



WB 16/10/23

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](mailto:tavnerl@hwbcymru.net)

Monday

1	<b>WALT:</b> to identify the features of simple instructions	<b>Activity:</b> As a class read some examples of simple instructions. What do you notice? Highlight the main features together. Foxes & Hedgehogs- children to order some simple instructions for making a jam sandwich using the words first, next etc. Badgers & Squirrels –enhanced activities	<b>ACL4</b>
2	<b>WALT:</b> To read and spell words containing 'ay,	Phonics level 5 week 1 lesson 1 - oy Children to rotate though phonic activities. Group 4 level 2 sound hunt – hide sounds around the yard – children find as many as they can then read them to the teacher–Mrs G Group 1 -Group guided reading – Mrs T Group 3 & 2 Enhanced provision – letter formation in shaving cream, cvc word building	<b>ACL.4</b>
3	<b>WALT:</b> to find facts within 10	<b>Activity:</b> <b>Warm up:</b> Bunny Ears (finger patterns for 6, 7 and 8) • Show me 6 fingers. • Show me in a different way. • Describe your finger pattern Group 1 : To use part whole template and buttons to make facts within 20 Group 2: To use part whole template and buttons to make facts within 10 Group 3 & 4 Number formation, ordering teen numbers	<b>ACL.4</b>

Tuesday

1	<b>WALT:</b> to identify the features of simple instructions	<b>Activity:</b> As a class read some examples of simple instructions. What do you notice? Highlight the main features together. Squirrels and badgers with support to read the sentences children to order some simple instructions for making a jam sandwich using the words first, next etc. Foxes and hedgehogs–enhanced activities	<b>ACL4</b>
2	<b>WALT:</b> To read and spell	Phonics level 5 week 1 lesson 1 - oy Children to rotate though phonic activities.	<b>ACL.4</b>



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	words containing 'ay,	Group 1 level 2 sound hunt – hide sounds around the yard – children find as many as they can then read them to the teacher–Mrs G Group 2 -Group guided reading – Mrs T Group 3 & 4 Enhanced provision – letter formation in shaving cream, cvc word building	
3	<b>WALT:</b> to find facts within 10	<b>Activity:</b> <b>Warm up:</b> Bunny Ears (finger patterns for 6, 7 and 8) • Show me 6 fingers. • Show me in a different way. • Describe your finger pattern Group 3 & 4: To use part whole template and buttons to make facts within 10 Group 1 & 2 Number formation, ordering teen numbers	<b>ACL.7</b>

### Wednesday

1	<b>WALT:</b> to write a simple instructions	<b>Activity:</b> Recap what they did when they made their healthy sandwich. We are going to write some instructions to show others how to do it. Squirrels & Foxes – to use pictures to sequence and write a simple set of instructions for making a sandwich. Hedgehogs & badgers – enhanced activities – phonic activities, letter formation etc	<b>ACL.4</b>
2	<b>WALT:</b> To read and spell words containing 'ay,	Phonics level 5 week 1 lesson 3 - oy Children to rotate through phonic activities. Group 2 level 2 sound hunt – hide sounds around the yard – children find as many as they can then read them to the teacher–Mrs G Group 3 -Group guided reading – Mrs T Group 4& 1Enhanced provision – letter formation in shaving cream, cvc word building	<b>ACL.4</b>
3	<b>WALT:</b> to find facts within 10	<b>Activity:</b> <b>Warm up:</b> Bunny Ears (finger patterns for 6, 7 and 8) • Show me 6 fingers. • Show me in a different way. • Describe your finger pattern  Group 1 & 2: As in previous lesson the children will use part whole template and buttons to make facts within 10 or 20 – they will then record this using number in a template and write a matching number sentence Group 3 & 4 Number formation, ordering teen numbers	<b>ACL.7</b>

### Thursday



<ul style="list-style-type: none"> <li>• 1</li> </ul>	<ul style="list-style-type: none"> <li>• WALT: Bouncing a ball</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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?</li> <li>• 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?</li> <li>• Activity: Bouncing in Hoops</li> <li>• 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.</li> <li>• 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?</li> <li>• 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?</li> </ul>	<ul style="list-style-type: none"> <li>• HCI 4</li> </ul>
<p>2</p>	<p><b>WALT:</b> To read and spell words containing 'ay,</p>	<p>Phonics level 5 week 1 lesson 4- oy          Children to rotate through phonic activities.          Group 3 level 2 sound hunt – hide sounds around the yard – children find as many as they can then read them to the teacher–Mrs G          group 4 -Group guided reading – Mrs T          Group 2&amp; 1 Enhanced provision – letter formation in shaving cream, cvc word building</p>	<p>ACL.4</p>
<p>3</p>	<p><b>WALT:</b> to write a simple instructions</p>	<p><b>Activity:</b> Recap what they did when they made their healthy sandwich. We are going to write some instructions to show others how to do it.          Hedgehogs– to use pictures to sequence and write a simple set of instructions for making a sandwich.          Badgers to order pictures and label simply – butter, ham etc</p>	<p>ACL.4</p>



		Foxes & squirrels – enhanced activities – phonic activities, letter formation etc	
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Friday			
1	<b>WALT:</b> to find facts within 10	<p><b>Activity:</b>  <b>Warm up:</b> Bunny Ears (finger patterns for 6, 7 and 8)</p> <ul style="list-style-type: none"> <li>• Show me 6 fingers.</li> <li>• Show me in a different way.</li> <li>• Describe your finger pattern</li> </ul> <p>Group 3 &amp; 4: As in previous lesson the children will use use part whole template and buttons to make facts within 10 – they will then record this using number in a part whole template            Group 2 &amp; 1 Number formation, ordering teen numbers</p>	<b>ACL 7</b>
2	<b>WALT</b> –to introduce Ble wyt t'in byw	<p>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 choses someone to answer.            Shared reading of Y Tri Mochyn Bach</p>	
3	<b>WALT:</b> understand my choices in following the learning charter	<p><b>Activity:</b> Jigsaw lesson 6–own our jigsaw charter            Explain that Jigsaw Jack is still a little bit muddled/confused about the Learning Charter rules. Ask the children if they can explain or give examples to Jack to help him understand.</p> <p>This could be facilitated as a class discussion, or after some thinking time, Jigsaw Jack could be passed around the circle to hear the children's ideas.</p> <p>(If possible, have someone scribe the children's answers as part of the summative assessment.)</p> <p>Divide the children into smaller groups. Each group is going to draw a picture of their classroom following the Learning Charter.</p> <p>Before giving each group a piece of flip chart and colouring pencils/pens ask the children what Jigsaw Jack might see if everyone was following the Charter? These are the things they should draw on their pictures.</p> <p>While the children are doing this activity, circulate amongst the groups and ask them to explain why they feel that their class is a happy and safe place to learn. (To extend the more able children - ask them to explain this in terms of rights and responsibilities.) Make notes/scribe the</p>	<b>HCI.3</b>



	<p>children's discussions as part of the summative assessment for this unit (Puzzle).</p> <p>The children's picture could be displayed alongside the Learning Charter to make a classroom display/or floor-book.</p>	
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Additional Tasks	
Boost, Mindfulness	daily phonics recap