





2	<p><b>WALT: To partition in different ways.</b></p>	<p><b>Mindfulness- Rainbow Breathing</b></p> <p><b>Warm Up-</b> Remind children of hundreds/ tens/ ones.</p> <p><u><a href="#">Partitioning in different ways</a></u></p> <p><b>Practical session-</b> To use bead bars, multi- links and number lines to assess children's ability to partition in different ways.</p> <p><b>EB-</b> To support children accessing EP.</p>	<b>ECC.3</b>
3	<p><b>WALT: I know what makes me happy.</b></p>	<p><b>Mindfulness- EFT technique</b></p> <p><b>Happiness Hoops</b> What is happiness? To discuss what happiness is/ feels like/ looks like. <u><a href="#">happiness song</a></u></p> <p>To place 4 hoops outside, written in each one is: My Happy place Things that make me smile Favourite things to do People I love and trust</p> <p>Children to work in small groups and add to each hoop.</p> <p>Children to compete 'My Happy place' and 'Things that make me smile'. To decorate their hoop and write, in bullet points, what makes them happy.</p> <p><b>2.15- Christmas Concert Practice</b></p>	<b>HCI.5</b>

<b>Tuesday</b>			
1	<p><b>WALT: GGR Activities</b></p>	<p><b>Morning Activity- GGR and Maths activities.</b> <b>Foxes-</b> Oxford Reading Chrome, <b>Wolves-</b> Handwriting, <b>Lions-</b> Spelling, <b>Tigers-</b> Maths Activity, <b>Bears-</b> Personal Reading (Reading with Teacher).</p> <p>EB- Sensory circuits JM / OWB.</p>	<b>EIC.2</b>



	<p><b>WALT: To partition numbers in different ways.</b></p>	<p>PT- To practise days of the week/ read the book of the day together.</p> <p><b>Activity</b>-Children to have a number and to show how that number can be partitioned and represented in different ways.</p> <p><b>Triangles</b>- To work with HTO, using multi- links. Can the children write this as a sum/ partition diagram and a bar model? Extension- to apply this skill to money. 56p= 40p and 16p. MAT. 56p= 42p and 14p.</p> <p><b>Squares</b>- To work with HTO using deines. To draw as a bar model.</p> <p><b>Rectangles</b>- EP-To work with Tens and Ones using deines. To split in different ways. To write this as a partition model and a sum.</p> <p><b>Circles</b>- EP- To work with Tens and Ones using deines. To split in different ways. To write this as a partition model.</p> <p><b>Diamonds</b>- To use deines and hoops. Children to find the correct tens and ones. To then split them in different ways between the hoops. To write this on WB.</p>	
2	<p><b>WALT- To learn our new sounds</b></p> <p><b>WALT: To know my Rights as a Child.</b></p> <p><b>WALT: To create a Class charter based on these rights.</b></p>	<p><b>Phonics</b> <a href="#">week 5.5</a></p> <p>Take a class Photo.</p> <p>Look at Children's Rights. <a href="#">Children's Rights</a></p> <p><a href="#">Ideas for classroom Charter</a></p> <p>Children to write the four most important ones to the class (vote using tally chart).</p>	
3	<p><b>WALT: I know what</b></p>	<p>To complete other two hoops from 'Hoops of Happiness'.</p>	



	<b>makes me happy.</b>	<b>2.15- Christmas Concert Practice</b>	
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**Wednesday**

1	<p><b>WALT: GGR Activities</b></p> <p><b>WALT: To focus on attacking and defending.</b></p>	<p><b>Morning Activity- GGR and Maths activities.</b>  <b>Bears-</b> Oxford Reading Chrome, <b>Foxes-</b> Handwriting, <b>Wolves-</b> Spelling, <b>Lions-</b> Maths Activity, <b>Tigers-</b> Personal Reading.</p> <p>EB- Sensory circuits JM / OWB.</p> <p><b>Collective Worship- Open the Book Assembly</b>          EB- ComIT- Attention and Listening (JM, NJ)</p> <p><b>PE Session</b></p> <p>EB- Draw and Talk Sessions (OWB, FH, MA)</p>	
2	<p><b>WALT: To recap on my phonics sounds.</b></p> <p><b>WALT: To understand what cyber bullying is and how to deal with it.</b></p>	<p><b>Mindfulness</b></p> <p><b>Phonics Session <a href="#">Week 1.1</a></b></p> <p>Anti-bullying. Discuss different types of bullying- create a whole class Venn diagram of Bullying and Cyber bullying. Children to give examples of them. To then discuss how to deal with cyber bullying.          *Photos in books.</p>	
3	<p><b>WALT: What is bullying? What to do if I see or am being bullied.</b></p>	<p><b>THRIVE CLASS SESSION-</b> Anti-bullying Freeze frame and talk through different scenarios. To discuss what they could or should do, as the person being bullied/ as a person witnessing the bullying. *Freeze frame photos in books.</p> <p><b>2.30- Christmas Concert Practice</b></p>	

**Thursday**



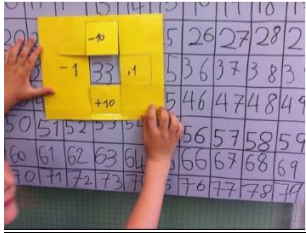
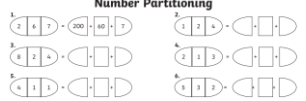

<p>1</p>	<p><b>WALT: GGR and Maths Activities.</b></p> <p><b>WALT: To learn how to keep myself safe by the road.</b></p> <p><b>WALT: To learn about a variety of techniques and instruments.</b></p>	<p><b>Morning Activity- GGR and Maths activities.</b>  <b>Tigers-</b> Oxford Reading Chrome, <b>Bears-</b> Handwriting, <b>Foxes-</b>Spelling, <b>Wolves-</b> Maths Activity, <b>Lions-</b> Personal Reading.</p> <p>EB- Sensory circuits JM / OWB.  PT- TW Morning activities.</p> <p><b>KERBCRAFT SESSION</b></p> <p><b>MUSIC SESSION</b>  (*Photos for Treasure book)</p> <p>KP- Rainbow Readers Intervention.</p>
<p>2</p>	<p><b>WALT: To know how to keep myself safe</b></p> <p><b>WALT: To learn my new phonics sound</b></p>	<p><b>Mindfulness</b></p> <p><b>KERBCRAFT SESSION-</b></p> <p><b>MUSIC SESSION</b></p> <p><b>Phonics Lesson- <a href="#">Week 1.2</a></b></p>
<p>3</p>	<p><b>WALT: I know my 2D shapes.</b></p> <p><b>I can draw the common 2D shapes.</b></p>	<p><b>Mindfulness</b></p> <p>Warm up- Assess children's current knowledge of shape recognition.</p> <p><a href="#">2D shape</a></p> <p>To use powerpoint to help children to draw (with a ruler and starting to look at measure) and label the 2D shapes.</p> <p><b>Triangles-</b> To work semi-independently to draw and label sides and vertices.</p> <p><b>Squares and Rectangles-</b> With support to draw and label 2D shapes.</p>

		<p><b>Circles-</b> To create shapes using lollipop sticks on their WB and to label the number of vertices and sides.</p>  <p><b>Diamonds-</b> To create shapes using lollipop sticks.</p> <p><b>Collective Worship- Reflection on Story- likes/ dislikes/ values.</b></p>
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Friday		
1	<p><b>WALT: To learn my phonics sound.</b></p>	<p><b>Morning Activity- GGR and Maths activities.</b>  <b>Lions-</b> Oxford Reading Chrome, <b>Tigers-</b> Handwriting, <b>Bears-</b> Spelling, <b>Foxes-</b> Maths Activity, <b>Wolves-</b> Personal Reading.</p> <p>EB- Sensory circuits JM / OWB.</p> <p><b>TY'N Y WERN'S GOT TALENT (Children in Need) ASSEMBLY</b></p> <p><b>Phonics session: <a href="#">Week 1.3</a></b></p> <p><b>***Review the tick list sheets and SeeSaw to see which children have competed EP tasks. Those that have, get extra play***</b></p>
2	<p><b>WALT: Cold Write- Can I write a simple biscuit recipe?</b></p>	<p><b>Mindfulness</b></p> <p>To watch a video of a person cooking biscuits. Children to write the recipe.</p>

3	<b>WALT: Jigsaw</b>	Jigsaw – Celebrating Difference – Lesson 2.  EB- Intervention- Draw and Talk.  <b>2.30 Christmas Concert Practice</b>	
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Additional Tasks
<p>8:50am: Doors open, - Children to complete group Morning Tasks.</p> <p>9.10am- Register</p> <p>9:20am: Meditation</p> <p>9:25am: Phonics</p> <p>9:35am: Literacy</p> <p>10:15am: Boost book and snack.</p> <p>10.30am: Break</p> <p>11:00am: Meditation</p> <p>11.05am: Maths</p> <p>11.45pm: Lunch</p> <p>1:00pm: Registration / Toothbrush</p> <p>1:10pm: Mindfulness</p> <p>1:20pm: Group guided reading</p> <p>1:50pm: Topic / PE</p> <p>2.30pm: Brain break</p> <p>2.45pm: Boost Book</p> <p>3:15pm: Home time</p>

Enhanced Provision		
<p><u>Numeracy</u> <u>Maths area-</u></p>  <p style="text-align: center;">Number Partitioning</p>  <p><u>Outside</u></p>	<p><u>Literacy/ Writing</u></p> <p>Corridor-</p>  <p>Writing Table- Create a ticket and poster to see our Children in Need Talent Show.- Ty'n Y Wern has Talent.</p>	<p><u>Digital</u></p>



Outside- Phonics-

say it segment it write it



Creative

Corridor- Make friendship paper dolls. To label values a true friend should have.

Outside- Autumnal leaf printing.

Construction/ Exploration

Children to make 'Safe/ Happy place' for their characters.

Water tray/ sand