



TY'N Y WERN

Week Commencing 11th September

Good morning Swifts!

We are really looking to beginning the new academic year and hearing all about what the children have been up to!

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

We are looking forward to starting our new topic of Healthy Heroes!

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 improve on my speaking and listening skills.</p> <p>WALT: To write 'This is Me' (Cold Assessment)</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 (Pupil Voice)</p> <p>Circle time – sharing any news – discuss values (practising our value 'Respect' and Listening Skills) – Tell us something interesting about you. Discuss what a person might share, such as their hobbies, their family, their likes, their dislikes. e.t.c</p> <p>Model on the board how to write about yourself- first person.</p> <p>Activity 1: LH- To work with children to complete Assessment on 'This is Me' Write.</p> <p>Activity 2: EB- Outdoors- Complete HFW word Assessments with Tigers, Bears and Foxes.</p> <p>Activity 3: Fishing- using magnets Read the HFW and write them down. HA- To put into a sentence. (*- Photo on SeeSaw)</p> <p>Activity 4: Past Tense Sorting Activity</p>	ACL.1
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2	WALT: To put regular verbs into the past.	<p>Mindfulness</p> <p><u>Regular Past Tense</u></p> <p><u>past tense 'Time Traveller ed'</u></p> <p>Play Past tense game- Can children put this verb into the past? Build a sentence using past tense.</p>	ECC.3
3	WALT: Learning our new phonics sound	<p>Phonics Session- <u>Recap Phonics 3, week 9. 3</u></p> <p>To continue with Literacy Activities from Session 1.</p> <p>Boost book (books to increase vocabulary) – You Be You.</p>	HCI.5

Tuesday			
1	<p>WALT: GGR Activities</p> <p>WALT: Number recognition and formation to 50 / 100.</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>Intro – Ten Town- 6- 10 - Children to form numbers on whiteboard and to do actions. Counting forwards and backwards.</p> <p>Activity 1: LH- Assessing- To play what is my number? Children to read the numeral and name. To get children to order on a number line. To explain why they think the number goes there. To match number and name in books. To fill in missing number.</p> <p>Activity 2: EB- Cold Assessment- To write down in their books their numbers to 50/ 100. (To look at ordering, number formation and understanding of placement.)</p>	EIC.2



		<p>Activity 3: Maths Area- Number representation Bingo. Filling in 100 number square and adding to the number line.</p> <p>Activity 4: Tuff spot- Match the word to the number-pairs. (* tick sheet and photo to SeeSaw)</p> <p>Activity 5: Ipads- Use QR codes below- ordering Circles, Squares, Rectangles</p>  <p>Triangles, Squares</p> 	
2	WALT- Learning our new phonics sound	<p>Phonics- Recap 3, week 9. 4</p> <p>Build a Sentence.</p> <p>Boost- Pick out key words in vocabulary.</p>	
3	WALT: Number recognition and formation to 50 / 100.	<p>To continue with above from Session 1.</p> <p>Collective Worship- Story</p>	

Wednesday			
1	WALT: GGR Activities	Morning Activity- GGR and Maths activities.	



	<p>WALT: To focus on attacking and defending.</p>	<p>Bears- Oxford Reading Chrome, Foxes- Handwriting, Wolves- Spelling, Lions- Maths Activity, Tigers- Personal Reading.</p> <p>Collective Worship- Open the Book Assembly</p> <p>PE Session</p>	
2	<p>WALT: To recap on my phonics sounds.</p>	<p>Mindfulness</p> <p>Phonics Session 3. Week 9. 5</p> <p>Build a sentence using past tense.</p>	
3	<p>WALT:</p>	<p>Forest School- Outdoor Learning.</p> <p>(Counting, number formation, HFW 1)</p>	

Thursday			
1	<p>WALT: GGR and Maths Activities.</p> <p>WALT: To know what habits are healthy or unhealthy.</p>	<p>Morning Activity- GGR and Maths activities.</p> <p>Tigers- Oxford Reading Chrome, Bears- Handwriting, Foxes- Spelling, Wolves- Maths Activity, Lions- Personal Reading.</p> <p style="text-align: center;">What is healthy? What is unhealthy?</p> <p>To show a model of a Venn diagram on the board. To write down children's ideas of healthy or unhealthy habits? (If possible, during this whole class input EB to continue with HFW)</p> <p>Watch- Healthy Habits Healthy habits</p> <p>- Activity 1: KP Outside- Salford testing. KP to also supervise rest of group to have discussion and to sort Healthy and unhealthy habits into Venn Diagram- using two large hoops. To use thought bubbles from Habits resource. * Photo of each group to SeeSaw</p>	



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		<p><u>Healthy habits to sort</u></p> <ul style="list-style-type: none"> - Activity 2: EB- Past tense neatly in books (to stick in WALT header), encouraging the children to use a ruler to draw a table with heading Healthy and Unhealthy. (To use their group activity from Monday – Activity 4 for guidance). - Activity 3: Match regular and irregular past tense. Write the pairs out. <u>Matching regular and irregular past tense</u> Can the children say the past tense of each of these. - Activity 4: Sort Healthy and Unhealthy food. Using hoops to create a venn diagram. <u>healthy and unhealthy</u> (*Picture onto SeeSaw) - Activity 5: Oxford Reading on chrome books and ipads.
2	<p>WALT: To learn our new phonics sound</p>	<p>Mindfulness</p> <p>WATCH the Healthy Wolf - <u>The Unhealthy Wolf</u></p> <p>Phonics Lesson- 10. 1 <u>Week 10 . 1</u></p>
3	<p>WALT:</p>	<p>Continue with rotation of groups above.</p> <p>Collective Worship- Reflection on Story- likes/ dislikes/ values.</p>



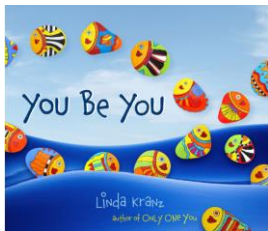
Friday		
1	<p>WALT: To learn my phonics sound.</p>	<p>Morning Activity- GGR and Maths activities. Lions- Oxford Reading Chrome, Tigers- Handwriting, Bears-Spelling, Foxes- Maths Activity, Wolves- Personal Reading.</p>



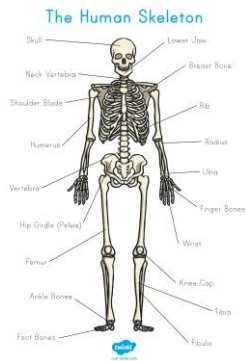
	<p>WALT: Multi-skills. Attacking and Defending</p>	<p>Phonics- <u>Phonics Week 10.2</u></p> <p>Warm Up- To play stuck in the mud, but with variety of movements, side steps/ change of direction.</p> <p>Attack and Defend. Children to work in groups of 3. Child 1 'attacker', Child 2 'shield/ defender', Child 3 'The mark', who wears a rugby tag.</p> <p>Child 1 has to try and get the tag without touching child 2. Child 2 has to try and stay in between child 1 and 3. Child 3 must run into space.</p> <p>Each child to practise being each role.</p> <p>EB (if available)- Assessments HFW/ Salfords.</p>	
2	<p>WALT: Tasting and Sorting Fruit and Vegetables.</p>	<p>Children to taste a variety of fruit and vegetables.</p> <p>Which ones did they like? *Take photos of groups trying food and upload to SeeSaw.</p>	
3	<p>WALT: Jigsaw</p>	<p>Jigsaw – Being Me – Lesson 2.</p> <p>Collective Worship Assembly.</p> <p>Boost Book – Only One You.</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</p>

1:10pm: Mindfulness
 1:20pm: Group guided reading
 1:50pm: Topic / PE
 2.30pm: Brain break
 2.45pm: Boost Book
 3:15pm: Home time

Enhanced Provision		
<p><u>Numeracy (tuff spot)</u></p> 	<p><u>Literacy/ Writing</u></p> <p>Past tense game.</p> <p>quoits cards</p>  <p>To stick pictures on the quoits. Children throw hoops and write the word down to get a point.</p>	<p><u>Digital</u></p>
<p><u>Creative</u></p>  <p>Design a fish pebble and write a word on the back that describes what positive attribute they want to have i.e.</p>	<p><u>Construction/ Exploration</u></p> <p>Body Puzzle of skeleton. Outline of skeleton.</p> <p>Children to find bones and place them on the outline of the skeleton.</p>	<p><u>Water tray/ sand</u></p> <p>The skeleton bones and sand.</p>

happy, healthy, kind
etc.



To tell their partner what each
part of the skeleton is called.