



WB 18/09/23

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	WALT: I can notice and communicate my feelings	Read the story In My Heart by Jo Witeck – discuss different feelings and things that may make us feel certain ways. Children to work with a partner think/pair/share sort feeling pictures into the correct groups – happy, sad or angry. While they are working ask them how they feel when they feel angry or sad or happy.	
2	WALT: To build and read cvcc words	Phonics level 4 week 2 lesson 1 – adjacent consonants Children to rotate through phonic activities. Group 3 -Word hunt – hide words 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 1 & 2 -Enhanced provision – letter formation in shaving cream, cvc word building	ACL.4
3	WALT: to recognise and construct teen numbers	<b>Activity:</b> Number stick counting to 20. Forwards/backwards. Focus on 11-20 what do we notice about these numbers? What does the one represent? Group 1 : to play a game to reinforce teen numbers. Dice: 1-6 and another labelled only in 10s. Take turns to throw a 1-6 and a 10s dice, add the scores and place a counter on a number track labelled from 10 - 20 (e.g.10 + 4 = 14) or... Write all the teens numbers on a sheet of paper. Take turns to throw and add the dice, drawing a circle round the number if it is on your sheet. Who has the most circled at the end of the game? Group 2 – to order and write teen numbers correctly – the 1 in the right position using chalk/paint/felts etc. Group 3&4 enhanced activity – represent a teen number. Order teen numbers.	ACL.7

Tuesday

1	WALT: to recognise and	<b>Activity:</b> Activity: Number stick counting to 20. Forwards/backwards. Focus on 11-20 what do we notice about these numbers? What does the one represent?	ACL.7
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	construct teen numbers	<p>Group 1 : to play a game to reinforce teen numbers. Dice: 1-6 and another labelled only in 10s. Take turns to throw a 1-6 and a 10s dice, add the scores and place a counter on a number track labelled from 10 - 20 (e.g.10 + 4 = 14) or...</p> <p>Write all the teens numbers on a sheet of paper. Take turns to throw and add the dice, drawing a circle round the number if it is on your sheet. Who has the most circled at the end of the game?</p> <p>Group 2 – to order and write teen numbers correctly – the 1 in the right position using chalk/paint/felts etc.</p> <p>Group 3&amp;4 enhanced activity – represent a teen number. Order teen numbers.</p>	
	<b>WALT:</b> To build and read cvcc words	<p>Phonics level 4 week 2 lesson 1 – adjacent consonants Children to rotate through phonic activities.</p> <p>Group 4 –sound hunt – hide sounds around the yard – children find as many as they can then read them to the teacher–Mrs G</p> <p>Group 1 -Group guided reading – Mrs T</p> <p>Group 2 &amp; 3-Enhanced provision – letter formation in shaving cream, cvc word building</p>	<b>ACL.4</b>
3	<b>WALT:</b> I can notice and communicate my feelings	<p>Activity: Re-read In My Heart By Jo Witeck Hot seat children acting out a feeling and the others guess the feeling.</p> <p>Group 1 – create a feeling map of their heart – sectioning a heart outline and drawing/writing things that make them feel a certain way then colouring it that feeling colour.</p> <p>Group 2 –act out with a partner a given emotion in a role play or freeze frame.</p> <p>Group 3 &amp; 4 – enhanced activities – create emotion faces with play dough/ loose parts, sort emotion cards.</p>	<b>ACL.2</b>

Wednesday			
1	<b>WALT:</b> to recognise and construct teen numbers	<p><b>Activity:</b> Number stick counting to 20. Forwards/backwards. Focus on 11-20 what do we notice about these numbers? What does the one represent?</p> <p>Group 1 : to play a game to reinforce teen numbers. Dice: 1-6 and another labelled only in 10s. Take turns to throw a 1-6 and a 10s dice, add the scores and place a counter on a number track labelled from 10 - 20 (e.g.10 + 4 = 14) or...</p> <p>Write all the teens numbers on a sheet of paper. Take turns to throw and add the dice, drawing a circle round the number if it is on your sheet. Who has the most circled at the end of the game?</p> <p>Group 2 – to order and write teen numbers correctly – the 1 in the right position using chalk/paint/felts etc.</p>	<b>ACL.4</b>



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		Group 3&4 enhanced activity – represent a teen number. Order teen numbers.	
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Thursday			
1	<b>WALT:</b> To	Throwing underarm– lesson 2 Warm up – bean game <ul style="list-style-type: none"> <li>• All children experiment with throwing underarm.</li> <li>• Throw a beanbag underarm at a skittle or cone.</li> <li>• Throw a beanbag underarm into a hoop.</li> </ul> Children work in groups of five. Set up four hoops in a square shape, with a cone sitting inside each hoop. Place a fifth cone in the centre of the space, along with four beanbags. Children each stand at one of the cones. The child in the centre should throw the beanbag underarm to one of the corner cones. The child standing at that cone should pick it up and underarm throw it back to the centre cone. You may choose to add a competitive element to the activity by having the child standing at the centre cone attempting to land their beanbag inside the hoop and as close to the cone as possible, earning a point each time they are able to do this. The child at the centre should continue until they have thrown the beanbag to all four corner cones. Children should then	



		swap positions, so that each child has a turn at the centre cone. Can you use an underarm throw to aim an object in a certain direction?	
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Friday			
1	<b>WALT:</b> to introduce sut wyt ti?	Activity: Introduce the phrase Sut wyt ti? (who are you?) Introduce actions and words for different answers. Trist, hapus, wedi blino, bendigedig. Ask and answer the answer Sut wyt ti? ...ydw I (I am) using passiwch y pensil game.	<b>ACL.4</b>
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3	<b>WALT:</b> understand the rights and	<b>Activity:</b> Jigsaw lesson 3– Being me in my world - Rights and responsibilities	<b>HCI.3</b>



	responsibilities as a member of my class	<p>Show the children the sentence – I like learning when ... give the children some think/pair/share time to discuss this with their partners. Pass jigsaw Jack around the circle and each child to tell Jack I like learning when...</p> <p>Show some pictures of children learning children to put their thumbs up or down to show whether they think the picture shows happy learning or not – discuss.</p> <p>Ask the children, perhaps using thinking partners first, to think of one rule they think is important for happy learning in school. Use the childrens ideas to create class rules using inclusive language – we are kind, we listen etc explain that we all have a right to be in a class where these things are happening, and we all have a responsibility to make sure they happen</p>	
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Additional Tasks	
Boost, Mindfulness	