



WB 20/11/23

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 compare numbers	Counting stick warm up. What number is missing? One more/less Show an amount of apples and bananas on the board. Count them. How many of each? Which is greater? Introduce inequality sign (<>=) Use labels on the 20 bead bar to find the difference. Illustrate that we can find the difference by counting on from the smaller number or counting back from the bigger number. foxes- Position labels on the 20 bead bar to find the difference between the number of 'Bounty' and 'Twix' chocolates in a tub of Celebrations etc. record results hedgehogs-Compare amounts using blockzilla cards squirrels & badgers – enhanced – adding game, number formation etc	ACL.6
2	WALT: To secure phonic knowledge	Phonics level 5 recap ay saying ai 1. Phonic activities 2. Group Reading –Mrs G 3. Enhanced activities – letter formation, cvc word building, writing table	ACL.4
3	WALT: to begin to understand how to keep their body healthy	Activity: Read and discuss the Burpee Bears. Discuss the story. Focus on the last page which describes the morning workout the bears do each day. Children will create a 2 page spread of a wake up workout similar to the one in the book. Hedgehogs – to create workout Badgers- to use work out cards to work out Foxes and squirrels – enhanced activities	

Tuesday			
1	WALT: To compare numbers	Counting stick warm up. What number is missing? One more/less Show an amount of pears and oranges on the board. Count them. How many of each? Which is greater? recap inequality	ACL.6



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		<p>sign (<>=) Use labels on the 20 bead bar to find the difference. Illustrate that we can find the difference by counting on from the smaller number or counting back from the bigger number. Hedgehogs- Position labels on the 20 bead bar to find the difference between the number of 'Bounty' and 'Twix' chocolates in a tub of Celebrations etc. record results squirrels -Compare amounts using blockzilla cards badgers & foxes – enhanced – adding game, number formation etc</p>	
2	<p>WALT: To secure phonic knowledge</p>	<p>Phonics level 5 recap ay saying ai</p> <ol style="list-style-type: none"> 1. Phonic activities -teacher 2. Group Reading –Mrs G 3. Enhanced activities – letter formation, cvc word building, writing table 	<p>ACL.4</p>
3	<p>WALT: to begin to understand how to keep their body healthy</p>	<p>Activity: Read and discuss the Burpee Bears. Discuss the story. Focus on the last page which describes the morning workout the bears do each day. Children will create a 2 page spread of a wake up workout similar to the one in the book. badgers – to create workout foxes- to use work out cards to work out squirrels and hedgehogs – enhanced activities</p>	

Wednesday

1	<p>WALT: To compare numbers</p>	<p>Counting stick warm up. What number is missing? One more/less Show an amount of pears and oranges on the board. Count them. How many of each? Which is greater? recap inequality sign (<>=) Use labels on the 20 bead bar to find the difference. Illustrate that we can find the difference by counting on from the smaller number or counting back from the bigger number. squirrels- Position labels on the 20 bead bar to find the difference between the number of 'Bounty' and 'Twix' chocolates in a tub of Celebrations etc. record results badgers-Compare amounts using blockzilla cards (Below 10) Foxes & Hedgehogs– enhanced – adding game, number formation etc</p>	<p>ACL.6</p>
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2	WALT: To secure phonic knowledge	Phonics level 5 recap ay saying ai 1. Phonic activities sort 2. Group Reading –Mrs G 3 Enhanced activities – letter formation, cvc word building, writing table	ACL.4
3	WALT: to begin to understand how to keep their body healthy	Activity: Read and discuss the Burpee Bears. Discus the story. Focus on the last page which describes the morning workout the bears do each day. Children will create a 2 page spread of a wake up workout similar to the one in the book. Hedgehogs – to create workout Badgers- to use work out cards to work out Foxes and squirrels – enhanced activities	

Thursday			
1	WALT: Bouncing a ball	<ul style="list-style-type: none"> • Allow all children time to practise bouncing and catching their ball. They can experiment with bouncing it and catching it at different heights, such as knee height, waist height or chest height. • How do you control how high the ball bounces back up to you? Why do you need to track the ball when you bounce it? • How does changing how hard you push the ball affect the bounce? If you change the way you push the ball with your fingers, what happens? • Activity: Bouncing in Hoops • Lay out hoops around the space. Children move around the space while holding their ball. When they reach a hoop, they should stop, bounce the ball in the hoop, catch it and move on. Add a fun and competitive element to the activity by awarding children a point for each successful bounce and catch within a hoop. • How do you control how high the ball bounces back up to you? Why do you need to track the ball when you bounce it? • How does changing how hard you push the ball affect the bounce? If you change the way you push the ball with your fingers, what happens? 	HCI 4
2	WALT: To secure phonic knowledge	Phonics level 5 recap ay saying ai 1. Phonic activities 2. Group Reading –Mrs G 4. Enhanced activities – letter formation, cvc word building, writing table	ACL.4



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3	<p>WALT: to begin to understand how to keep their body healthy</p>	<p>Activity: Read and discuss the Burpee Bears. Discuss the story. Focus on the last page which describes the morning workout the bears do each day. Children will create a 2 page spread of a wake up workout similar to the one in the book. Hedgehogs – to create workout Badgers- to use work out cards to work out Foxes and squirrels – enhanced activities</p>	<p>ACL.4</p>
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Friday			
1	<p>WALT: To compare numbers</p>	<p>Counting stick warm up. What number is missing? One more/less Show an amount of pears and oranges on the board. Count them. How many of each? Which is greater? recap inequality sign (<>=) Use labels on the 20 bead bar to find the difference. Illustrate that we can find the difference by counting on from the smaller number or counting back from the bigger number. Badgers- Position labels on the 10 bead bar to find the difference between the number of 'Bounty' and 'Twix' (Below 10) chocolates in a tub of Celebrations etc. record results foxes -Compare amounts using blockzilla cards hedgehogs & squirrels enhanced – adding game, number formation etc</p>	<p>ACL.6</p>
2	<p>WALT –to introduce Ble wyt t'in byw</p>	<p>Revisit Ble wyt t'in byw? Dwi'n byw yn... Play helpwr heddiw game clap the rythm and say ble wwyt t'in byw? Helpur heddiw walks around the circle and choses someone to answer. Children to rotate through tasks</p> <ol style="list-style-type: none"> 1. Use stick puppets to role play tri mochyn bac with teacher guidance – focus on dwi,n byw 2. Enhanced activities 3. Physical play 	
3	<p>WALT: To understand what bullying is</p>	<p>Jigsaw lesson – Celebrating difference Lesson 3- What is bullying? Ask the children what they know about bullying. Scribe their ideas about what they think bullying is, examples of when it has happened and how it makes people feel. Ensure there are examples of bullying which exemplify the key features of bullying (see below) as well as examples which may be classed as teasing or one-off incidents.</p> <p>Key features of bullying:</p> <p>It doesn't just happen once: it goes on over time and happens again and again</p>	



	<p>It is deliberate: hurting someone on purpose, not accidentally</p> <p>It is unfair: the person doing the bullying is stronger and more powerful (or there are more of them)</p> <p>Using the examples that the children have come up with teach the children the three key features of bullying and help them to identify which of their examples has these key features and would therefore be classed as bullying.</p> <p>Make it clear that any behaviour that hurts someone else is not acceptable whether it is bullying, accidental or a one-off incident.</p> <p>Discuss with the children that everyone has the right to be safe and not bullied.</p>	
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Additional Tasks

Boost, Mindfulness daily phonics recap