



WB 19/09/22

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

*** School Closure – public holiday – The Queens Funeral***

Tuesday

1	WALT: To secure phonic knowledge	Phonics level 3 week 2 lesson 1– recap y. Lesson Resources Children to rotate though phonic activities. 1. Yolk Word matching game–Mrs T 2. Letter formation of sounds learnt so far -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 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
3	WALT: begin to make connections	Activity: Why are vegetables good for us? What other foods are good for us (healthy)? What foods are unhealthy? Children to sorts real	HCI.3



between my diet and my physical health and well-being	examples of food into healthy and unhealthy food? Can we eat unhealthy foods? Discuss eating 'treats' in moderation. Children to record ideas in learning journal using pictures of healthy and unhealthy food.	
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Wednesday			
1	WALT: to work as a team	<p>Activity: Warm up: Action song – If you're happy and you know it. Ask children for their own suggestions about how they move when they are happy. Change the word happy to sad what actions could we do then? The class will listen to the song Comptine d'une Autre Ete – Amelie film track. https://www.youtube.com/watch?v=H2-1u8xvk54 How does it make them feel? Children to work in pairs to think of some movements/actions to show this emotion to the music. Using some of these ideas (3or 4) We will create an emotion dance.</p>	HCI.7
2	WALT: To secure phonic knowledge	<p>Phonics level 3 week 2 lesson 2 – recap z/zz -introduce new actions for these sounds Lesson Resources</p> <p>Children to rotate through phonic activities.</p> <ol style="list-style-type: none"> 4. Jumbled letters activity–Mrs T 5. Zig zag word game -Mrs G. 6. Enhanced provision – letter formation in shaving cream, cvc word building 	ACL.4
3	WALT: to recognise and construct teen numbers	<p>Activity: 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 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 teen 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.</p>	ACL.7

Thursday			
1	WALT: To secure phonic knowledge	Phonics level 3 week 2 lesson 3– recap sounds qu– introduce new actions for these sounds Lesson Resources	ACL.4



		<p>Children to rotate through phonic activities.</p> <ol style="list-style-type: none"> 1. Queens quilt activity –Mrs G 2. Quick quack game. – Mrs T 3. Enhanced provision – letter formation in shaving cream, cvc word building 	
2	WALT: to recognise and construct teen numbers	<p>Activity: 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.</p> <p>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&4 enhanced activity – represent a teen number. Order teen numbers.</p>	ACL.7
3	WALT: to use design a healthy lunchbox	<p>Activity:</p> <p>Using their knowledge of healthy and unhealthy food the children will design a healthy lunch box.</p>	HCI.3

Friday			
1	WALT: to revise pwy wyt ti? .. ydw i.	<p>Activity: Recap the phrase pwy wyt ti? (who are you?) and the answer ...ydw I (I am) using passiwch y pensil game. 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. 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.</p> <p>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>	ACL.7



		Group 3&4 enhanced activity – represent a teen number. Order teen numbers.	
3	WALT: To feel special and safe in my class	Activity: Jigsaw lesson 2 – Being me in my world - my class	HCI.3

Additional Tasks	
Boost, Mindfulness	