TY'N Y WERN

WB 10/10/23
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

Monday			
1	**WALT:** TASC – Design a healthy lunch box	**Activity:** TASC Recap TASC wheel – our TASC is to design a healthy lunch box. Children to work in pairs to complete the final parts of the wheel- How did we do? Let's tell someone! Children will discuss how well they think they did and give themselves a score out of 5. They will then share their lunch box ideas with another team and discuss what they like about eachothers ideas.	ECC 1&2
2	**WALT:** To read and spell words containing 'ay,	Phonics level 5 week 1 lesson 1 - ay 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	ACL.4
3	**WALT:** to find facts within 10	**Activity:** **Warm up:** 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: Place a 6, 7, 8 or 9 numicon plate in one bucket. Place two numicon plates in the other bucket to make it balance. How many different ways? Use the equals sign to record your findings. How else can we balance the scales? 4 + 2 = 5 + ? Group 2: To use part whole template and buttons to make facts within 10 Group 3 & 4 Number formation, ordering teen numbers	ACL.7

Tuesday			
1	**WALT:** To write simple instructions	Whole class cold write Write a set of instuctions for making a jam sandwich	ACL.2

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2	**WALT:** To read and spell words containing 'ay,	Phonics level 5 week 1 lesson 1 - ay Children to rotate though phonic activities. 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	ACL.4
3	**WALT:** to find facts within 10	**Activity:** **Warm up:** Bunny Ears (finger patterns for 6, 7 and 8) • Show me 6 fingers. • Show me in a different way. • Describe your finger pattern Group 2: Place a 6, 7, 8 or 9 numicon plate in one bucket. Place two numicon plates in the other bucket to make it balance. How many different ways? Use the equals sign to record your findings. How else can we balance the scales? 4 + 2 = 5 + ? Group 3: To use part whole template and buttons to make facts within 10 Group 4& 1 Number formation, ordering teen numbers	ACL.7

Wednesday			
1	**WALT:** to identify the features of simple instructions	**Activity:** As a class read some examples of simple instructions. What do you notice? Highlight the main features together. In pairs children to order some simple instructions for making a jam sandwich using the words first, next etc.	ACL4
2	**WALT:** To read and spell words containing 'ay,	Phonics level 5 week 1 lesson 2 - ay Children to rotate though 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 & 4 -Group guided reading – Mrs T Group 4& 1Enhanced provision – letter formation in shaving cream, cvc word building	ACL.4
3	**WALT:** to find facts within 10	**Activity:** **Warm up:** 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: Place a 6, 7, 8 or 9 numicon plate in one bucket. Place two numicon plates in the other bucket to make it balance. How many different ways? Use the equals sign to record your findings. How else can we balance the scales? 4 + 2 = 5 + ?	ACL.7

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		Group 4: To use part whole template and buttons to make facts within 10 Group 1 & 2 Number formation, ordering teen numbers	

Thursday			
• 1	• WALT: Bouncing a ball	• 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 yourfingers, 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 yourfingers, what happens?	• HCI 4
2	**WALT:** to find facts within 10	**Activity:** **Warm up:** Bunny Ears (finger patterns for 6, 7 and 8) • Show me 6 fingers. • Show me in a different way. • Describe your finger pattern Group 4: Place a 6, 7, 8 or 9 numicon plate in one bucket. Place two numicon plates in the other bucket to make it balance. How many different ways? Use the equals sign to record your findings. How else can we balance the scales? 4 + 2 = 5 + ?	ACL.7

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		Group 1: To use part whole template and buttons to make facts within 10 Group 2 & 3 Number formation, ordering teen numbers	
3	**WALT:** to write a simple instructions	**Activity:** 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 pictures to sequence and write a simple set of instructions for making a sandwich. Hedgehogs & badgers – enhanced activities – phonic activities, letter formation etc	ACL.4

Friday			
1	**WALT:** to write a simple instructions	**Activity:** 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 pictures to sequence and write a simple set of instructions for making a sandwich. Badgers to order pictures and label simply – butter, ham etc Foxes & squirrels – enhanced activities – phonic activities, letter formation etc	ACL.4
2	**WALT** –to introduce Ble wyt t'in byw	Introduce Ble wyt t'in byw? Dwi'n byw yn… Play helpwr heddiw game clap the rythtm and say ble wwyt t'in byw? Helpur heddiw walks around the circle and choses someone to answer.	
3	**WALT:** I can recognise the choices I make and understand the consequences	**Activity:** Jigsaw lesson 5– Being me in my world - Consequences Follow Me Game: Ask the children to follow the actions that you do. Start with a clap and everyone copies. Say something like, "That's great. I clapped and the CONSEQUENCE of that was that you copied and everyone clapped."etc Show the children the piece of flip chart from lesson 3 (Piece 3) and remind them of the 'rules' they decided were helpful for learning. In pairs invite the children to think of a possible consequence if each rule was not followed. Using Jigsaw Jack as the talking object, share the children's ideas. Reinforce that we can choose to follow the rules or not but whatever we choose there will be consequences.	HCI.3

		If we make a wrong choice the consequences might not be good, if we make a right choice the consequences are more likely to be good. Exemplify by giving some made up examples from the classroom reinforcing the language of choice, responsibility and consequence. Ask the children the big question: Should we have consequences for people who choose not to be kind, or to listen, or make it hard for others to learn? We are asking them to discuss consequences of irresponsible behaviour without using terms like sanction and punishment. If the children agree that sometimes people do make the wrong choices and should meet a consequence, ask them in pairs to think what these consequences might be. They could make a list/draw on whiteboards or discuss, whatever is appropriate for your class. Take some feedback and scribe some of their ideas on a piece of flip chart ensuring they are feasible, reasonable and realistic. Explain to the children that the consequences have to be proportionate to the negative behaviour or that wouldn't be fair	

Additional Tasks
Boost, Mindfullness daily phonics recap