



TY'N Y WERN

**Week Commencing 26th September**


Good morning Dosbarth Draig Coch!

A quick reminder that PE kits are to be brought into school for Monday and Friday, children are able to leave PE kits in school ready for their PE sessions.

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><b>WALT: To learn my phonics sounds.</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  <b>Phonics Session: Week 5, lesson 1 – ‘oo’ digraph.</b> <a href="#">Moonlight Wish - 'oo' long Powerpoint</a></p> <p>Children to use Doodle books to write down ‘oo’ - to focus on formation and to write list of ‘oo’ words.          Spelling list ‘oo’  <a href="#">Mission to the Moon game</a>          SPELLING TEST  <b>Activity: Speech and thought bubbles.</b></p> <p>Introduce story with front cover. Discuss features such as author, illustrator, predictions made through images etc.</p> <p>Read ‘Supertato.’</p> <p>First reading - Teacher          Second reading – Encourage children to join in.          Together, <b>create actions for the story.</b> Practise using MTYT, games, girls against boys, table against table competitions. Those watching are the judges. What went well, what have the missed out!  <i>Enhanced Prov – Make Supertato stick puppets?</i></p> <p><b>Snack- Boost Book – Prediction Pip</b></p>	<p><b>ACL.1</b></p>
2	<p><b>WALT: To look at place value: Can I place tens and ones on a number line?</b></p>	<p><b>Activity: Warm up- Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less etc.</b> <a href="#">Ten Town formation reminder</a></p> <p><b>Triangles (DM)</b> - Children to arrange numbers (multiples of 10) on a blank number line – starting number can be varied. <a href="#">Make a number line</a></p> <p>Make a number line.</p>  <p><b>Squares</b> - Write multiples of 10 from 0 to 100 on whiteboards. Ask children to arrange themselves in a number line. Swap the whiteboards so that</p>	<p><b>ECC.3</b></p>



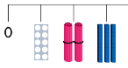
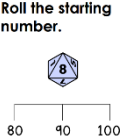
TY'N Y WERN

		<p>children must correctly rearrange themselves. Numbers can be removed and the missing numbers identified.</p> <p><b>Circles</b> - Complete each number line by counting in 10s. Choose the start and end points from the number cards. Each number card can only be used once. <a href="#">Tens on a number line</a></p> <p><b>Diamonds (LH)</b> - Children to roll an 8 sided dice, 1 = 10, 2 = 20... from this number children continue to write the numbers in 10s up to 100. How many different number lines can they create? <a href="#">Roll the ten</a></p> <p><b>Challenge</b> - can they multiply this number by 10 to generate their starting number?</p> <div data-bbox="1161 506 1283 651"> <p>Roll the starting number.</p> </div>	
3	<p><b>WALT: I can choreograph and group dance that includes moving into a formation.</b></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.</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.</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.</p> <p>Perform and review performances.</p>	HCL5

Tuesday			
1	<p><b>WALT: To learn my phonics sounds.</b></p> <p><b>WALT: To complete a Cold Write of a comic Strip.</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 5, lesson 2 – ‘oo’ digraph (short)</b>  <a href="#">Book Time 'oo' short Powerpoint</a>            Children to use Doodle books to write down ‘oo’ (short) - to focus on formation and to write list of ‘oo’ (short) words.            Spelling list ‘oo’ (short) <a href="#">Look for the right Book activity</a></p> <p><b>Activity</b></p> <p>Show picture of a person on the WB (eg Pictures of scenes to act and add speech bubbles . Get the children to freeze frame and act out scene. Hot seat the children. What might they be saying to each other?</p> <p>Different scenes. Chn to work in groups to come up with thought and speech bubbles. To act out to the group. Scenario PP.</p> <p>Children then draw Supertato. Create a thought and speech bubble for him.</p> <p><b>Snack- Boost Book – Vocab- Vocabulary Victor</b></p>	EIC.2

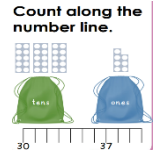


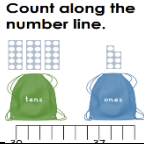
TY'N Y WERN

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 etc. <a href="#">Ten Town formation reminder</a></b>  <a href="#">Partitioning</a> with sums.</p> <p><b>Activity: Warm up- Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less etc. <a href="#">Ten Town formation reminder</a></b></p> <p><b>Circles (DM)</b> - Children to arrange numbers (multiples of 10) on a blank number line – starting number can be varied. <a href="#">Make a number line</a></p> <p>to 100</p>  <p><b>Diamonds</b> - Write multiples of 10 from 0 on whiteboards. Ask children to arrange themselves in a number line. Swap the whiteboards so that children must correctly rearrange themselves. Numbers can be removed and the missing numbers identified.</p> <p><b>Triangles</b> - Complete each number line by counting in 10s. Choose the start and end points from the number cards. Each number card can only be used once. <a href="#">Tens on a number line</a></p> <p><b>Squares (LH)</b> - Children to roll an 8 sided dice, 1 = 10, 2 = 20... from this number children continue to write the numbers in 10s up to 100. How many different number lines can they create? <a href="#">Roll the ten</a></p> <p><b>Challenge - can they multiply this number by 10 to generate their starting number</b></p> 	
3	<p><b>WALT: I know different feelings</b></p>	<p>Activity- Sut wyt t'yn 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><b>WALT: To learn my phonics sounds.</b></p> <p><b>WALT: To complete a Cold Write on a comic strip.</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 5, lesson 3 – ‘ar’ digraph</b>  <a href="#">The North Star 'ar' Powerpoint</a></p> <p>Children to use Doodle books to write down ‘ar’ - to focus on formation and to write list of ‘ar’ words and put into sentences.  <a href="#">Campfire caption matching activity</a></p> <p><b>Activity: Supertato</b> - Recap story with front cover. Discuss features such as author, illustrator, predictions made through images etc.</p> <p>Read story using actions from previous session.          Create a class story map together. Children to create own alongside teacher. <b>Read and perform.</b></p>	
---	--	---	--

<p>2</p>	<p><b>WALT: To look at place value: Can I understand what tens and ones represent?</b></p>	<p><b>Activity:</b>  <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>          Assessment on number formation (in books). Revise Ten Town afterwards.          Recap on Monday and Tuesdays tens on a number line –can children place tens on the number line. <a href="#">Blank number line PowerPoint</a></p> <p><b>Triangles (DM)</b> - Provide blank number lines with 10 intervals. Children will roll a dice to generate a 2-digit number. This number will become the starting point of their number line. Children must then complete the next ten numbers on the number line. <a href="#">Blank number line</a></p> <p><b>Squares</b> – Independently complete numbers on a number line sheet – Tens and ones. <a href="#">Tens and ones on a number line activity</a></p> <p><b>Circles</b> – Provide a large number line with a starting number. On sticky notes, ask children to label the rest of the number line, counting forwards in ones. As a group (3’s), can they continue the number line?</p> <p><b>Diamonds (CE)</b> – Show children a blank number line and feely bags containing tens and ones. Children will pick out tens. This will become their starting number. They then pick out ones and count forward this many spaces to show its position on the number line. <a href="#">Count along the number line</a></p> 	
<p>3</p>	<p><b>WALT: I know how to keep my body clean.</b></p> <p><b>WALT: I can wash my hands thoroughly. I can explain why we need to keep clean.</b></p>	<p><b>Why Wash?</b> 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.  <a href="#">Personal Hygiene</a></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.  <a href="#">Clean Me Activity sheet</a></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.  <a href="#">Tiger Teeth Activity Sheet</a></p>	

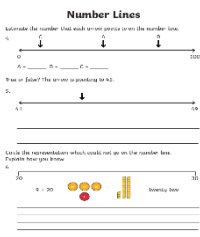
Thursday		
1	<p><b>WALT Phonics</b></p> <p><b>WALT: I know how to use thought and speech bubbles.</b></p>	<p><b>Morning Warm Up Activity:</b> Wolves: Phonics Game, Lions: Handwriting, Bears: Oxford Reading, Foxes: Times-table: Rock Stars DM- Reading 1:1</p> <p><b>Phonics Session: Level 3: Week 5 Lesson 4. 'or' digraph</b> Children to use Doodle books to write down 'or' - to focus on formation and to write list of 'or' words and put into sentences.</p> <p><b>Activity: Supertato</b> - Use storymap to share story together. Play charades (a child picks a part to act out and the rest of class have to guess which part- no talking just actions!)</p> <p>Show children written version of the story. Highlight the words 'first' 'next' and 'after that.' Our sequencers help us remember the story order! Model using these sequencers to write simple sentences about the carrot, broccoli and cucumber.</p> <p><b>Snack- Boost Book – Sequence- Sequencing Suki</b></p>
2	<p><b>WALT: I know that numbers can be represented in different ways.</b></p>	<p><b>Intro – Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less.</b> <a href="#">Ten Town formation reminder</a> Assessment on number formation (in books). Revise Ten Town afterwards. Recap on Monday and Tuesdays tens on a number line –can children place tens on the number line. <a href="#">Blank number line PowerPoint</a></p> <p><b>Circles (DM)</b> - Provide blank number lines with 10 intervals. Children will roll a dice to generate a 2-digit number. This number will become the starting point of their number line. Children must then complete the next ten numbers on the number line. <a href="#">Blank number line</a></p> <p><b>Diamonds</b> – Independently complete numbers on a number line sheet – Tens and ones. <a href="#">Tens and ones on a number line activity</a></p> <p><b>Triangles</b> – Provide a large number line with a starting number. On sticky notes, ask children to label the rest of the number line, counting forwards in ones. As a group, can they continue the number line?</p> <p><b>Squares (CE)</b> – Show children a blank number line and feely bags containing tens and ones. Children will pick out tens. This will become their starting number. They then pick out ones and count forward this many spaces to show its position on the number line. <a href="#">Count along the number line</a></p> <div style="text-align: center;"> <p>Count along the number line.</p>  </div>
3	<p><b>WALT: I know what is safe to eat or drink.</b></p>	<p><b>Guess the Story</b> - 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.</p>



TY'N Y WERN

	<p><b>WALT: I can spot some everyday risks and dangers.</b></p> <p><b>WALT: I know some things that are not safe to eat or drink.</b></p> <p><b>WALT: I know some household products can cause us harm.</b></p>	<p>Children will feed back to the class. Elicit the notion that all of the stories are about things that we shouldn't eat.  <a href="#">Can I Eat It? PowerPoint</a></p> <p><b>What Are the Risks?</b> 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> <p><b>Don't Eat It:</b> 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. <a href="#">Don't Eat It Activity Sheet</a></p> <p><b>Help!</b> 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.  <a href="#">Role Play Cards</a></p>	
--	---	--	--

Friday			
1		<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 5, Lesson 5 – ‘oo, oo (short), ar, or’ digraphs.</b></p> <p>Children to use Doodle books to write down ‘oo, oo (short), ar, or’ - to focus on formation and to write list of ‘oo, oo (short), ar, or’ words and put into sentences.</p> <p><b>Activity: Supertato</b> - Recap story with front cover. Discuss features such as author, illustrator, predictions made through images etc.</p> <p>Show children a picture of Supertato on IWB. Ask children to suggest what sort of character he is from what we have read about him, e.g. brave, strong, heroic, powerful, caring, etc. Provide children with sentence prompts to support their answers, e.g. Supertato is ... Encourage children to provide reasons for their answers by making links to the story.</p>	

		<p>Model and have children write their ideas in books. Could HA's extend their sentences? Supertato is ... because ...</p> <p><b>Snack- Boost Book – Summarise thoughts (likes, dislikes, puzzles, questions)</b></p>	
2	<p><b>WALT: Identify, represent and estimate numbers using different representations, including the number line.</b></p>	<p><b>Activity: Intro- Warm up- Counting forward and backwards to 100. Counting in 2, 5, 10.</b></p> <p><b>All</b> - What Number...? Work through the PowerPoint to model identifying the number shown by an arrow on a range of number lines, beginning from number lines with bars marked in ones and progressing through to unmarked number lines. Some numbers will be shown through different representations. Some number lines will show a number and children will have to identify the two multiples of 10 it is in between. <a href="#">Identifying tens and ones on a number line Powerpoint</a></p> <p><b>Triangles (DM)</b> - identify three points on a range of marked and unmarked number lines that start and end on multiples of ten.</p> <p><b>Squares</b> - read from and write values on number lines and scales with different intervals.</p> <p><b>Circles</b> - reason whether a value has been correctly represented on a number line or scale.</p> <p><b>Diamonds</b> - use their estimation skills and understanding of number lines to solve a problem. <a href="#">Activity sheet - All groups</a></p> 	
3	<p><b>WALT: To participate in team games, developing simple tactics for attacking and defending.</b></p>	<p><b>Activity: Warm Up:</b></p> <p>Hoops (3 mins to discuss tactics and 3 minutes to play the game)  Each team of 5 has 3 hoops place them one after the other (slightly spaced out). The aim is to throw bean bags in the hoops which are worth different points. Each team gets a set of bean bags – they must discuss how best to use them? Do they all go for the end hoop which is worth more points but harder to reach? Do they play it safe to earn more points? Hoop 1 (nearest): 2 points per bean bag Hoop 2: 3 points Hoop 3: 5 points as the end children to add up total points – winning team to explain their tactics.</p> <p><b>Key questions: What is happening to our hearts? Why? How is different to other games we have played?</b></p> <p><b>Main session:</b></p> <p>Break out. Set up: Large square of cones the larger the square the more children can play the game at once. A small square of cones at the centre. Split the class in two. Children at the centre need to break out of the centre and make it past the outer square without being tagged. Their challenge is to get as many bean bags back into the original centre square as they can. Encourage children to play this as a team not as individuals. Children in the big square can tag others and they have to out any bean bags they are holding back and go back to the inner square. End of activity – what tactics worked best to not get caught? How could we improve? Who was team</p>	



TY'N Y WERN

		player of the session and why? Children / Teacher to pick one from each group.	
4	<p><b>WALT:</b>  <b>Understand the rights and responsibilities as a member of my class and school.</b></p> <p><b>Know how to help myself and others feel like we belong.</b></p>	<p><b>Jigsaw session:</b>          What does responsibility mean?          How responsible are you?          Why is it important to be responsible?          How can you be a responsible member of our class?</p> <p>Working in groups hand out a set of 'Responsibility Cards' to each group. Ask each group to look at the pictures and decide what responsibilities they show. Take feedback and discuss so the children understand each picture.</p> <p>Each group then needs to rank the cards in order from the most to the least important. The teacher could use a camera to take a picture of each group's work if desired to be put onto Seesaw.</p> <p>Each group feeds back their top choice and explains why they think it was the most important. Encourage the children to ask questions of each other if their choices were different (this encourages empathy and compromise).</p> <p>Reinforce that these are important rights and responsibilities to help us learn and be safe, and their ideas are very helpful in making the class/school a happy place to learn.</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>
Coin rubbing 10s and 1p. To pick a number and to create with coins.	Twinkl Phonics activities. <a href="#">igh shields</a> <a href="#">decorate shield</a> <a href="#">oa map</a> <a href="#">snail trail</a>	



<u>Creative</u> Create a their own superhero.	<u>Construction</u>	<u>Water/ Sand</u> In sand (Conquers with High Frequency words written on them). Children to search in sand and say the word to get a point.