



Week Commencing 16th October

Good morning Swifts!

PE will be held on a Wednesday and Friday, so please ensure that your children have their PE kits to change in to.

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




























As always, if you have any questions, please come and chat to us at the door or email us on HowardL26@Hwbcymru.net or powerk21@hwbcymru.net

Monday

1	<p>WALT: GGR Activities</p> <p>WALT: To learn how to build a sentence.</p> <p>WALT: To focus on HFW and our phonics sound.</p>	<p>Morning Activity- GGR and Maths activities. Wolves- Oxford Reading Chrome, Lions- Handwriting, Tigers-Spelling, Bears- Maths Activity, Foxes- Personal Reading.</p> <p>Singing Assembly/ Collective worship</p> <p>PT- To follow TW plan EB- Sensory circuits JM / OWB.</p> <p>Sharing Time (To improve on children’s listening skills). To share what the children have done on the weekend. To build a sentence. To model ‘I went to’ (To explain that children will be expected to complete on of these every week.</p> <p>To play HFW Monster on WBs. Children to gain points by feeding the monster the correct spelling of common HFW (children need to work on ‘went, can, make’- on literacy board).</p> <p>Phonics session: week 3.4</p> <p>To build a sentence with a word from today’s phonics. To put new words on Literacy board. Teacher to model how to build a sentence. Children to build a sentence.</p>	ACL.1
2	WALT: To complete a	Mindfulness- Rainbow Breathing	ECC.3




	<p>cold write of a shape poem</p>	<p>Rhyming Powerpoint</p> <p>To remind the children of uses of poetry by reading poetry. Discuss likes, dislikes, what puzzles them- photo on Seesaw.</p> <ul style="list-style-type: none"> - Play the alliteration game. Children to create alliteration words with their name. - Listen to rhyming couplets. What do they notice about them? Write them down. What do they notice again? -Play Pass the Bomb- Use the timer to pass around, children to think of as many rhyming words as possible before the timer runs out. 	
3	<p>WALT: To create a bank of healthy habits.</p> <p>WALT: To create a rhyming couplet for this.</p>	<p>Mindfulness- <u>sensory massage- body calming</u></p> <p>To read a whole class poem- Discuss likes/dislikes/ puzzles/ connections.</p> <p>Poem to start with: To be a Healthy Hero, really is quite fun. You must look after your brain and body, that is number one!</p> <p>Children to say healthy habits as a full sentences. To write these on large papers. e.g. Make sure you eat you vitamins ABCD and K (say, okay, play, may, day, way)</p> <p>Children to rotate in small groups to think of rhyming words for these. Then, with support to create a sentence.</p> <p>Create a bank of rhyming couplets.</p>	HCl.5

1	<p>WALT: GGR Activities</p>	<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.</p> <p>To remind children of rhyming couplets.</p> <p>Group 1- To start writing their Hot Writes of Shape Poem on a Heroes Cape.</p> <p>Group 2- Play match the rhyming pairs- Matching rhyming words puzzles. MA to write down pairs. HA to write down pairs and a sentence.</p> <p>Group 3- Write about their weekend in their Doodle Books.</p> <p>Group 4- Cut and Stick –</p> <table border="1" data-bbox="501 1032 815 1279"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>stag</td> <td>bat</td> <td>frog</td> <td>goat</td> <td>yak</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Group 5- Word strings rhyme. Create a bank of rhyming words on the strips.</p> <table border="1" data-bbox="496 1368 756 1541"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>dog</td> <td>hen</td> <td>bug</td> <td>pin</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>						stag	bat	frog	goat	yak										dog	hen	bug	pin					<p>EIC.2</p>
																														
stag	bat	frog	goat	yak																										
																														
dog	hen	bug	pin																											
2	<p>WALT- To learn our new sounds</p>	<p>Phonics week 3.5</p> <p>Continue with Hot Write.</p>																												
3	<p>WALT: Hot Write- I can write a shape poem.</p>	<p>Continue with Hot Write</p> <p>EB- Lego Therapy- MA, FH, JM</p>																												



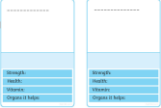


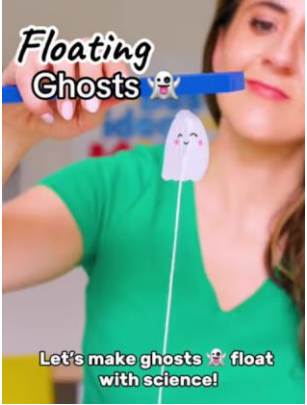
	<p>WALT: To learn about a variety of techniques and instruments.</p>	<p>KP- Rainbow Reader. One Page Profile on system.</p>
<p>2</p>	<p>WALT: To know how to keep myself safe WALT: To learn my new phonics sound</p> <p>WALT: Explore more/ less on the number line.</p>	<p>Mindfulness</p> <p>KERBCRAFT SESSION-</p> <p>MUSIC SESSION</p> <p>Phonics Lesson- week 4.2</p> <p>Warm Up- To play games – children to think of One more/ one less/ ten more/ ten less than the number you give. To look at the 100 number grid and explain.</p>
<p>3</p>	<p>WALT: I can confidently complete and use a number line.</p>	<p>Mindfulness</p> <p>Warm up- To look at the 100 number square. To look at an interactive number line interactive number line</p> <p>Triangles- Number lines above 100</p> <p>Squares-Chrome books- ICT games. Egyptian Mummy number lines/ maths area- completing maths number sticks (using 5s 10s).</p> <p>Rectangles- Outside- choice- Spooky number addition/ counting pumpkin seeds. 100 number square- complete blank side. Chalks to draw numberlines.</p> <p>Circles- Outside- EB Number tracker to fill in</p> <p>Diamonds- KP- To draw number lines in their books. To choose different starting points within 20. Ext- up to 50.</p> <p>Collective Worship- Reflection on Story- likes/ dislikes/ values.</p>



		<p>To write in books the partitioning model.</p>  <p>Diamonds- EB- To use place value chart cards. To work with numbers up to 20. What does each card represent. i.e. 15. 1=10/ 1 ten and 5= 5 ones</p>	
3	<p>WALT: Jigsaw</p>	<p>Jigsaw – Being Me – Lesson 7.</p> <p>EB- Intervention- Draw and Talk.</p> <p>Collective Worship Assembly.</p> <p>Boost Book</p>	

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

Enhanced Provision		
<p><u>Numeracy (tuff spot)</u> Spooky numbers! Two glass trays with numbers underneath. Fill</p>	<p><u>Literacy/ Writing</u> Draw and name your own Pokemon habit. Create your own Trump cards.</p>	<p><u>Digital</u></p>

<p>the tray with water and dye. Children to look through. Children to find two numbers and write the sum.</p>	 <p>(Fed back from Pupil Progress)</p>	
<p><u>Creative</u></p>  <p>Green table-</p>  <p>Exploration area- Make a ghost!</p>	<p><u>Construction/ Exploration</u></p> <p>Outdoor tuff spot- potion station</p>  <p>Exploring magnets</p>	<p><u>Water tray/ sand</u></p> <p>Open pumpkin- children to pick out seeds with tweezers. To collect seeds. Can use the rest for mud kitchen (It will be messy- aprons needed)</p>