



WB 8.5.23

Hello! This term our Topic is Full Steam Ahead (Forces)

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

Bank Holiday Monday

Tuesday

1	WALT:I can use my racket to hit a beanbag into a target.	<p>Traffic Lights: Explain to the children that for this activity they will need to use their skills from the last lesson. Ask each child to collect a beanbag and racket and to balance their beanbag on their racket. Try the activity with the usual traffic light commands (red = stop, amber = walk, green = run/jog)</p> <p>Hitting a Beanbag: Remind the children of the activity in the previous lesson when they used their racket to throw the beanbag into the air. Explain that they will be learning how to hit their beanbag forwards. Show the children how to hold their racket and beanbag for this skills practice. Emphasise that the beanbag needs to travel forwards rather than up into the air. Give the children a few minutes to practise hitting their beanbags into a space. How far can you hit your beanbag? Is your beanbag travelling forwards?</p> <p>Feed the Crocodile: Put the children into pairs. Explain that one child will be a hungry crocodile who likes to eat beanbags and needs to stand with a hoop by their feet. The other child needs to try to hit their beanbag into the hoop. If they are successful, the 'crocodile' takes the hoop one step backwards.</p>	
2	WALT: to read & write words with the grapheme ea saying ee	<p>Activity: Phonics recap ai</p> <p>Shared reading and blending new words</p>	ACL.4
3	WALT: Addition within 20	<p>Activity: Warm up:Recite forwards and backwards within 20 from different starting points, paying particular attention to teen numbers. Say the number after and before a number within 20 without dropping back.</p> <p>Recap adding numbers mentally by counting n from the biggest number</p>	ACL.6



	<p>Triangles & Circles: Orienteering activity :The adult says the name of one of the pictures from the Phonics and Number Markers to each pair of children.They have to run and find the marker with that picture on it and write down the numbers on the marker. The will then add these numbers together using a method of their choice (concrete objects, pictorial method or mental strategies)</p> <p>rectangles & squares: Enhanced activities number games, number formation</p>	
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Wednesday			
1	<p>WALT: to re-tell a well-known story</p>	<p>Activity: Recap the story of Humpty dumpty that they wrote last week. Ask the children 'How do you think the story ends?' The children will write their own endings to Humpty Dumpty. Foxes - to write their endings(Mrs T) Other groups -Enhanced activities – letter formation, word building, tricky word building.</p>	ACL5
2	<p>WALT: to re-tell a well-known story</p>	<p>Activity: Again discuss some of the childrens ideas of how the story may end. Model writing on of their endings. Turtles - to write their endings (Mrs T) Other groups -Enhanced activities – letter formation, word building, tricky word building.</p>	ACL5
3	<p>WALT: Addition within 20</p>	<p>Activity: Warm up:Recite forwards and backwards within 20 from different starting points, paying particular attention to teen numbers. Say the number after and before a number within 20 without dropping back. Recap adding numbers mentally by counting n from the biggest number Focus activity – groups to rotate: recap adding using concrete and pictorial method. Introduce counting on using a numberline/square The children will then add numbers together using a method of their choice (concrete objects, pictorial method or mental strategies) Enhanced activities number games, number formation</p>	ACL.6
Thursday			



1	WALT: to re-tell a well-known story	Activity: T Again discuss some of the children's ideas of how the story may end. Model writing on of their endings. Dolphins - to write their endings (Mrs T) Giraffes – to build a sentence together to end the story. E.g 'They had egg and chips for lunch' Other groups -Enhanced activities – letter formation, word building, tricky word building.	ACL5
2	WALT: to read & write words with the grapheme ea saying ee	Phonics recap ee Group reading activities	ACL4
3	WALT: Addition within 20	Activity: Warm up:Recite forwards and backwards within 20 from different starting points, paying particular attention to teen numbers. Say the number after and before a number within 20 without dropping back. Recap adding numbers mentally by counting n from the biggest number Triangles & Circles: Orienteering activity :The adult says the name of one of the pictures from the Phonics and Number Markers to each pair of children.They have to run and find the marker with that picture on it and write down the numbers on the marker. They will then add these numbers together using a method of their choice (concrete objects, pictorial method or mental strategies) rectangles & squares: Enhanced activities number games, number formation	ACL.6

Friday			
1.	WALT: to make simple predctions	Egg Drop experiment. Children will work in small groups to design a vessel from their egg which will stop in from breaking when its dropped. They will make simple predictions about each other designs – will the egg break or not? How can we carry out the test fairly? They will then test their designs and record results in a table.	
2	WALT: to read & write words with the grapheme ie saying igh	Activity: Phonics recap igh Shared reading and blending new words	ACL4
3	WALT: To help people feel part of a group	Jigsaw lesson – Relationships - greetings	ACL4



Additional Tasks

Boost, Mindfulness daily phonics recap,