



WB 23/10/23

Hello!.

This week is RVE week, our topic is Identity and belonging we will be thinking about which groups we belong to.

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 recognise our family is a group we belong to.	Activity Using the book 'Peepo' we will introduce the concept of a family being a group that cares for each of its members. Which family members do you spot? How were they caring for one another? In talk partners children will discuss 'who cares for you in your family and how?' feed back ideas.	EIC4
2	WALT: To recognise our family is a group we belong to.	Children to create a family portrait and write sentences about how each family members cares for eachother eg mummy cooks dinner, daddy cleans etc (children to work with teacher on group rotation) Enhanced activities – family word search, in my house activity, create family stick puppets	EIC4
3	WALT: To recognise our family is a group we belong to.	Children to create a family portrait and write sentences about how each family members cares for eachother eg mummy cooks dinner, daddy cleans etc (children to work with teacher on group rotation) Enhanced activities – family word search, in my house activity, create family stick puppets	EIC4

Tuesday

1	WALT: to identify groups people belong to	Activity: What are our similarities and differences? Talk partners discuss how we are different and in what ways we are the same. Feedback ideas. Sort the class into different groups eg. 5/6 year olds introduce the idea children can belong to more than one group eg 5 year olds with brown hair 6 year olds with blonde hair etc.	EIC4
2	WALT: To collect and record data on a pictogram	As a class we will create a pictogram of the childrens eye colour – children will each draw an eye and colour it to put on the graph. Discuss how a graph is a way to show information in a way that can be understood quickly.	ACL.7
3	WALT: to collect and represent data	Activity: Do you belong to any groups? Ask the children to tell the class what groups they belong to in or out of school – e.g football, gymnastics, little explorers. Create a table on the board and create and model a class tally chart.	ACL.7



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	in different ways.	Children will use the tally chart to create a simple block graph of the groups the children attend.	
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Wednesday			
1	WALT:to identify groups I belong to	Recap yesterdays lesson and discuss as a class all the different places they feel they belong. Model recording all the places I feel I belong on a double page spread. Discuss each place and why it is special to me	EIC4
2	WALT:to identify groups I belong to	Continuation of session 1 Foxes & badgers – to create a double page spread about the places the belong.(with teacher) Other groups enhance provision – family portraits, hfw activities, groups sorting task	EIC4
3	WALT:to identify groups I belong to	Hedgehogs & squirrels – to create a double page spread about the places the belong.(with teacher) Other groups enhance provision – family portraits, hfw activities, groups sorting task	EIC4

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 	<ul style="list-style-type: none"> HCI 4



		<p>need to track the ball when you bounce it?</p> <ul style="list-style-type: none"> 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? 	
		MUSIC SESSION with guest teacher	
3	<p>WALT: to recognise we belong to our local community and that it is made of different groups</p>	<p>Activity: Read 'In every House in Every street' What do people do in the story to help each other. We are part of a group that is a community and people who live near you are part of that community too. Does anyone live near each other? Talk about the special places in our communities e.g. library, school, park, workmans hall, church etc. in a circle as a class will create a simple map of our community. (groups to rotate working with teacher)</p>	EIC4

Friday			
1 & 2	<p>WALT: Look at and discuss the work of Japanese artist Kusama</p> <p>Use watercolours and pens to create a line and shape patterned pumpkin</p>	<p>Look at the work of Japanese artist Yayoi Kusama and discuss how she loves creating pumpkins. What would you find in a Kusama pumpkin? Practise drawing spots – big and small.</p> <p>Pumpkins</p> <p>Activity 1: Halloween Pumpkins</p> <ul style="list-style-type: none"> Use colour, lines and shapes to create a pumpkin drawing. Use the template of a pumpkin found in the presentation above and paint it orange using watercolours. Use a black pen and draw lines, patterns and shapes on the pumpkin. 	ECC 6
3		Halloween Disco	

Additional Tasks	
Harvest Festival Monday Boost, Mindfulness daily phonics recap	