



WB 04.03.24

Hello! This term we will be learning about Caerphilly castle.

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 choose their own method to solve subtractions	Foxes & Badgers (Mixed pairs) Children to complete orienteering hunt for numbers. Using the numbers found at each station they will create a subtraction sum. They will then choose the method they would prefer to use to find the answer (concrete or pictorial) Hedgehogs & squirrels enhanced activities	ACL6
2	WALT: to read with increasing fluency and accuracy	Phonics Level 5 – week 9 - lesson 2 Guided group reading	ALC4
3	WALT: Know how to make healthy lifestyle choices Feel good about myself when I make healthy choices	Jigsaw lesson –Healthy Me – Healthy Choices Ask the children for their ideas about how they can make healthy choices in response to each picture. For example, for the balanced diet picture, encourage the children to say, “I choose to eat food that is good for me, like vegetables, and not eat food that isn’t good for me, like sweets’. Ask the children for their ideas about how they can make healthy choices in response to each picture. For example, for the exercise picture, encourage the children to say, ‘I choose to be active every day by walking to school, playing outside and going swimming on Saturdays’. In pairs, children identify as many healthy choices as they can. In their Jigsaw Journals, ask children to complete the template of a child. Ask them to draw or write around the picture all their healthy choices. Take feedback from the children about their healthy choices. Ask Me This: What healthy choices do you make? How do you feel if you make a healthy choice? How could children your age make healthy choices? How does a healthy child feel? Do the Healthy Balance Sum from the previous Piece. Ask if anyone remembers the actions from last time.	HC15



		Act this out with the children several times together, and then ask them to do it without instructions from the teacher. See if the children can do the actions faster each time.	
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Tuesday			
2	WALT: to choose their own method to solve subtractions	Hedgehogs & Squirrels (Mixed pairs) Children to complete orienteering hunt for numbers. Using the numbers found at each station they will create a subtraction sum. They will then choose the method they would prefer to use to find the answer (concrete or pictorial) Foxes & badgers -enhanced activities	ACL6
2	WALT: to read & write words with long vowel sounds	Activity: Phonics Level 5 – week 9 - lesson 3 Shared reading and blending new words	ACL4
3	WALT:to write about likes and dislikes in Welsh	Recap dwi'n hoffi and dwi'n ddim yn hoffi orally. The children will draw a pictures of themselves doing something they like and dislike. With support they will write a sentence under each picture.	ACL4

Wednesday			
1	WALT: I can produce designs in response to a context	The children will begin to create their coat of arms using fabric. They will use draw their symbols on fabric and then cut them and sew them onto their shield. Groups will rotate throughout the morning working with teachers for support.	ECC1
2	WALT: to read & write words with long vowel sounds	Phonics Level 5 – week 9 lesson 4 Group reading activities	ACL4
Thursday			
	WALT: Perform a dance sequence as a class, focusing on linking	Activity: Warm up: Recap the safari dance sequences created last week. Introduction Activity: Follow the leader, using animal inspired movements,making sure each leader moves to the beat.	



	movements and formation	<p>Main Activity: Ask the children to get into the starting animal shapes in their groups from the previous week. This will become the class dance starting position.</p> <p>Now the dance will be performed as a class therefore the class will now need to pick a formation to perform the dance. Children must select a linking movement to get them from their animal shapes into the starting group formation using 16 counts. Children practise the sequence. Add on the ending animal shapes using the same format as above.</p> <p>Children perform the dance as a class.</p> <p>Plenary: Discuss how the movements helped to link the shapes to the group sequence. Did all children have enough room to dance? Did they get to their positions in 16 counts?</p> <p>Cool down: Ask the children to lie down on the floor and close their eyes. Ask them to tense each part of their body and then relax. Go through the entire body so that they can recognise moving each body part in isolation.</p>	
2		Music Session with visiting teacher	
3	WALT: I can produce designs in response to a context	The children will continue to create their coat of arms using fabric. They will use draw their symbols on fabric and then cut them and sew them onto their shield. Groups will rotate throughout working with teachers for support.	ECC1

Friday			
1	WALT: to think about how well I completed a task	<p>Tasc: Evaluate</p> <p>Children will share their final coat of arms designs with a talk partner and share what they like about each others work. They will discuss if there was anything they would do differently next time.</p> <p>They will be encouraged to use our valued voice rules when talking and use some sentence prompts e.g I think... because...</p>	
2	WALT: to read & write words with long vowel sounds	<p>Phonics Level 5 – week 9 lesson 5</p> <p>Mini book shared reading activity</p>	
3	WALT: Know how to keep myself clean and healthy and understand how germs cause disease/ illness Know that all household	<p>Jigsaw _ Healthy Me – Lesson 3 – Healthy and Clean</p> <p>Children sit in a circle.</p> <p>Teacher helps Jigsaw Jack take items out of the toiletries bag and children say what they are, work out what each item is used for and which part/s of the body it helps to keep clean.</p> <p>Ask the children why we need to use all these items and emphasise that personal hygiene is important to keep us healthy.</p>	



	<p>products including medicines can be harmful if not used properly</p> <p>Recognise that I am special, so I keep myself safe</p>	<p>Reinforce names of body parts and toiletry items, using Jigsaw Jack to help.</p> <p>Discuss germs and viruses and how they spread e.g. by not washing hands, not covering mouth and nose when sneezing.</p> <p>Ask Me This: Why do we need to keep ourselves clean?</p> <p>One at a time, show children the empty containers used in the bathroom (use on self, e.g., toothpaste, shampoo, medicine) and kitchen cleaning products (use on surfaces, e.g., washing-up liquid, bleach, etc.).</p> <p>Ask children where each should be kept in relation to whether it is safe, unsafe or needs to be kept safe in a certain way, e.g., medicines out of reach of small children in locked cupboard.</p> <p>Discuss how some cleaning products have ingredients in them that can be harmful if used in the wrong way.</p> <p>Let Me Learn</p> <p>Working in small groups, invite children to sort pictures of household items/products into the rooms where they would find them, either the kitchen or bathroom and into a safe for them to use/not safe for them to use.</p> <p>Ask children to choose some each to either draw or stick in their Jigsaw Journals as safe or unsafe in the bathroom or kitchen.</p> <p>Debrief reasons why some items are safe/unsafe for them at this age</p>	
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Additional Tasks

Boost, Mindfulness daily phonics recap,