



Week Commencing 10th October

Good morning Dosbarth Draig Coch!

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@Hwbcmru.net or chris.ellis78@outlook.com

Monday

1	<p>WALT: To learn my phonics sounds.</p> <p>WALT: Write Steps to Success for a comic strip.</p>	<p>Morning Warm Up Activity: Weekly round up on WB: Test on all covered throughout the week. DM- Reading 1:1</p> <ul style="list-style-type: none"> • SPELLING TEST, ur, ow, oi, ear <p>Phonics Session: Week 7, lesson 1 – ‘air’. air book powerpoint</p> <p>Activity: Supertato Fear not! Evil pea has been captured! BUT... a different type of villain is on the loose! Could it be the sneaky squash? Or how about the lurking leek? Have vegetables and doodle to create new villains, adding facial expressions to the characters and discuss how you know if a character is evil in the book just from looking at their face. Show the pictures of characters and discuss how facial expressions are different. Collect ideas from the children about the mischief these villains could cause in a supermarket, scribe children’s ideas. For example: Sneaky Sprout, Terrible Turnip, Cunning Corn! Children should create their own villain and write sentences on what they get up to in the supermarket. Snack- Boost Book – Prediction Pip</p>	ACL.1
2	<p>WALT: To know and explore number bonds to 10 & 20.</p>	<p>Activity: Warm up- Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less. Which is bigger game. Recap on last week’s <> Triangles: Representing Numbers to 20 Interactive Word Mat Activity – Twinkl Go! Code – VE0347 (Indp)</p> <p>Number bonds to 10 PowerPoint – share with squares and circles. Squares: Minions number bonds game, number bonds to 10. Twinkl Go! Code – AP9164 (Indp) Circles: a range of varied fluency questions for pupils to practise the main skill of using bonds to 10 with LH. Bonds to 10 - Fluency questions Diamonds: A range of varied fluency and reasoning and problem-solving questions for children to further extend and practise the main skill of using bonds to 10. (Indp) Number Bonds to 10 - Patterns</p>	ECC.3
3	<p>WALT: I can choreograph and</p>	<p>Warm Up:</p>	HCL.5



	<p>group dance that includes moving into a formation.</p>	<p>Activity 1: Open and closed body movements. To start curled up and to uncurl then slowly curl up again. To then see if they can do this in a small group as a Mexican Wave. To work in small groups to choreograph different Mexican wave movements. One on the floor. One at high level and one in a circular formation.</p>	
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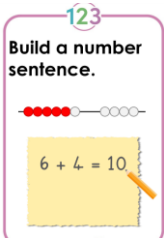
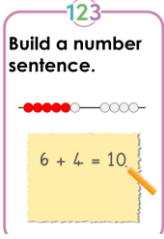
Tuesday			
1	<p>WALT: To learn my phonics sounds.</p> <p>WALT: To start Hot Write.</p>	<p>Morning Warm Up Activity: Wolves: Oxford Reading Lions: Oxford Reading Times-table; Rock Stars Bears: Phonics Game Foxes: Handwriting DM- Reading 1:1</p> <p>Phonics Session: Week 7, lesson 2 – ‘ure’ book time 'ure' powerpoint (Extra activity.. ure activity - show treasure words, children have to pick out the real words and write them down.)</p> <p>Warm Up- Retell story. Quick reminder/ role play of what a victim might say/ baddie? Quick reminder of captions- say what they see. Activity: Hot Write a comic strip. comic template Comic template 2</p> <p>Snack- Boost Book – Vocab- Vocabulary Victor</p>	<p>EIC.2</p>
2	<p>WALT: To know and explore number bonds to 10 & 20.</p>	<p>Activity: Warm up- Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less etc.</p> <p>Triangles: Minions number bonds game, number bonds to 10. Twinkl Go! Code – AP9164 (Indp)</p> <p>Squares: Build number bonds to 10 - Using chalk, draw a ten frame on the ground. Ask some children from the group to stand in a square. How many more children are needed to make ten? Repeat the activity with different numbers of children. LH</p> <div data-bbox="496 1384 676 1621" data-label="Image"> </div> <p>Circles: A range of varied fluency and reasoning and problem-solving questions for children to further extend and practise the main skill of using bonds to 10. (Indp) Number Bonds to 10 - Patterns</p> <p>Diamonds - Hit the Button (number bonds to 20) In pairs on chromebooks – children to record their scores. https://www.topmarks.co.uk/maths-games/hit-the-button</p>	
3	<p>WALT: Create a Shwmae day poster</p>	<p>Shwmae powerpoint Collect a bank of all the phrases that the children know so far. Children to practise saying these and to write them down on their Shwmae poster. To start to create Shwmae bunting bunting template</p>	



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3	<p>WALT: I know what is safe to eat or drink.</p> <p>WALT: I can spot some everyday risks and dangers.</p> <p>WALT: I know some things that are not safe to eat or drink.</p> <p>WALT: I know some household products can cause us harm.</p>	<p>Guess the Story - Ask children to share and discuss the questions asked in the PowerPoint with their partner, then feedback their thoughts to the class. Ask children to work with their partner to find reasons why the stories in the PowerPoint are connected. Children will feed back to the class. Elicit the notion that all of the stories are about things that we shouldn't eat.</p> <p>Can I Eat It? PowerPoint What Are the Risks? Work through the PowerPoint discussing things in the home that may be dangerous and how they can harm us. Children might come up with other household products that are dangerous, which you could discuss as a class. Don't Eat It: Teach children about things that are not safe to eat and the reasons why, via the PowerPoint.</p> <p>Give children the Don't Eat It Activity Sheet. Children will colour things that are safe to eat in green, and things that are unsafe to eat in red. After this, children should complete the sentence about something that is not safe to eat. Use the PowerPoint to discuss whether each item is safe or not safe and consider the reasons why. Take time to clarify any misconceptions.</p> <p>Don't Eat It Activity Sheet Help! Teach children what to do if they eat something that might not be safe via the PowerPoint. In groups, children will create a role play using the Role-Play Activity Cards. Children should show what has been eaten and then how to get help effectively. Praise children on following the key steps. Remind children that telling someone straight away is vital to get the help that is needed. Role Play Cards.</p>	
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Thursday			
1	<p>WALT Phonics</p> <p>WALT: I can write a comic strip- Hot Write</p>	<p>Morning Warm Up Activity: Wolves: Phonics Game, Lions: Handwriting, Bears: Oxford Reading, Foxes: Times-table: Rock Stars DM- Reading 1:1</p> <p>Phonics Session: Level 3: Week 7 Lesson 4. Book Time powerpoint</p> <p>Activity: Hot Write a comic strip. Warm up : To look at each other's comics so far. Peer assess, what makes it good, what could their friend improve on when they write the next section. comic template Comic template 2</p> <p>Snack- Boost Book – Sequence- Sequencing Suki</p>	
2	<p>WALT: To know and explore number bonds to 10 & 20.</p>	<p>Intro – Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less. Ten Town formation reminder Triangles: Hit the Button (number bonds to 10) In pairs on chromebooks – children to record their scores. https://www.topmarks.co.uk/maths-games/hit-the-button Squares: Using a bead string or tens frame, children make number bonds to 10 and write the corresponding number sentences into</p>	

		<p>books. Ask children if they spot any patterns. Do they notice when the number bonds begin to repeat? (DM)</p>  <p>Circles: Using a bead string or tens frame, children make number bonds to 10 and 20 and write the corresponding number sentences into books. Ask children if they spot any patterns. Do they notice when the number bonds begin to repeat? (CE)</p>  <p>Diamonds: Hit the Button (addition within 20) In pairs on chromebooks/iPADS – children to record their scores. https://www.topmarks.co.uk/maths-games/hit-the-button</p>	
3	<p>WALT: understand I need to exercise to keep healthy. I know easy ways I can exercise. I know why I need to get enough sleep. I know easy things I can do to help myself sleep well.</p>	<p>Exercise and Sleep: Share the questions and ask the children to discuss them in their groups. Ask the children to feed back their thoughts then respond to the true or false statements about exercise and sleep.</p> <p>Exploring Exercise: Using the Lesson Presentation, ask children to feel their resting heartbeat for one minute. Next, get them moving – jumping or dancing on the spot – for two minutes. Discuss with the class how the body reacts when we exercise. Next, encourage children to suggest answers to the question, ‘What is my heart doing to help my brain?’ and discuss the answers. Discuss what happens when we don’t get enough exercise. What might this do to our bodies and our minds? Go on to highlight potential barriers to exercising and discuss fun, free things we can do to exercise.</p> <p>Sound Asleep: Explain that as well as getting enough exercise, it is important to also get enough rest. Ask the children to consider how much sleep they need and go on to discuss what happens when we don’t get enough sleep. Think about how it affects our mood and our ability to concentrate. Using the Lesson Presentation, look at potential barriers to getting a good night’s sleep and share ways to get a ‘super sleep’.</p> <p>Take a Break! Explain to the children that sometimes when we have been doing an activity for a while, it’s important to take a break. Ask children to work in groups to discuss why the children in the Lesson Presentation might benefit from a break and what they could do instead, encouraging them to think about ways in which the mind and body can benefit from a break.</p> <p>Exercise and Sleep PP Our Exercise Activity Our Sleep and Exercise poster activity</p>	



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Friday		
1	<p>WALT: I can write a comic strip- Hot Write</p>	<p>Morning Warm Up Activity: Weekly round up on WB: Test on all covered throughout the week. DM- Reading 1:1</p> <p>Phonics Session: Level 3: Week 7, Lesson 5 – Book Time powerpoint mini reading book (Whole class reading) Mini writing book (Extra for those who have finished Hot Write)</p> <p>Activity: Hot Write a comic strip. comic template Comic template 2</p> <p>Snack- Boost Book – Summarise thoughts (likes, dislikes, puzzles, questions).</p>
2	<p>WALT: Identify, represent and estimate numbers using different representations, including the number line.</p>	<p>Activity: Intro- Warm up- Counting forward and backwards to 100. Counting in 2, 5, 10.</p> <p>Triangles (DM) - A range of varied fluency and reasoning and problem-solving questions for children to further extend and practise the main skill of using bonds to 10.</p> <p>Squares – Number bond challenge games to 10/20 on ipads/chromebooks.</p> <p>Circles- Hit the Button (addition within 20) In pairs on chromebooks/iPADS – children to record their scores. https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Diamonds - Discussion Problems Step 1: Fact Families Children can work in pairs or small groups to discuss with each other about how best to tackle the problem, as there is often more than one answer or more than one way to work through the problem. Fact Families to 20</p>
3	<p>WALT: To participate in team games, developing simple tactics for attacking and defending.</p>	<p>Activity: Warm Up: 3/6/9 pick children to lead warm up, can they come up with different commands for 3/6/9?</p> <p>Main session: Smaller Teams/Bigger Teams – 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? How is it different to other games we have played?</p> <p>Capture the flag. 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</p>



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		<p>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.</p> <p>When someone manages to capture the other team's flag and return it to their own base (next to their flag), their team wins.</p> <p>Challenge – Can children organise their teams so they guard the jail or the flag?</p> <p>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	WALT: Jigsaw learning Charter	<p>Jigsaw session: 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> <p>Making a Learning Charter display in their classroom Possibly designing their own reward system e.g. stickers, target charts etc.</p>	

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

Make number bonds to 10.

Literacy/ Writing

Phase 3 pictures to captions match –
Twinkl Go! PH3189

Tuff spot- Sound button word cards –
 Turn over and read out, keep card if read out correctly. [Phase 3 word cards](#)

Let's Explore



What might the villain say, what might the victims say?



<p>Challenge: Two number frames to show number bonds to 20.</p>	<p>Literacy area- Phase 3 Phoneme Reading Game</p>	
<p><u>Creative</u></p> <p>Create their Play with veg stick characters, film on iPADS.</p>	<p><u>Construction</u></p> <p>Build a Supermarket or another setting for their Super Veg story! challenge</p>	<p><u>Water/ Sand</u></p> <p>In sand bury pebbles in the sand. Children find the shells and make different number bonds to 10. Can they write the corresponding number sentences in the sand?</p>