



TY'N Y WERN

**Week Commencing 20<sup>th</sup> May 2024**

Good morning Swifts!

Any extra sheets or information you may need will be included in a link in [blue](#).

Our new topic this term is One Planet!

As always, if you have any questions, please come and chat to us at the door or email us on [HowardL26@Hwbcymru.net](mailto:HowardL26@Hwbcymru.net) or [Reesr349@hwbcymru.net](mailto:Reesr349@hwbcymru.net)

**Monday**

1	<p><b>WALT: To identify features of a sentence.</b></p> <p><b>WALT: To tell the time on an analogue clock</b></p>	<p><b>Morning activity – handwriting/ spellings/oracy</b></p> <p>EB sensory circuits</p> <p>WARM UP – TAPAS – counting in 5s, number stick 5 times tables, 100 square counting on. Practise telling the time on the white board. Call out times and children to show using mini clocks.</p> <p>Group 1 – 5 minutes past Group 2 – quarter to and quarter past Group 3- top marks Group 4 – provision</p>	<b>ACL.2</b>
2	<p><b>WALT: To learn my new phonics sound.</b></p>	<p>Phonics- Level 5 Week 21. Lesson 1</p> <p>GGR and Maths activities.</p> <p>Foxes- Reading, Wolves- Handwriting, Lions-Spelling, Tigers- Maths Rock star, Bears- Activity on board</p> <p>PT individual readers</p> <p>EB phonics intervention</p>	<b>ACL.1</b>
3	<p><b>WALT: To sort information about frogs</b></p>	<p>Read books about Frogs and ask children to partner talk what they know about frogs.</p> <p>Children to read differentiated sentences and sort into true or false.</p>	

**Tuesday**



TY'N Y WERN

1	<p><b>WALT: To identify features of spellings/sentence</b></p> <p><b>WALT: To tell the time on an analogue clock</b></p>	<p><b>Morning Activity-sentence/spellings</b> <b>Oracy – Explorify</b></p> <p>EB sensory circuits</p> <p>WARM UP – TAPAS – coral counting in 10s, 5s, 2s, number stick – doubles and halves, 100 square counting on Practise telling the time on the white board. Call out times and children to show using mini clocks.</p> <p>Group 1 – top marks Group 2 – provision Group 3- o clock and half past Group 4 – o clock and half past</p>	<p><b>ACL.2</b></p>
2.	<p><b>WALT: To learn my new phonics sound.</b></p>	<p><b>Phonics-</b> Level 5 Week 21. Lesson 2</p> <p><b>GGR and Maths activities.</b> <b>Foxes-</b> Reading, <b>Wolves-</b> Handwriting, <b>Lions-</b> Spelling, <b>Tigers-</b> Maths Rock star, <b>Bears-</b> Activity on board</p> <p>PT individual readers EB phonics intervention</p>	<p><b>ACL.1</b></p>
3	<p><b>WALT: To sort information about frogs</b></p>	<p><b>Brushing Teeth</b></p> <p><b>Mindfulness</b></p> <p>Read books about Frogs and ask children to partner talk what they know about frogs.</p> <p>Children to read differentiated sentences and sort into true or false</p>	<p><b>ECC.1</b></p>

**Wednesday**



1	<p><b>WALT: To throw and catch a ball</b></p>	<p><b>Morning Activity-sentence/spellings</b>  <b>Oracy – Explorify</b></p> <p>EB- Sensory circuits</p> <p><b>Collective Worship- Open the Book Assembly</b></p> <p>EB- ComIT- Attention and Listening (JM, NJ, MLA)  <b>Phonics week 21 lesson 3</b>  EB- Reading intervention- flashcards, songs, HFW</p> <p>Warm up – hoop swap game  Children to complete a variety of activities to practise throwing and catching a small ball.  Task 1 – throw in a circle  Task 2 – throw under leg to a partner  Task 3 – throw in a line  Task 4 – throw into a target</p>	<p><b>HCI.4</b></p>
2	<p><b>WALT: To solve problems involving time</b></p>	<p>Show children a time on the board. Ask children what is 1 hour later?  Children use mini clocks to tell the time. practise asking 1 hour later/earlier.  Children complete problems in books.  Group 1 – more than one hour and half hours later/earlier. Word problems involving time.  Group 2 – more than 1 hour earlier and later  Group 3 – provision  Group 4 – top marks</p>	<p><b>ACL.2</b></p>
3	<p><b>WALT: To identify features of an explanation text.</b></p>	<p>Teeth brushing</p> <p>Show children a WAGOLL explanation of the life cycle of a frog. What is good? Discuss features as a class/group. As a class generate a success criteria and topic/wow vocabulary word bank to support HOT  WRITE</p> <p>EB – Phonic intervention and SLT - JM</p>	<p><b>ECC.1</b></p>

**Thursday**

1		<p>EB- Sensory circuits JM / OWB.  EB- PHONICS TESTING</p>	
---	--	--	--



		Phonics week 21 lesson 4 <b>MUSIC SESSION</b>	<b>HCI.6</b>
2	<b>WALT: To solve problems involving time</b>	Show children a time on the board. Ask children what is 1 hour later? Children use mini clocks to tell the time. practise asking 1 hour later/earlier. Children complete problems in books. Children to complete word problems involving fractions Group 1 – provision Group 2 – top marks Group 3/4- 1 hour earlier and later	<b>ACL.3</b>
3	<b>WALT: To write an explanation text</b>	<b>Teeth brushing</b> <b>Mindfulness</b>  Read WAGOLL version of the life cycle of a frog.  Partner talk – what do we need to include to write an explanation text.  Group 3,4 Children use story plans to write an explanation text about the life cycle of a frog.  Group 1 – purple mash  Group 2 – provision tasks  Word banks and pictures to sequence to support.	<b>ACL.4</b>

<b>Friday</b>			
1	<b>WALT: To write an explanation text</b>	<b>Morning Activity-</b>  EB- Sensory circuits JM / OWB/ AC/ FC EB- Reading intervention.  Read WAGOLL version of the life cycle of a frog.  Partner talk – what do we need to include to write an explanation text.	<b>ACL.4</b>



		<p>Group 1,2 Children use story plans to write an explanation text about the life cycle of a frog.</p> <p>Group 3 – purple mash</p> <p>Group 4 – provision tasks</p> <p>Word banks and pictures to sequence to support.</p>	
2	<b>WALT: To write an explanation text</b>	<p>Continue with HOT WRITE and model life cycle of a frog</p>	
3	<b>WALT: Jigsaw</b>	<p>Jigsaw – Relationships- Lesson 5-</p> <p>EB- Intervention- Draw and Talk. (IG, FH, OWB)</p> <p><b>2.30 Celebration Assembly</b></p>	<b>EIC.6</b>