



TY'N Y WERN



**Week Commencing 17<sup>th</sup> October**


Good morning Dosbarth Draig Coch!

This Monday is Shwmae, Sumae day, so please wear something red, green or white. As always, if you are working from home, try to follow the plan as best as you can and remember to upload photographs of your work to Seesaw so that it can be marked and we can feedback. Any extra sheets or information you may need will be included in a link in [blue](#).


If you have any questions please come and chat to us at the door or email us on HowardL26@Hwbcymru.net or chris.ellis78@outlook.com

**Monday**

1	<p><b>WALT: To learn my phonics sounds.</b></p> <p><b>WALT: Look at a Personal Profile</b></p>	<p><b>Morning Warm Up Activity:</b> Weekly round up on WB: Test on all covered throughout the week. DM- Reading 1:1</p> <ul style="list-style-type: none"> <li>• <b>SPELLING TEST, air, ure, er</b></li> </ul> <p><b>Phonics Session: Week 8 - recap</b></p> <p><b><a href="#">Lesson 1</a></b></p> <p>To start thinking about their personal profile. To look at the format together and discuss ideas. To take photos ready to insert into templates.</p> <p><b>Snack- Boost Book – Prediction Pip</b></p> <p>SCHWMAE DAY- Read Welsh poem together <a href="#">Dau gi bach</a></p>	<p><b>ACL.1</b></p>
2	<p><b>WALT:</b></p>	<p><b>Activity: Warm up- Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less. Remind children of Place value HTO across money, measurements, scales.</b></p> <p>(If opportunity- To find outdoor objects to represent Place Value I.e. stones for ones, sticks for tens, leaves for one hundred.)</p> <p>To show children add sign and vocabulary add, plus, more, in total. To remind them to count up the number line. Show a number line and 100 square (top marks)</p> <p>Children to access different activities and to assess their addition knowledge and application of number facts.</p> <p><b>Triangles – Complete practical challenge below.</b></p>  <p>Ext- To begin to draw their own ice creams on WB</p> <p><b>Squares</b></p>  <p><b>Circles DM- Outdoors-</b> To use chalk and draw number line to 20. DM to give an addition sum and children jump along the number line.</p> <p><b>Foxes</b> (supervised/ modelled by LH)</p>	<p><b>ECC.3</b></p>

			
3	<b>WALT: To learn a traditional Welsh Dance.</b>	<p>Warm Up: To play Bean warm up. Side stepping practise. Free style dance then form in line when music stops.</p> <p><a href="https://www.youtube.com/watch?v=TCbZny0JMAM">https://www.youtube.com/watch?v=TCbZny0JMAM</a></p>	<b>HCI.5</b>

Tuesday			
1	<p><b>WALT: To learn my phonics sounds.</b></p> <p><b>WALT: To write my Personal Profile</b></p>	<p><b>Morning Warm Up Activity:</b> Wolves: Oxford Reading Lions: Oxford Reading Times-table; Rock Stars Bears: Phonics Game Foxes: Handwriting DM- Reading 1:1</p> <p><b>Phonics Session: Week 8 - recap</b> <a href="#">Lesson 2</a></p> <p><b>Wolves</b> – To write my Personal Profile. LH <b>Lions and Bears-</b> To complete some of the following activities: -<a href="#">Phonics workbook</a> -Matching capital letters to lower case. Writing this out. -Handwriting on HF words -Choosing from a bank of words to write sentences. -Oxford Reading</p> <p><b>Foxes-</b> To warm up with DM- flashcards, reading Kipper Phonics books. To match the letter to the puzzle to create a word (Mrs. H's game from home)</p> <p><b>Snack- Boost Book – Vocab- Vocabulary Victor</b></p>	<b>EIC.2</b>
2	<b>WALT: To know and explore number bonds to 10 &amp; 20.</b>	<p><b>Activity: Warm up- Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less etc.</b> Remind children of bonds to 10. To show how to use their number bond knowledge to go to the next ten. To use bead bar to demonstrate this. To model how to write an addition sum.</p> <p><b>Triangles</b> – To draw their own ice creams in their books, with their number sums written at the bottom. <a href="#">Addition ice cream</a></p> <p><b>Squares</b> DM- Warm up- To create an outdoor number line and children given addition sums to jump on number line. To use children to create a human sum. Then children to write addition sums on WB (photograph on Seesaw).</p> <p><b>Circles</b></p>	


		 <p><b>Diamonds</b> – LH to help children to secure number bond knowledge using hands to help.</p>	
3	<p><b>WALT: To know more about Wales. Shwmae</b></p>	<p><a href="#">About Wales</a> To look at the boundary lines and where Wales is <a href="#">Wales boundary lines</a>. To let children ask questions that they want to know about their country. <a href="#">Wales Factfile</a> To eat Welsh cakes and listen to Welsh songs in celebration of being Welsh!</p>	

Wednesday			
1	<p><b>WALT: To learn my phonics sounds.</b></p> <p><b>WALT: To write my Personal Profile.</b></p>	<p><b>Morning Warm Up Activity:</b> Wolves: Times-table; Rock Stars Lions: Phonics Game Bears: Handwriting, Foxes: Oxford Reading DM- Reading 1:1</p> <p><b>Phonics Session: Week 8 recap</b></p> <p><a href="#">Lesson 3</a></p> <p><b>Lions</b> – To write my Personal Profile to show that I know what is important for me and to me. LH</p> <p><b>Wolves and Bears-</b> To complete some of the following activities: -<a href="#">Phonics workbook</a> -Matching capital letters to lower case. Writing this out. -Handwriting on HF words -Choosing from a bank of words to write sentences. -Oxford Reading</p> <p><b>Foxes-</b> DM- HF jumping stepping stones. With support, can they say a sentence with that word in. To complete work <a href="#">Grapheme mat- laminated</a> To use magnet letters to spell CVC words. Upload photo to SeeSaw.</p>	
2	<p><b>WALT: To know and explore number bonds to 10 &amp; 20.</b></p>	<p><b>Intro – Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less.</b></p> <p><b>Activity.</b></p> <p><b>Triangles-</b> LH Warm up</p>	






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		<p>-Choosing from a bank of words to write sentences.          -Oxford Reading  <b>Foxes-</b> To use the spin letters (Mrs. H's game from home) to read and decide if it is real or not. To write it down in a table in their books.  <b>Snack- Boost Book – Sequence- Sequencing Suki</b></p>	
2	<p><b>WALT: To know and explore number bonds to 10 &amp; 20.</b></p>	<p><b>Intro – Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less. <a href="#">Ten Town formation reminder</a></b>  <b>Triangles: TwinklGo LH7023</b>  <b>Squares: CE</b> To use ten frames and counters to answer addition sums (See below). If confident within 20 to go up to addition sums within 100.</p>  <p><b>Circles:</b> To answer addition sums, using physical objects to help. (DM) To write these in their books.  <b>Diamonds:</b> Complete the number square in Maths area. To practise writing their own number lines outside. To be given extra time to finish the Enhanced Provision rain cloud.</p>	
3	<p><b>WALT:</b></p>	<p>To start the <a href="#">Healthy choices</a> powerpoint          To ask children what choices are and what consequences are.          To split the children into groups and get the children to act out the different scenarios. To complete a class example first to model how to use the body and facial expressions appropriately. <a href="#">hot and cold scenarios</a>. The class need to show a Hot or Cold response.          Complete the <a href="#">I can choose activity</a>.          ( <a href="#">Word mat if needed</a>)          Ask children to make a bank of activities and phrases that are good choices. To create a poster of these to go on display in the classroom <a href="#">Ideas template</a>          Plenary- <a href="#">What would you do?</a> Children to answer and discuss.</p>	

Friday			
1	<p><b>WALT: To improve my written presentation.</b></p>	<p><b>Morning Warm Up Activity:</b> Weekly round up on WB: Test on all covered throughout the week.            DM- Reading 1:1</p> <p><b>Phonics Session: Level 3: Week 8 – recap</b>  <b><a href="#">Lesson 5</a></b>            Whole class- Look at how Welsh cakes are made <a href="#">QR code</a> Cold Write a recipe to make them. <a href="#">Cold Write recipe</a>            If time- <b>Group 1</b> (picked on handwriting informal assessment):            CE- To focus on handwriting.</p> <p><b>Snack- Boost Book – Summarise thoughts (likes, dislikes, puzzles, questions).</b></p>	
2	<p><b>WALT: Identify,</b></p>	<p><b>Activity: Intro- Warm up- Counting forward and backwards to 100. Counting in 2, 5, 10.</b></p>	

	<p><b>represent and estimate numbers using different representations, including the number line.</b></p>	<p><b>Triangles</b> – DM- To have a variety of addition sums, crossing over the tens. Children to use number frames and counters/ bead bar to help them to answer questions.</p> <p><b>Squares</b> - TwinklGo LH7023/ enhanced provision.</p> <p><b>Circles</b>- CE To use bead bar and ten frames and counters to answer addition sums (See below).</p>  <p><b>Diamonds</b> - TwinklGo LH6478</p>	
3	<p><b>WALT: To participate in team games, developing simple tactics for attacking and defending.</b></p>	<p><b>Activity: Warm Up: 3/6/9 pick children to lead warm up, can they come up with different commands for 3/6/9?</b></p> <p><b>Main session:</b></p> <p><b>Smaller Teams/Bigger Teams</b> – How does this impact on teamwork, is it easier harder? Allow timeouts for teams to discuss tactics –can they use these tactics in the game? <b>How is it different to other games we have played?</b></p> <p><b>Capture the flag.</b> Split the children into 2 groups use bibs. 2 flags or beanbags. Divide the area in two. How to play: Split the children into two teams and allocate each team with one half of the area. Each team chooses a base position, where they keep their "flag", and a jail position, where they will keep their prisoners. Encourage the teams to think tactically and work together. The teams must tell the other teams about their areas. Each team now tries to capture the other team's flag. Whenever a team member ventures onto the other team's territory, they are at risk of being caught (tagged) by the enemy team. When caught they are taken to that team's jail, where he must remain until they are freed (touched) by one of their team members. When someone manages to capture the other team's flag and return it to their own base (next to their flag), their team wins. Challenge – Can children organise their teams so they guard the jail or the flag? Cool down: Stretching muscles naming the muscles and tendons. hamstrings, biceps, abdominals, calf, Achilles tendon, pectorals. Lie down, close eyes, relax, feel heart rate slow down.</p>	
4	<p><b>WALT: Jigsaw learning Charter</b></p>	<p><b>Jigsaw session:</b> Puzzle outcome: Pieces 5 and 6 are designed to help each class take ownership of the Whole-School Learning Charter. The aim for the Learning Charter is to bring a consistent positive behaviour system to the whole school. However individual year groups and classes can also make personalise it and make it meaningful and motivational for them by:</p>	



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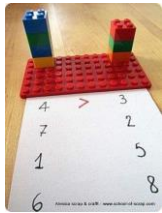
	<p>Making a Learning Charter display in their classroom Possibly designing their own reward system e.g. stickers, target charts etc. Designing a poster for their learning charter. Discussing praise, how does it feel to give and receive praise?</p>	
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### Additional Tasks

8:50am: Doors open, - Children to complete group Morning Tasks.  
9.10am- Register  
9:20am: Phonics  
9:30am: Literacy  
10:15am: Boost book and snack.  
10.30am: Break  
11:00am: Maths  
12:00pm: Lunch  
1:00pm: Registration  
1:10pm: Mindfulness  
1:20pm: Group guided reading  
1:50pm: Topic / PE  
3:15pm: Home time

### Enhanced Provision

#### Numeracy



Tuff spot 1 : post-its and numbers drawn on tuff spot, with two different coloured objects to count.



**POST-IT MATH**  
A FUN ADDITION ACTIVITY



#### Literacy/ Writing

Phase 3 pictures to captions match – **Twinkl Go!**  
**PH3189**

Outside- Stepping Stones  
[Tricky word stepping stones](#)

Phonics bingo/ lotto.

#### Let's Explore

Tuff spot 2: Resources to create



Creative

To take a photo of their Villain or Super Hero in their literacy books and use Chatterpix to bring them to life.



Construction

To choose and build [Welsh landmarks](#)

Mud kitchen

Design a café and create a menu.

[Menu template](#)

Follow recipes [Mud kitchen recipe book](#)