillar<br/>         Cocŵn – cocoon<br/>         Cropian – crawl<br/>         Hedfan – fly<br/>         Hongian – hang<br/>         Bwyta dail – eat leaves<br/>         Pili pala – butterfly<br/>         Lliwgar - colourful<br/>         Aderyn - bird<br/>         Ardd – garden<br/>         Blodau – flowers<br/>         Allan – out<br/>         Wyneb i waered – upside down<br/>         Blewog - Hairy<br/>         Play Gêm corneli with the pupils</p> | <b>ACL4</b> |
| 2 | <p><b>WALT:</b> to read &amp; write words with the grapheme ue saying oo</p>  | <p><b>Activity:</b> Phonics Level 5 – week 12– lesson 5<br/>         Shared reading and blending new words</p>   | <b>ACL4</b> |
| 3 | <p><b>WALT:</b><br/>I can identify what being a good friend means to me.<br/><br/>I know how to make a new friend</p> | <p>Jigsaw – Relationships – lesson 2– Making Friends</p> <p>With the children sitting in a circle, ask them to suggest names of pairs of characters they know from story books, movies or TV who are good friends and get on well together. Explore these a little: why do they get on well? Do they always get on? Do they ever disagree or fall out with each other? What do they enjoy doing together?</p> <p>Explain to the children that, to have good friends, we need to be a good friend.<br/>         Show the children the image of the child alone at play time and invite the children to suggest why the child in the picture is alone. Draw out that they could have fallen out</p>  | <b>HCI5</b> |



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|  |  | <p>with their friends, they could be new in school, or they might be feeling poorly or upset. Explain that sometimes people have to move away from their old friends/school, so it might feel frightening to be in a new school where they don't know anyone.</p> <p>Ask the children to suggest what they could do to be a good friend to this child. Give a short amount of thinking time in pairs and then pass Jigsaw Jack around to share ideas.</p> <p>Remind children how they helped Jigsaw Jack feel like he belonged when he joined them at the start of the year.</p> <p>Ask Me This:</p> <p>What is a friend?<br/>What makes people friends?<br/>Do friends always get on well?<br/>What makes a good friend?<br/>What helps people to make friends?<br/>What do you look for in a friend?</p> <p>Form the children into groups of 3 or 4.</p> <p>Give each group a set of the cards with qualities that might make a good friend. Ask them to discuss them and sort them according to whether they think they are true or false, e.g. a good friend should wear nice clothes; a good friend should be kind; a good friend should give you all their things, etc.</p> <p>Alternatively, this activity could be done as a whole class sorting the cards into true/false and then voting on the most important quality or qualities.</p> <p>Ask the children to bring their favourite quality to the carpet to share with Jigsaw Jack.</p> |  |
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#### Additional Tasks

Boost, Mindfulness daily phonics recap,