



WB 6/11/23

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 know bonds to 10	Activity: Warm up: Counting stick activity. One more/less. Number bond song https://www.youtube.com/watch?v=LD9tjBUiXs0 Squares– to represent bonds of ten using concrete materials on a part/whole template and record in books Triangles – to use numicon to represent bonds of ten and practice writing number sentences Rectangles and circles – enhanced activities – facts within ten , formation	ACL.6
2	WALT: To secure phonic knowledge	Phonics level 5 ie saying igh 1. Phonic activities recap ay and oy 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: Think Pair share – what do you know about keeping fit? Record in class KWL grid Children to rotate through tasks 1. Focus task – cold task – children will work in small groups/pars to create a fitness routine. 2. Independent task – healthy eating word search 3. Enhanced activities 4. Physical play	

Tuesday			
1	WALT: to know bonds to 10	Activity: Warm up: Counting stick activity. One more/less. Number bond song https://www.youtube.com/watch?v=LD9tjBUiXs0 Triangles– to represent bonds of ten using concrete materials on a part/whole template and record in books rectangles – to use numicon to represent bonds of ten and practice writing number sentences	ACL.6



		circles and squares– enhanced activities – facts within ten , formation	
2	WALT: To secure phonic knowledge	Phonics level 5 ie saying igh 1. Phonic activities recap ay and oy 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: introduce the children to Jo Wicks and discuss how he helps people get fit and healthy. The children will join in with a Jo wicks routine. Discuss the routine. How long? How many of each exercise etc? 1. Focus task –Hot Task – children will work in small groups/pairs plan a fitness routine – writing how many of each exercise they will do. 2. Independent task – design a healthy plate 3. Enhanced activities 4. Physical play	

Wednesday			
1	WALT: to know bonds to 10	Activity: Warm up: Counting stick activity. One more/less. Number bond song https://www.youtube.com/watch?v=LD9tjBUiXsO rectangles– represent bonds of ten using concrete materials on a part/whole template and record in books circles – to use numicon to represent bonds of ten practically squares & triangles– enhanced activities – facts within ten , formation	ACL.6
2	WALT: To secure phonic knowledge	Phonics level 5 ie saying igh 1. Phonic activities recap ay and oy 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: The children will join in with another Jo wicks routine. Discuss the routine. How long? How many of each exercise etc? 1. Focus task –Hot Task –children will teach their routine to another small group –they will discuss what they liked about eachothers routines. 2. Independent task – create a healthy eating rainbow 3. Enhanced activities	



	4. Physical play	
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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 ie saying igh 1. Phonic activities recap ay and oy 2. Group Reading –Mrs G 4. Enhanced activities – letter formation, cvc word building, writing table	ACL.4
3	WALT –to introduce Ble wyt t'in byw	Revisit Ble wyt t'in byw? Dwi'n byw yn... Play helpwr heddiw game clap the rythm and say ble wwyw t'in byw? Helpur heddiw walks around the circle and chos someone to answer. Children to rotate through tasks 1. Focused task -Shared reading of Y Tri Mochyn Bach with teacher 2. Create stick puppets of tri mochyn bach 3. Enhanced activities 4. Physical play	

Friday			
1	WALT: to know bonds to 10	Activity: Warm up: Counting stick activity. One more/less.	ACL.6



		<p>Number bond song https://www.youtube.com/watch?v=ID9tjBUiXsO</p> <p>circles– to represent bonds of ten using concrete materials on a part/whole template squares– to use numicon to represent bonds of ten and practice writing number sentences Rectangles and triangles – enhanced activities – facts within ten , formation</p>	
2	<p>WALT: To secure phonic knowledge</p>	<p>Phonics level 5 ie saying igh</p> <ol style="list-style-type: none"> 1. Phonic activities recap ay and oy 2. Group Reading –Mrs G 5. Enhanced activities – letter formation, cvc word building, writing table 	<p>ACL.4</p>
3	<p>WALT: Identify similarities between me and my classmates</p>	<p>Jigsaw lesson – Celebrating difference Lesson 1 – The same as</p> <p>Spot the similarities on the two images.</p> <p>This is like spot the difference, but here the focus is on what is the same. Ask the children to identify the similarities and reinforce the language: “The same as...” and “Similar to...”.</p> <p>Tell Me or Show Me Use your set of cards with animals or characters on, e.g. Snap or Happy Families. Give each child a card and ask them to find their pair. Ask a pair to come out to the front and then ask the other children to see what is the same for the two children standing out the front. For example, both have blue eyes. Draw out similarities that might not be visible, e.g. likes, hobbies, family composition, etc.</p> <p>Let Me Learn</p> <p>Still in the same pairs, children identify three similarities or ways that they are the same as their partner. Using Jigsaw Jack as the talking object, share these in the circle, ensuring that all children have grasped this concept. Ask me this: How am I the same as my friend?</p> <p>Back at their tables and sitting with their pair, give each child the T-shirt template for their gingerbread person (make sure the child’s name is already written on the T-shirt template).</p>	



		<p>Explain that each child has a gingerbread person and this T-shirt is for their gingerbread person. Ask children to draw/write onto their T-shirt template three ways they are similar to the partner with whom they are working. Take a photo of each child sticking the T-shirt onto his/her gingerbread person</p>	
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Additional Tasks	
Boost, Mindfulness	daily phonics recap