



WB 08.4.24

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: Halving	Halving and its relationship to doubling Activity - Fold shapes or cut sandwiches in half to understand that halving is about sharing into two equal groups. Foxes - Use concrete resources to find halves. What do you notice about halves? Others – enhanced activities halving	ACL.6
2	WALT: to read & write words with the grapheme ir saying ur	Phonics Level 5 – week 11 – lesson 1 ir saying ur Children to build words from powerpoint using whiteboards.	ALC4
3	WALT: To discuss living and non living things	Activity: odd one out children to discuss all of the different ideas looking at the odd one out exercise. Talk to them about how is the plane and the fly different and introduce the idea of living and non living. https://www.bbc.co.uk/bitesize/articles/zs73r82 watch the video and play the game to discuss living and non living	ECC6

Tuesday

2	WALT: To half amounts	Activity: Warm up Count in 5s (multiples of 5) Count in 5s on the number line, 50 grid, and counting stick. Squirrels – use halving mat to half concrete objects Others – enhanced activities – halving activities, number of the week, number formation etc	ACL.6
2	WALT: to read & write words with the grapheme ir saying ur	Activity: Phonics Level 5 – week 11– lesson 2 Shared reading and blending new words	ACL.4
3	WALT: To identify living and non living	Activity: On a walk in the school garden, can the children find things that are living things and non living things, we will take photographs and create a display using them. Look	ECC6



things	at this leaf? Is this leaf a living thing? discuss how it used to be a living thing.	
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Wednesday

1	WALT: To half amounts	<p>Activity: Warm up Count in 5s (multiples of 5) Count in 5s on the number line, 50 grid, and counting stick.</p> <p>hedgehogs – use halving mat to half concrete objects others – enhanced activities – halving activities number of the week, number formation etc</p>	ACL5
2	WALT: to read & write words with the grapheme ir saying ur	<p>Phonics Level 5 – week 11– lesson 3 Group reading activities</p>	ACL4
3	WALT – To ask about what someone is wearing	<p>Drill “Beth wyt ti’n gwisgo?” and “Dw I’n gwisgo” introduce the appropriate fan picture which can be added to your fan. Provide a box of fun clothes for the children. Each child selects an item of clothing to use as you drill the question and answer.</p> <p>Extension – use connectives – ac/a and adjectives – colours mawr/bach when describing the clothes</p>	

Thursday

1	WALT: To practice holding a racket	<p>Activity: Holding Your Racket: Rackets: show the children how to grip their racket correctly by pretending to shake hands with it. Ensure that they are holding the racket in their dominant hand. Have you wrapped your fingers around the handle? Ask them to practise twisting their wrist to ensure that they are not gripping too tightly.</p> <p>Beanbag Balance:: Explain that they are now going to practise balancing a beanbag on their racket. Tell the children to keep their racket very flat so that they can balance a beanbag. When they are confident with this, they can begin to walk around the room while keeping their beanbag balanced.</p> <p>Pancake toss -Explain that the children are going to pretend to be tossing a pancake. Remind them to hold their racket with one hand. Have you wrapped your fingers round the handle? Can you throw your beanbag up into the air and catch it again on your racket? Some children may need to be encouraged to use two hands on their racket initially to</p>	HCI4
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		control a throw. Can you turn your racket over while the beanbag is in the air and catch it on the other side? Can you jump on the spot while your beanbag is in the air and then catch it?	
2	WALT: to read & write words with the grapheme ir saying ur	Phonics Level 5 – week 11– lesson 4 Group reading activities	ACL4
3	WALT: To half amounts	Activity: Warm up Count in 5s (multiples of 5) Count in 5s on the number line, 50 grid, and counting stick. Badgers – use halving mat to half concrete objects Others– enhanced activities – halving activities, number of the week, number formation etc	ACL.6

Friday			
3	WALT: To half amounts	Activity: Using pictures collected on our walk the children will use the living/non-living things flow chart to work together to sort the objects.	ACL4
2	WALT: to read & write words with the grapheme ir saying ur	Activity: Phonics Level 5 – week 11– lesson 5 Shared reading and blending new words	ACL4
3	WALT: I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me	Jigsaw – Relationships – lesson 1 – Families Make sure the children understand the key vocabulary from these during the lesson so they can reflect on them at the end: Family Belong Different Same With the children seated in a circle, start off a round by saying, “I’m ... and someone in my family is my.....” (mum, sister, brother, dad, step brother etc.) Ask the children in turn round the circle to follow suit and see how many different family members the class as a whole can refer to. They can include close family, extended family, step family, etc. Are all families the same? Share the ‘Welcome to Planet Zarg’ story and images with the children: Reinforce with the children that there are all sorts of different types of families and it is perfectly normal to have a different family from other people. Ask the children why	HC15



		<p>we have families and draw out that they are there to love and protect us.</p> <p>Pose the question “Who is in your family?”</p> <p>Invite the children to draw and label a picture of their own family in their Jigsaw Journals. Ensure that all children feel their family situation is accepted by the teacher and the class with no one family situation being seen as the ‘norm</p>	
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Additional Tasks	
Boost, Mindfulness	daily phonics recap,