






















		Children to complete and use practical items to support them answering a variety of questions.	
3	WALT: To complete the 'I wonder section'	Mindfulness- EFT technique Children to think of two 'I wonders' for our new topic.	HCI.5

Tuesday			
1	WALT: GGR Activities WALT: Create a Topic and Wow word page.	<p>Morning Activity- GGR and Maths activities. Foxes- Oxford Reading Chrome, Wolves- Handwriting, Lions-Spelling, Tigers- Maths Activity, Bears- Personal Reading (Reading with Teacher).</p> <p>EB- Sensory circuits JM / OWB. PT- To practise days of the week/ read the book of the day together.</p> <p>Children to create a Topic, Wow word and grammar page.</p> <p>Remind the children of Time Traveller 'ed' and irregular Sue words. time traveller ed</p> <p>Irregular Sue</p> <p>Children to put pictures in Grammar section 'Past Tense'. and to write down their irregular sue words. i.e. 'am'- 'was' 'get' – 'got'.</p>	EIC.2
2	WALT: WALT: Maths warm up	<p>Phonics- week 6.2</p> <p>On the board write addition and subtractions sums, some correct, some incorrect. Children to play the teacher and write on their WBs if you are correct of not.</p> <p>To show a bar grid.</p>	



		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">20</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">17</td> </tr> </table> <p>Can children write 4 sums that represent what it in this bar model? i.e. $20 - 17 = 3$ $20 - 3 = 17$. $3 + 17 = 20$ $17 + 3 = 20$.</p>	20		3	17	
20							
3	17						
3	WALT: I can complete addition and subtraction sums.	<p>To have a variety of addition and subtraction sums. Varied i.e. Diamonds and Circles with support up within 20. Squares and Rectangles- within 50. To extend and challenge at the end by asking them to complete calculations for a bar model (like they did in the morning) Triangles- To work independently with sums up to 100. Then to write calculations for a bar model.</p>					

Wednesday			
1	WALT: GGR Activities	<p>Morning Activity- GGR and Maths activities. Bears- Oxford Reading Chrome, Foxes- Handwriting, Wolves- Spelling, Lions- Maths Activity, Tigers- Personal Reading.</p> <p>EB- Sensory circuits JM / OWB.</p> <p>Collective Worship- Open the Book Assembly EB- ComIT- Attention and Listening (JM, NJ)</p> <p>EB- Draw and Talk Sessions (OWB, FH, MA)</p>	
	WALT: Welsh Dancing	To practise Welsh dancing for the Eisteddford.	
2		Mindfulness Continue with Welsh dancing.	

		<p>Activity 3- To create 3D shapes using spaghetti and playdough. (Photo on SeeSaw)</p> <p>Activity 4- Construction- Create a castle using 3D shapes. (upload to SeeSaw- video describing shapes used).</p>																												
2	<p>WALT: What is the purpose of a recount?</p> <p>WALT: To learn my new phonics sound</p>	<p>Mindfulness</p> <p>To create QR codes with the children explaining at least 3 of the purposes for a recount piece of writing. To stick in next to their photo and quote with title 'purpose of a recount'.</p> <p>Phonics Lesson- week 6.4</p>																												
3	<p>WALT: To draw and spot 3D shapes.</p> <p>WALT: To know the properties of 3D shapes.</p>	<p>Mindfulness</p> <p>Activity 1 - To label shapes on the picture.</p>  <p>To draw some 3D shapes in their books (using rulers)</p> <p>Activity 2 - EB- Children to complete 3D table properties.</p> <table border="1" data-bbox="523 1480 890 1738"> <thead> <tr> <th>3D Shape</th> <th>Number of Straight Edges</th> <th>Number of Curved Edges</th> <th>Number of Vertices</th> </tr> </thead> <tbody> <tr> <td> Cube</td> <td></td> <td></td> <td></td> </tr> <tr> <td> Cylinder</td> <td></td> <td></td> <td></td> </tr> <tr> <td> Sphere</td> <td></td> <td></td> <td></td> </tr> <tr> <td> Cuboid</td> <td></td> <td></td> <td></td> </tr> <tr> <td> Cone</td> <td></td> <td></td> <td></td> </tr> <tr> <td> Square-based Pyramid</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Activity 3- To create 3D shapes using spaghetti and playdough. (Photo on SeeSaw)</p> <p>Activity 4- Construction- Create a castle using 3D shapes. (upload to SeeSaw- video describing shapes used).</p>	3D Shape	Number of Straight Edges	Number of Curved Edges	Number of Vertices	 Cube				 Cylinder				 Sphere				 Cuboid				 Cone				 Square-based Pyramid			
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	Collective Worship- Reflection on Story- likes/ dislikes/ values.	
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Friday		
1	<p>WALT: To learn and apply my new phonics sound.</p> <p>WALT: To read the story of the Gingerbread Man.</p>	<p>Morning Activity- GGR and Maths activities. Lions- Oxford Reading Chrome, Tigers- Handwriting, Bears- Spelling, Foxes- Maths Activity, Wolves- Personal Reading.</p> <p>EB- Sensory circuits JM / OWB.</p> <p>Phonics session: week 6.5</p> <p>Build a sentence using a-e words. (RWI style). To remind children of HFW.</p> <p>To look at the story of the Gingerbread Man. Children to pretend that they are the Old Woman. Who does she see? What does she see happen? Hot seat children pretending to be Old Woman.</p> <p>***Review the tick list sheets and SeeSaw to see which children have completed EP tasks. Those that have, get extra play****</p>
2	<p>WALT: Cold Write, Recount.</p>	<p>Mindfulness</p> <p>Children to write a Cold Write as a recount. Pretending to be the woman from the Ginger bread man. Children to retell the story.</p>
3	<p>WALT: Jigsaw</p>	<p>Jigsaw – Dreams and Goals- Lesson 2</p> <p>EB- Intervention- Draw and Talk.</p>



	2.30 Celebration Assembly	
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