




TY'N Y WERN

		<p>Squares: DM To have a list of numbers, to circle the larger/greater number. To then introduce measure if possible and the sign < or .</p> <p>Circles: Finding equals</p> <p>Diamonds – LH Count forward and backwards. Use bead bar to place numbers on bar. Which is bigger? What number comes next? Using 100 number squares for help complete Missing number</p>	
3	<p>WALT: I can choreograph and group dance that includes moving into a formation.</p>	<p>Warm Up: Children to stand in a circle, one child in the middle. Child in middle describes how children will move. Children to then switch places before middle person can get into a place. Children to sit and hug chest and then to open arms wide. (To help appreciate different open and close movements)</p> <p>Shapes in space: Children to form a circle. When the music stops children to go to a space. When music starts children to form a circle again. To lie on their stomachs and create a Mexican wave from lying to kneeling to sitting.</p> <p>Dance: Children to work in groups to perform a dance that includes a circular formation. Children to use circular motions with their limbs and choreograph a performance. To introduce height changes.</p> <p>Perform and review performances.</p>	HCL5

Tuesday			
1	<p>WALT: To learn my phonics sounds.</p> <p>WALT: To improve sentences for caption writing using description.</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 5, lesson 2 – ‘ow’ digraph (short) Book Time ow powerpoint</p> <p>Children to use Doodle books to write down ‘ow’ (short) - to focus on formation and to write list of ‘ow’ (short) words.</p> <p>Activity Supertato Check it out! On IWB, show a poor example of the comic retold. Ask: <i>is this a good or bad retelling of Supertato? Why?</i> Children to explain their thoughts and explain their reasons. Encourage children to explain why they think it is a bad example, e.g. Sentence toolkit, the sentences are too short and it is boring because there are very few adjectives, no time connectives, speech bubbles. Etc. Children to work in big groups to order pictures, to cut and add speech bubbles and captions. (Cold Write showed that children did not include speech bubbles or captions in their first comic). Supertato- bad version to edit Children to order, to edit and add captions, speech bubbles, onomatopoeias.</p> <p>Snack- Boost Book – Vocab- Vocabulary Victor</p>	EIC.2
2	<p>WALT: To use the signs < and> and to</p>	<p>Activity: Warm up- Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less etc.</p>	



	compare numbers.	<p>Triangles: LH greater than, less than, equal to signs. Using questions based on measure, time and money.</p>  <p>Squares:</p> <p>Circles: DM Greater than, less than signs</p> <p>Diamonds- practise number formation and ordering numbers with chalks outside.</p>	
3	WALT: I know different feelings	<p>Assess knowledge of feelings. Activity- Sut wyt t' in teimlo? To explore different feelings and create a bank of feelings vocab. To say a feeling and to have the children take turns to act it out. Trist - hapus, cyffrous, nerfus, crac</p>	


Wednesday			
1	<p>WALT: To learn my phonics sounds.</p> <p>WALT: To create a checklist and edit work.</p>	<p>Morning Warm Up Activity: Wolves: Times-table; Rock Stars Lions: Phonics Game Bears: Handwriting, Foxes: Oxford Reading DM- Reading 1:1</p> <p>Phonics Session: Week 6, lesson 3 – ‘oi’ digraph</p> <p>Book Time 'oi' powerpoint</p> <p>Children to use Doodle books to write down ‘oi’ - to focus on formation and to write list of ‘oi’ words and put into sentences.</p> <p>Activity: Supertato Creating a checklist! Show yesterday’s version of story. Ask children to suggest how the story could be improved. As a class, 'up-level' the story by adding additional features, e.g. expanded noun phrases, conjunctions, exciting verbs. Edit story using different pink and green and add this to ‘checklist’ which children will refer to during independent writing task. Keep checklist on IWB throughout hot task for children to refer to and magpie ideas from if necessary. Put on Literacy board and SeeSaw.</p>	
2	WALT: To look at more or less and equal to.	<p>Intro – Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less.</p> <p>Warm Up- Draw different scales, can children place numbers on that scale.</p> <p>Triangles- Adding and subtracting- test each other.</p>	



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		<p>Squares- Independent < or ></p> <p>Circles - LH Assessing adding and subtracting.</p> <p>Diamonds- DM- Find the same. To start with practical items and then to look at Finding equals</p>	
3	<p>WALT: I know how to keep my body clean.</p> <p>WALT: I can wash my hands thoroughly. I can explain why we need to keep clean.</p>	<p>Why Wash? Ask children to share and discuss the in their pairs then work with their partner to think of reasons why we wash. Children feed back their suggestions and compare their ideas with those in the PowerPoint.</p> <p>Personal Hygiene</p> <p>Discuss germs with children; how they spread, how they can make us ill and what we can do to protect ourselves and others from germs. Explore how often we need to clean the different parts of our bodies. Then complete the Clean Me Activity Sheet to show their understanding of good hygiene routines.</p> <p>Clean Me Activity sheet</p> <p>Using the Tiger Teeth Activity Sheet, ask children to work in groups to record why tigers need strong teeth. Once complete, ask the children to tick the examples that also apply to why humans need strong teeth. Answer the true or false statements in the PowerPoint then act out good tooth brushing with the class.</p> <p>Tiger Teeth Activity Sheet</p>	

Thursday			
1	<p>WALT Phonics</p> <p>WALT: I can design my own Super Veggie!</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 6 Lesson 4. 'ear' trigraph Book Time Ear powerpoint Children to use Doodle books to write down 'ear' - to focus on formation and to write list of 'ear' words and put into sentences. Ear activity</p> <p>Activity: Supertato – Design their own Super Veggie for their comics. I.e.Superbroc (Broccoli) Talk through a few examples on the board. Choose 3 vegetables and discuss how you would draw them. What you would add to drawing to show that they are a superhero (mask, cape, gloves, smile). What super power would they have? Children to draw a large version of their SuperVeggie to use in their comic next week. To name their veggie. To make sure they</p>	

		<p>are using the correct colours and to remind children how to colour properly (Cold Write showed that children need to work on accuracy of drawing and neater colouring).</p> <p>Snack- Boost Book – Sequence- Sequencing Suki</p>	
2	<p>WALT: Introducing adding and subtracting. Number Bonds.</p>	<p>Intro – Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less. Ten Town formation reminder</p> <p>Warm up- Vocab- Introduce adding and subtracting Show children the sign + = and -. Get children to vote with their feet. Say new vocab, chn move to the correct sign (vocab-adding, more, plus, altogether, minus, subtracting, take away) Show children that adding is more and goes up the number line. Subtracting goes down the number line.</p> <p>Triangles- DM To have number lines/ 100 number squares to support/ 20 bead string. Children to work on number bonds to 10 as a warm up. DM to write a number on her WB. Children to find the missing number to add to make 10. (DM to model how to write sum $2 + 8 = 10$). DM to assess if they are secure in number bonds to 10 and then to progress to 20.</p> <p>Squares- Outdoors- Weighted numicons and scales. Can children put 10 or 20 on one end. Then the other end think of all the ways they can make 10/ 20. Write these down on their WBs and upload to SeeSaw.</p>  <p>Circles- ipads Number bonds to 10. Put the correct pipe at the top and spin the cog to free the whale.</p> <p>Diamonds – CE- To have a variety of practical items (deines, bead bar, numicon). Have two piles in hoops (e.g. one hoop with 11 numicon in and the other with 26 written in) to ask children which is bigger? To vote with their feet. How do they know? To write the numbers in their books and circle the biggest number. Can they start adding the signs $<>$ or =</p>	
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</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. Can I Eat It? PowerPoint</p> <p>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.</p>	



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	<p>things that are not safe to eat or drink.</p> <p>WALT: I know some household products can cause us harm.</p>	<p>Don't Eat It: Teach children about things that are not safe to eat and the reasons why, via the PowerPoint. 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. Don't Eat It Activity Sheet</p> <p>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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Friday			
1	<p>WALT: To invent a new evil character.</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 6, Lesson 5 – ‘ur, ow, oi, ear’ Children to use Doodle books to write down ‘ur, ow, oi, ear’ - to focus on formation and to write list of ‘ur, ow, oi, ear’ words and put into sentences.</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?</p> <p>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 picture of Evil Pea and discuss how his facial expression is different to Supertato's. 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.</p> <p>Snack- Boost Book – Summarise thoughts (likes, dislikes, puzzles, questions).</p>	
2	<p>WALT: To look at number bonds to 10 and 20.</p>	<p>Activity: Intro- Warm up- Counting forward and backwards to 100. Counting in 2, 5, 10. Number bond song</p> <p>Triangles - Outside – To use weighted numicons to explore bonds to 20. To write down the answers that they find.</p>	




		<p>Squares –CE To assess number bond knowledge to 10 and 20.</p> <p>Circles- DM missing number bond to complete with help of using practical items. To extend by encouraging children to write out the bonds as an additional sum.</p> <p>Diamonds- To have ten multiblocks to help. To work in pairs to complete Whole part model with number bond to 10.</p>	
3	<p>WALT: To participate in team games, developing simple tactics for attacking and defending.</p>	<p>Activity: Warm Up: Quick warm up of 369. 3 – jump 6 – hop 9 – freeze.</p> <p>Key questions: What is happening to our hearts? Why? How is different to other games we have played?</p> <p>Main session: Capture the flag. Split the children into 2 groups use bibs. 2 flags or beanbags. Divide the area in two.</p> <p>How to play: Split the children into two teams and allocate each team with one half of the area.</p> <p>Each team chooses a base position, where they keep their "flag", and a jail position, where they will keep their prisoners.</p> <p>Encourage the teams to think tactically and work together. The teams must tell the other teams about their areas.</p> <p>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.</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	<p>WALT:</p>	<p>Jigsaw session: Award- For Trying to Make Our Community a better place. Calm Time, Games, Discussion.</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

<u>Numeracy</u>	<u>Literacy/ Writing</u>	<u>Let's Explore</u>
<p>Timer with tweezers and two types of items to collect (smaller worth 10 points/ larger worth 1 point) Write class scores down to compare as a class. End of the week- show on a number line the scores.</p>	<p>Ur activity</p> <p>Tuff spot- oi coins Children to flip, say sound and write a word with sound in it.</p> <p>oi game</p> <p>Literacy area- spelling activity</p>	 <p>with speech bubbles attached.</p>
<p><u>Creative</u></p> <p>Create their own evil villain.</p>	<p><u>Construction</u></p> <p>Build a Evil Pea trap! challenge</p>	<p><u>Water/ Sand</u></p> <p>In sand (Conkers with High Frequency words written on them). Children to search in sand and say the word to get a point.</p>