



WB 25/09/23

Hello and welcome back! I hope you all had a nice holiday and are ready for fantastic year in year 1!

This term our topic is Healthy Heroes!

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 understand that travelling actively to school is good for us and the environment	Bike to school week Look at a picture of a street scene. Ask pupils to describe what they can see in the image. Discuss where are the exhaust fumes coming from? What do you think it does to the air. Do cyclists create exhaust fumes? is cycling good for you? Why? Etc During the week there will be activities in enhanced areas for children to complete – design a bike/bike helmet. Create a map of route to school.	<b>ACL.4</b>
2	<b>WALT:</b> to find one more/less	<b>Activity:</b> <b>Counting stick</b> Identify and make missing numbers on the stick. Say how you know using language of 1 more, 1 less Group 1: write missing numbers on a 0-20 number track Group 2: Show one more/less on ten frames using counters Group 3 & 4 Number formation, ordering teen numbers	<b>ACL.7</b>
3	<b>WALT:</b> to use phonic knowledge to write simple sentences	<b>Activity:</b> Recap the story in My heart – think/pair/share moments when you felt happy/sad/calm etc Collect emotion words on magpie board. Children to write simple sentences to describe some of the illustrations on their heart map they created last week. Group 1 – to write sentences to describe heart map (Mrs T) Group 2- to complete chatterpix description of themselves (Mrs G) Group 3 & 4 enhanced provision – feelings games, making feeling faces, word building, letter formation	<b>ACL 4</b>

### Tuesday

1	<b>WALT:</b> To build and read polysyllabic words	Phonics level 4 week 2 lesson 1 – polysyllabic words Children to rotate through phonic activities. Group 1–word hunt – hide words 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	<b>ACL.4</b>
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2	<b>WALT:</b> to find one more/less	<b>Activity:</b> <b>Counting stick</b> Identify and make missing numbers on the stick. Say how you know using language of 1 more, 1 less Group 2: write missing numbers on a 0-20 number track Group 3: Show one more/less on ten frames using counters Group 4 & 1 Number formation, ordering teen numbers	<b>ACL.7</b>
3	<b>WALT:</b> to use phonic knowledge to write simple sentences	<b>Activity:</b> Read the colour monster again and think/pair/share moments when you felt happy/sad/calm etc Collect emotion words on magpie board. Children to write simple sentences to describe some of the illustrations on their heart map they created last week. Group 2- to write sentences to describe heart map (Mrs T) Group 3- to complete chatterpix description of themselves (Mrs G) Group 4 & 1 enhanced provision – feelings games, making feeling faces, word building, letter formation	<b>ACL 4</b>

Wednesday			
1	<b>WALT:</b> to use phonic knowledge to write simple sentences	<b>Activity:</b> Recap some ideas about when the children felt a certain way – model writing simple sentences to describe this building the sentence with the class – e.g I felt sad when... I felt happy when ... Collect emotion words on magpie board. Children to write simple sentences to describe some of the illustrations on their heart map they created last week. Group 3- to write sentences to describe heart map (Mrs T) Group 4- to complete chatterpix description of themselves (Mrs G) Group 1 & 2 enhanced provision – feelings games, making feeling faces, word building, letter formation	<b>ACL 4</b>
2	<b>WALT:</b> To build and read polysyllabic words	Phonics level 4 week 2 lesson 2 – polysyllabic words Children to rotate through phonic activities. Group 2–word hunt – hide word 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 1 & 4 Enhanced provision – letter formation in shaving cream, cvc word building	<b>ACL.4</b>
3	<b>WALT:</b> to find one more/less	<b>Activity:</b> <b>Counting stick</b> Identify and make missing numbers on the stick. Say how you know using language of 1 more, 1 less Group 3: write missing numbers on a 0-20 number track Group 4: Show one more/less on ten frames using counters Group 1 & 2 Number formation, ordering teen numbers	<b>ACL.7</b>

Thursday



1	<p><b>WALT:</b> To catch an object by myself</p>	<p>All children experiment with throwing a beanbag or ball up in the air and catching it.</p> <p><i>Why is it sometimes hard to keep your eyes open when catching an object? How does using your eyes to track an object as it moves through the air help with catching?</i></p> <p><i>If you are looking at the thrown object, how do you know where to move your hands, for them to be in the correct position to meet the object?</i></p> <p><i>Can you clasp the object with two hands?</i></p> <p><i>Moving your feet is important when catching an object. Why might you need to do this?</i></p> <p>Children start with a beanbag and if competent, they can use a ball.</p> <ul style="list-style-type: none"> <li>• Throw the object up in the air and catch it with two hands.</li> <li>• Throw the object up in the air, clap and then catch it with two hands.</li> <li>• Throw and catch the object with two hands while walking slowly or moving side to side.</li> <li>• Throw the object up in the air and catch it with their dominant hand; if able to do this consistently, try catching with their non-dominant hand.</li> </ul> <p>Children do each one eight times, four times and then two times. Depending on time, they could repeat this with eight-four-two throwing pattern again.</p> <p><i>Why is it sometimes hard to keep your eyes open when catching an object? How does using your eyes to track an object as it moves through the air help with catching?</i></p> <p><i>If you are looking at the thrown object, how do you know where to move your hands, for them to be in the correct position to meet the object?</i></p> <p><i>Can you clasp the object with two hands?</i></p> <p><i>Moving your feet is important when catching an object. Why might you need to do this?</i></p>	HCI 3
2	<p><b>WALT:</b> To build and read polysyllabic words</p>	<p>Phonics level 4 week 2 lesson 2 – polysyllabic words</p> <p>Children to rotate through phonic activities.</p> <p>Group 3 &amp; 4 – CVC word hunt – hide words around the yard – children find as many as they can then read them to the teacher – Mrs G</p> <p>Group 4 – Group guided reading – Mrs T</p> <p>Group 1 &amp; 2 Enhanced provision – letter formation in shaving cream, cvc word building</p>	ACL.4
3	<p><b>WALT:</b> to use phonic knowledge to write simple sentences</p>	<p><b>Activity:</b> Recap some ideas about when the children felt a certain way – model writing simple sentences to describe this building the sentence with the class – e.g I felt sad when... I felt happy when ...</p> <p>Collect emotion words on magpie board.</p> <p>Children to write simple sentences to describe some of the illustrations on their heart map they created last week.</p> <p>Group 4 – to write sentences to describe heart map (Mrs T)</p> <p>Group 1 – to complete chatterpix description of themselves (Mrs G)</p>	ACL 4



	Group 2 & 3 enhanced provision – feelings games, making feeling faces, word building, letter formation	
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Friday		
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1	<b>WALT:</b> to introduce sut wyt ti?	<p><b>Activity:</b> recap Sut wyt ti? (who are you?) and the actions and words for different answers. Trist, hapus, wedi blino, bendigedig.</p> <p>Children to draw 4 faces in their books showing different feelings and label them – e.g Hapus ydw I. Trist ydw i ect</p>	ACL.4
2	<b>WALT:</b> to find one more/less	<p><b>Activity:</b></p> <p><b>Counting stick</b> Identify and make missing numbers on the stick. Say how you know using language of 1 more, 1 less</p> <p>Group4: write missing numbers on a 0-20 number track</p> <p>Group 1: Show one more/less on ten frames using counters</p> <p>Group 2 &amp; 3 Number formation, ordering teen numbers</p>	ACL.7
3	<b>WALT:</b> To feel special and safe in my class	<p><b>Activity:</b> Jigsaw lesson 4– Being me in my world - feeling proud</p> <p>Before the lesson the teacher will have filled in the ‘I am proud of you’ tickets for each member of the class.</p> <p>The teacher shows the children a proud face and corresponding body language. Ask the children what they think you are feeling (show a proud feeling) and then say “I am proud of every child in my class”.</p> <p>Ask the children why they think you are feeling proud of them and receive their ideas. Then take the treasure chest or a small box/container containing the ‘I am proud of you’ tickets and ceremoniously give each child their ticket, telling them not to show anyone.</p> <p>In their pairs, the children take turns to read their ticket to their partner (the teacher or teaching assistant may need to help with this) and say how they feel.</p> <p>Do they feel proud, pleased, happy? Can they think of other feeling words? Pass Jigsaw Jack around and ask the children to say how they feel. “I feel...”</p> <p>Children to draw a picture of themselves feeling proud</p>	HCI.3

Additional Tasks		
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Boost, Mindfulness		
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