



WB 05/09/22

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! This week we will be focussing on settling in and finding out what the children already know!

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

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|---|---|--|--------------|
| 1 | <b>WALT:</b> to assess prior knowledge of level 2/3 phonics | <b>Activity:</b> children to write a 'letter' to the teacher about themselves and their family. This will be a 'cold' task with little input as initial assessment for phonic/word building knowledge.<br>Group 1: to complete 'letter' cold write. (Mrs T)<br>Group 2: to complete initial phonic assessment (Mrs G)<br>Groups 3 & 4 enhanced provision: letter formation, phonics matching activity.   | <b>ACL.4</b> |
| 2 | <b>WALT:</b> to assess prior knowledge of place value to 20 | <b>Activity:</b> to gauge an understanding of children's prior knowledge of place value.<br>Warm up: count to 20 on a number stick. Which is the biggest number? Smallest? Half way? What is one more than.. etc.<br>Group 3: To work with teacher on simple place value tasks to gauge prior knowledge (Mrs T)<br>Group 4: to be given a grid with numbers on- can they fill each box with that number of natural objects in the garden? E.g in box 6 they may put 6 leaves. In box 8 they may put 8 sticks. Can they count to given teen numbers? (Mrs T)<br>Group 1 & 2: enhanced provision: sorting, counting activities, number formation | <b>ACL.7</b> |
| 3 | <b>WALT:</b> to create a self portrait.                     | <b>Activity:</b> : The children will look carefully at their faces and describe what they can see. How much vocabulary do they use? Do they use eyebrow? Eyelashes etc? Children create a paint colour that matches their skin tone by mixing. They will create a self portrait.   | <b>ECC.6</b> |

Tuesday

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|---|---|--|--------------|
| 1 | <b>WALT:</b> to assess prior knowledge of level 2/3 | <b>Activity:</b> children to write a 'letter' to the teacher about themselves and their family. This will be a 'cold' task with little input as initial assessment for phonic/word building knowledge. | <b>ACL.4</b> |
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|   | phonics   | Group 2: to complete 'letter' cold write. (Mrs T)<br>Group 3: to complete initial phonic assessment (Mrs G)<br>Groups 4 & 1 enhanced provision: letter formation, phonics matching activity.   |              |
| 2 | <b>WALT:</b> to assess prior knowledge of place value to 20 | Activity: to gauge an understanding of children's prior knowledge of place value.<br>Warm up: count to 20 on a number stick. Which is the biggest number? Smallest? Half way? What is one more than.. etc.<br>Group 4: To work with teacher on simple place value tasks to gauge prior knowledge (Mrs T)<br>Group 1: to be given a grid with numbers on- can the fill each box with that number of natural objects in the garden? E.g in box 6 they may put 6 leaves. In box 8 they may put 8 sticks. Can they count to given teen numbers? (Mrs T)<br>Group 2 & 3: enhanced provision: sorting, counting activities, number formation | <b>ACL.7</b> |
| 3 | <b>WALT:</b> 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.<br>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..   | <b>HCI.2</b> |

| Wednesday |   |   |              |
|-----------|---|---|--------------|
| 1         | <b>WALT:</b> to work as a team                              | <b>Activity:</b><br>Warm up: The bean game<br>The class will explore some games in which they have to work together as a team. E.g passing the hoop around the circle without letting go of hands. Working in teams on a beanbag relay etc  | <b>HCI.7</b> |
| 2         | <b>WALT:</b> to assess prior knowledge of level 2/3 phonics | Activity: children to write a 'letter' to the teacher about themselves and their family. This will be a 'cold' task with little input as initial assessment for phonic/word building knowledge.<br>Group 3: to complete 'letter' cold write. (Mrs T)<br>Group 4: to complete initial phonic assessment (Mrs G)<br>Groups 1 & 2 enhanced provision: letter formation, phonics matching activity.                           | <b>ACL.4</b> |
| 3         | <b>WALT:</b> to assess prior knowledge of place value to 20 | Activity: to gauge an understanding of children's prior knowledge of place value.<br>Warm up: count to 20 on a number stick. Which is the biggest number? Smallest? Half way? What is one more than.. etc.<br>Group 1: To work with teacher on simple place value tasks to gauge prior knowledge (Mrs T)<br>Group 2: to be given a grid with numbers on- can the fill each box with that number of natural objects in the | <b>ACL.7</b> |



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|  |  | garden? E.g in box 6 they may put 6 leaves. In box 8 they may put 8 sticks. Can they count to given teen numbers? (Mrs T)<br>Group 3 & 4: enhanced provision: sorting, counting activities, number formation |  |
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| Thursday |   |  |              |
|----------|---|--|--------------|
| 1        | <b>WALT:</b> to assess prior knowledge of level 2/3 phonics | Activity: children to write a 'letter' to the teacher about themselves and their family. This will be a 'cold' task with little input as initial assessment for phonic/word building knowledge.<br>Group 4: to complete 'letter' cold write. (Mrs T)<br>Group 1: to complete initial phonic assessment (Mrs G)<br>Groups 2 & 3 enhanced provision: letter formation, phonics matching activity.  | <b>ACL.4</b> |
| 2        | <b>WALT:</b> to assess prior knowledge of place value to 20 | Activity: to gauge an understanding of children's prior knowledge of place value.<br>Warm up: count to 20 on a number stick. Which is the biggest number? Smallest? Half way? What is one more than.. etc.<br>Group 1: To work with teacher on simple place value tasks to gauge prior knowledge (Mrs T)<br>Group 2: to be given a grid with numbers on- can the fill each box with that number of natural objects in the garden? E.g in box 6 they may put 6 leaves. In box 8 they may put 8 sticks. Can they count to given teen numbers? (Mrs T)<br>Group 3 & 4: enhanced provision: sorting, counting activities, number formation | <b>ACL.7</b> |
| 3        | <b>WALT:</b> 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.   | <b>HCI.3</b> |

| Friday |  |  |              |
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| 1      | <b>WALT:</b> to revise pwy wyt ti? .. ydw i.           | Activity: Recap the phrase pwy wyt ti? (who are you?) an the answer ...ydw I (I am) using passiwch y pensil game.<br>Sing Mr hapus ydw i.<br>Children to draw a picture of themselves and with support write the sentence ... ydw i. This will be displayed as a whole class bunting.  | <b>ACL.4</b> |
| 2      | <b>WALT:</b> To label the main parts of the human body | Activity: children to watch the video about the main parts of the human body.<br><a href="https://www.bbc.co.uk/bitesize/topics/zqbxqfr/articles/zqhbr82">https://www.bbc.co.uk/bitesize/topics/zqbxqfr/articles/zqhbr82</a><br>Children to use natural resources and wooden blocks to create a 'body' and label the main parts using postits and pens | <b>ACL.2</b> |
| 3      | <b>WALT:</b> What would I like to know                 | <b>Activity:</b> Recap what the children already knew about being healthy. Mind map as a class what they would like to find out about how to be healthy?   | <b>HCI.3</b> |



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|--|----------------------|--|--|
|  | about being healthy? |  |  |
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| Additional Tasks   |  |
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| Boost, Mindfulness |  |