



WB 11/09/23

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

Monday

1	WALT: To secure phonic knowledge	Phonics level 4 week 2 lesson 1 –CCVC words Children to rotate through phonic activities. 1. Initial phonic assessment–Mrs T 2. Match the word cut and stick activity -.Mrs G. 3. Enhanced provision – letter formation in shaving cream, cvc word building	ACL.4
2	WALT: What does healthy mean?	Activity: The class will work in groups. Each group will discuss the word healthy. What do they think it means? We will mind map their responses and the different ways we can keep ourselves healthy.	HCI.3
3	WALT: to recognise and construct teen numbers	Activity: 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 recognise and represent teen numbers using numicon or dienes with ten rod/plates. Group 2 -Flash pictures or show jars/transparent bags of objects some with only 3 or 4, some with around 10, others in the teens. Write or show estimate, then count to check. Group 3 & 4 – number formation, ordering teen numbers	ACL.7

Tuesday

1	WALT: To secure phonic knowledge	Phonics level 4 week 2 lesson 2 –CCVC words Children to rotate through phonic activities. 1 Initial phonic assessment–Mrs T 2 Match the word cut and stick activity -.Mrs G. 3 Enhanced provision – letter formation in shaving cream, cvc word building	ACL.4
2	WALT: to recognise and construct teen numbers	Activity: Number stick counting to 20. Forwards/backwards. Focus on 11-20 what do we notice about these numbers? What does the one represent? Group 2- To recognise and represent teen numbers using numicon or dienes with ten rod/plates.	ACL.7



		Group 3 -Flash pictures or show jars/transparent bags of objects some with only 3 or 4, some with around 10, others in the teens. Write or show estimate, then count to check. Group 4 & 1 – number formation, ordering teen numbers	
3	WALT: To label the main parts of the human body	Activity: children to watch the video about the main parts of the human body. https://www.bbc.co.uk/bitesize/topics/zqbxqfr/articles/zqhbr82 Children to use natural resources and wooden blocks to create a 'body' and label the main parts using post-its and pens Discuss why we need to keep our bodies healthy. What else would they like to know about keeping healthy?	ACL.2

Wednesday			
1	WALT: To secure phonic knowledge	Phonics level 4 week 2 lesson 3 –CCVC words Children to rotate through phonic activities. 1 Initial phonic assessment–Mrs T 2 Match the word cut and stick activity -.Mrs G. 3 Enhanced provision – letter formation in shaving cream, cvc word building	ACL.4
2	WALT: to recognise and construct teen numbers	Activity: Number stick counting to 20. Forwards/backwards. Focus on 11-20 what do we notice about these numbers? What does the one represent? Group 3- To recognise and represent teen numbers using numicon or dienes with ten rod/plates. Group 4 -Flash pictures or show jars/transparent bags of objects some with only 3 or 4, some with around 10, others in the teens. Write or show estimate, then count to check. Group 1& 2– number formation, ordering teen numbers	ACL.7
3	WALT: to use adjectives to describe myself	Activity: Read the book Marvellous me. Ask children to tell me some facts about themselves. Talk about using adjectives to describe ourselves in more detail. Using their portraits they created children will use the app chatterpix to describe themselves. They will talk about facts about themselves. The children will use adjectives to describe themselves. E.g I have big brown eyes, I have curly blonde hair, I can run fast etc..	HCI.3

Thursday			
1	WALT: To master basic movements including running, jumping, throwing and catching.	Rolling and catching – lesson 1 Warm up – bean game All children experiment with rolling a ball. • Roll a ball along the ground to a partner. • Roll a ball along a line. Can you roll a ball? Can you roll a ball in the right direction? How can you change how fast or slow you roll the ball?	



		<p>Working in pairs, children practise rolling a ball back and forth, experimenting with stopping balls travelling at different speeds. Can you track a moving ball and stop it as it is rolled towards you? Why is it important to keep your eyes on the rolling ball at all times?</p> <p>Activity: Roll and Track -Children stand next to one another. One partner rolls the ball, the other partner counts to five then runs to stop the ball.</p> <p>The children should then swap over. Children can repeat this activity, changing the hands they use to stop the ball, the number they count to and how fast they roll the ball.</p>	
2	WALT: To secure phonic knowledge	<p>Phonics level 4 week 2 lesson 3 –CCVC words</p> <p>Guided Group reading</p> <p>Enhanced provision – letter formation, cvc word building</p>	ACL.4
3	WALT: to recognise and construct teen numbers	<p>Activity: Number stick counting to 20.</p> <p>Forwards/backwards. Focus on 11-20 what do we notice about these numbers? What does the one represent?</p> <p>Group 4- To recognise and represent teen numbers using numicon or dienes with ten rod/plates.</p> <p>Group 1 -Flash pictures or show jars/transparent bags of objects some with only 3 or 4, some with around 10, others in the teens. Write or show estimate, then count to check.</p> <p>Group 2& 3– number formation, ordering teen numbers</p>	ACL.7

Friday			
1	WALT: to revise pwy wyt ti? .. ydw i.	<p>Activity: Recap the phrase pwy wyt ti? (who are you?) an the answer ...ydw I (I am) using passiwch y pensil game.</p> <p>Sing Mr hapus ydw i.</p> <p>Children to draw a picture of themselves and with support write the sentence ... ydw i. This will be displayed as a whole class bunting.</p>	ACL.4
2	WALT: to recognise and construct teen numbers	<p>Activity: Number stick counting to 20.</p> <p>Forwards/backwards. Focus on 11-20 what do we notice about these numbers? What does the one represent?</p> <p>Outdoor learning – the children will natural objects and count them (focus on teen numbers) they will be encouraged to represent there number in tens and ones.</p>	ACL.7
3	WALT: understand the rights and responsibilities as a member of my class	<p>Activity: Jigsaw lesson 2 – Being me in my world - My Class</p>	HCI.3

Additional Tasks	
Boost, Mindfulness	



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