



TY'N Y WERN

Week Commencing 19th September

Good morning Dosbarth Draig Coch!

We will not be in this Monday because of the Queen's Funeral but look forward to seeing you Tuesday.

This week we will be having Martial Arts Workshops.

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>Morning Warm Up Activity: Weekly round up on WB: Test on all covered throughout the week. DM- Reading 1:1</p> <p>Phonics Session:</p> <p>BANK HOLIDAY</p> <p>Snack- Boost Book – Prediction Pip</p>	ACL.1
2	WALT:	BANK HOLIDAY	ECC.3
3	WALT:	BANK HOLIDAY	HCL.5

Tuesday

1	<p>WALT: To complete a Cold Write of a comic Strip.</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 4, lesson 1 - ai Children to use Doodle books to write down 'ai' - to focus on formation and to write list of 'ai' words. Spelling list 'ai' Activity Remind children of the story of the Three Little Pigs. Cold Write – Children to complete a Cold Write of a comic strip. cold write template comic strip template</p> <p>Snack- Boost Book – Vocab- Vocabulary Victor</p>	EIC.2
2	WALT:	<p>Activity: Warm up- Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less etc. Ten Town formation reminder Partitioning with sums.</p>	



TY'N Y WERN

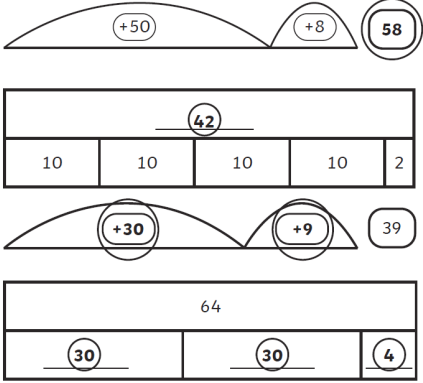
		<p>Triangles- DM- To show children partitioning model and then how to write it as a sum. I.e. $10 + 3 = 13$. To extend to show children numbers to include hundreds, tens and ones.</p> <p>Squares- Independently complete partitioning with sums</p> <p>Circles- TO practise number formation (chalks outdoors).</p> <p>Diamonds- LH- Partition tens and ones using large example then to complete in their books. Extension to draw partitioning model themselves and to add sum.</p>	
3	<p>WALT: I know different feelings</p>	<p>*MARTIAL ARTS WORKSHOP 13.20*</p> <p>Activity- Sut wyt t'in teimlo?</p> <p>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.</p> <p>Trist- , hapus, cyffrous, nerfus, crac</p>	

Wednesday			
1	<p>WALT: To learn my phonics sounds.</p> <p>WALT: To complete a Cold Write on a comic strip.</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 4, lesson 2- ee</p> <p>Children to use Doodle books to write down 'ee' - to focus on formation and to write list of 'ee' words and put into sentences. To continue with the Cold Write.</p>	
2	<p>WALT: To look at place value: Can I understand what tens and ones represent?</p>	<p>Activity: Intro – Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less. Ten Town formation reminder Assessment on number formation (in books). Revise Ten Town afterwards. Recap on Tuesdays partitioning and sums. 6 tens and 3ones is the same as 3 ones and 6 tens, $60 + 3 = 63$ and $3 + 60 = 63$ Partitioning in different ways</p> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> <p>Chn to split into groups and to practise methods with partners- using chalks on playground. (Record on SeeSaw)</p>	




TY'N Y WERN

3	<p>WALT: I can create a healthy food plate.</p> <p>WALT: I can design a healthy menu</p>	<p>Warm up- To recap on the food groups : Food group or Food group song</p> <p>To work as a whole class to sort healthy food on the powerpoint. Healthy eating sorting powerpoint.</p> <p>Children to complete their own food plate. healthy plate sorting activity</p> <p>Foxes to cut and stick food on sheets. Bears to work as a group and to complete with support from DM. Lions and Wolves to draw and label their own food plates.</p>	
---	--	--	--

Thursday			
1	<p>WALT Phonics</p> <p>WALT: I know how to use thought and speech bubbles.</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 4 Lesson 3. igh Children to use Doodle books to write down 'igh' - to focus on formation and to write list of 'igh' words and put into sentences.</p> <p>Activity: Speech and thought bubbles. 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? Different scenes. Chn to work in groups to come up with thought and speech bubbles. To act out to the group. Scenario PP. Snack- Boost Book – Sequence- Sequencing Suki</p>	
2	<p>WALT: I know that numbers can be represented in different ways.</p>	<p>Activity: Intro – Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less</p> <p>Recap on</p>  <p>Finding equals powerpoint</p> <p>Triangle- CE Recap on methods above. Introduce hundreds. Squares- matching dominoes Circles- DM Finding equals Diamond- DM Finding equals</p>	



TY'N Y WERN

3	<p>WALT: To create an eatwell plate. WALT: To write their own healthy menu.</p>	<p>Activity 1: To continue creating their eat well plates. Activity 2: To show children a picture of a menu and discuss the layout.</p>  <p>Children to complete their own menu Editable menu template</p>	
---	---	---	--

Friday			
1		<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 4, Lesson 4. Children to use Doodle books to write down 'oa' - to focus on formation and to write list of 'oa' words and put into sentences. Activity: Draw Supertato. Create a thought and speech bubble for him. Snack- Boost Book – Summarise thoughts (likes, dislikes, puzzles, questions)</p>	
2	<p>WALT:</p>	<p>Activity: Intro- Warm up- Counting forward and backwards to 100. Counting in 2, 5, 10.</p> <p>Greater than/ less than</p> <p>To create human number sentences (three children to have WBs. To write two numbers on two WBs. Children to help write < or > on the middle board.</p> <p>Triangles- DM- More or less to trim and put into books. Squares- CE- To have two piles of number cards. To turn over each one and decide if it is < or > to write them down in their books. Circles- To work in groups of 4 and to create number sentences with < > take photos and upload to SeeSaw.</p> <p>Diamonds- Number sequencing. Missing number sheet</p>	
3	<p>WALT: To participate in team games, developing simple tactics for attacking and defending.</p>	<p>Activity: Warm Up: Rabbit or Rat. Children to line up across the width of the hall in pairs. T- Name the children rabbit/ rat. If you shout: Rabbits – Rabbits run to the wall closest to them. Rats need to chase them and catch them before they get there. If they do they get a point. Vice versa. Extension for those who are very quick – Vary their starting point i.e. knees ect or vary how they have to be when they get to the wall. i.e. spin/ jump before they get there. Talk about using bursts of speed to get away from opponents. Key questions: What is happening to our hearts? Why?</p>	



		<p>Main session: Bench ball - Two teams, two benches (set out using one at each end of a badminton court), a ball. Each team nominates one player to stand on the bench in their half of the court (the goalkeeper). The rest of the players arrange themselves anywhere in their half (apart from the bench). The game starts when the teacher throws the ball into the Centre of the court, and any player can try to gain possession. You can start with a center pass if you want. The aim of the game is to score goals by passing the ball around your team in order to pass it back to your goalkeeper on the bench. Each team has to make FIVE PASSES before getting the ball to their keeper. There must be no more or no less than FIVE PASSES made in order to score a goal. If the ball is dropped or the opposition gain possession, then the count starts again (by the teacher who shouts out the number of passes made). When a goal is scored the opposition restarts by throwing the ball in from the goal line (behind the bench where the goal was scored). If the ball is knocked out of the court by one team, then the other team gets to throw in from behind the side line.</p> <p>Cool down: Stretching muscles naming the muscles and tendons. hamstrings, biceps, abdominals, calf, Achilles tendon, pectorals.</p> <p>Lie down, close eyes, relax, feel heart rate slow down.</p>	
--	--	---	--

Additional Tasks
<p>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</p>

Enhanced Provision		
<p><u>Numeracy</u></p> <p>Coin rubbing 10s and 1p. To pick a number and to create with coins.</p>	<p><u>Literacy/ Writing</u></p> <p>Twinkl Phonics activities. igh shields decorate shield oa map snail trail</p>	<p><u>Let's Explore</u></p>
<p><u>Creative</u></p> <p>Create a their own superhero.</p>	<p><u>Construction</u></p>	<p><u>Water/ Sand</u></p> <p>In sand (Conquers with High Frequency words written on</p>



		them). Children to search in sand and say the word to get a point.