



TY'N Y WERN

Week Commencing 12^h September

Good morning Dosbarth Draig Coch!

This week we will be looking at the Queen's reign. We will also be looking at what it means to be healthy.

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 1: Can I complete a phonic assessment?</p> <p>WALT 2: Can I write a letter to my teacher?</p> <p>WALT 3: Can I practise my spellings?</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 2, Lesson 3 - qu</p> <p>LH: To work 1:1 with any children left to complete phonics assessments.</p> <p>DM to supervise sessions below. Groups to swap when activity completed.</p> <p>Group 2: Practise spellings 'qu' techniques in Doodle books. (Rainbow spellings and shape spellings). To then write 5 sentences for qu</p> <p>Group 3: To use i-pads to practise logging into Oxford Reading.</p> <p>Group 4: Phonics Snakes and Ladders</p> <p>Ext: Complete any activities from last week.</p> <p>Snack- Boost Book – Prediction Pip</p>	ACL.1
2	<p>WALT: To understand that number can be represented in different ways.</p>	<p>Activity: Intro- Warm up- Counting forward and backwards to 100. Counting in 2, 5, 10. Ten Town formation reminder Tens and ones</p> <p>Group 4: Tens and ones. To work in partners to use frames and counters. Person 1 to shut their eyes. Person 2 fill the frames. Person 1 opens their eyes and fills in how many counters using tens and ones.</p> <p>Group 1, 2 and 3 Different representation task Extra activity: To work in partners, chn to use WB and deines. Partner 1 to write a number. Partner 2 to show this in deines. Swap roles.</p>	ECC.3
3	<p>WALT: To have awareness of partners and body parts</p>	<p>Warm up- To move around and teacher to call a number and a body part (e.g. 4 hands). Children to form groups of 4 touching eachother's hands. To then extend by getting the children to create letters (e.g. T with shoulders touching).</p> <p>Activity 1: Musical statues, but instead of statues children to find a space and perform a scenario- e.g. windmill/ tree blowing in the wind/ feather floating to the ground/ cat stretching/ snake slithering.</p> <p>Activity 2: 4/4 choose four body parts. Move body part for 4 beats.</p> <p>Dance: In groups decide on 4 body parts make up and action for each of these parts.</p>	HCL.5



	Cool down.	
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Tuesday		
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1	<p>WALT 1: Can I complete a phonic assessment?</p> <p>WALT 2: Can I write a letter to my teacher?</p> <p>WALT 3: Can I practise my spellings?</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 3, lesson 4 - Children to read, write and spell level 3 trigraphs. Review and Revisit, Teach, Practise and Apply - children will recap the level 3 ' and practise using them to spell and write CVC words and sentences. Trigraphs</p> <p>Group 2: To work 1:1 with my teacher to complete a phonics assessment. To complete phonics reading game: Flip over words and read, listen to and write phonemes. Reading task</p> <p>Group 3: Complete a Cold Write. Write a Letter to my teacher.</p> <p>Group 4: Practise spelling techniques in Doodle books. (Rainbow spellings and shape spellings)</p> <p>Group 1: Match 'ng, th, ch and sh' words and complete sheet on words. Sort the correct and incorrect words.</p> <p>Ext: Phonics Snakes and Ladders</p> <p>Snack- Boost Book – Vocab- Vocabulary Victor</p>	EIC.2
2	<p>WALT: Can I recognise the place value of each digit in a two-digit number?</p>	<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 pp</p> <p>Group 2: Informal Assessment of Maths skills.</p> <p>Group 3: Partition two-digit numbers. Partition two digit numbers</p> <p>Group 4: To answer questions to support representing two-digit numbers using Base 10, bead strings, cubes, straws and Numicon. Same representations used with a question. Numbers represented on number lines with labelled intervals. Representing numbers - Partitioning</p> <p>Group 1: Roll dice: Children to read the number aloud and other children to write a number on the whiteboard. Opposite partner to show number as part-whole model, tens frames, counters or a bar model.</p>	
3	<p>WALT: I can ask and answer simple questions.</p>	<p>Activity- Show children the Welsh fans. To remind children of phrases they know so far. phrases to recap on</p> <p>To record children asking and replying to key phrases they know. Ext- To write these as speech bubbles. Speech bubble template</p>	

Wednesday		
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1		<p>Morning Warm Up Activity: Wolves: Times-table; Rock Stars Lions: Phonics Game Bears: Handwriting, Foxes: Oxford Reading DM- Reading 1:1</p>	
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	<p>WALT 1: Can I complete a phonic assessment?</p> <p>WALT 2: Can I write a letter to my teacher?</p> <p>WALT 3: Can I practise my spellings?</p>	<p>Phonics Session: Week 3, lesson 3 - Children to read, write and spell level 3 trigraphs. Review and Revisit, Teach, Practise and Apply - children will recap the level 3 trigraphs 'igh', 'air', 'ure' and 'ear' and practise using them to spell and write CVC words and sentences. Trigraphs</p> <p>Group 3: To work 1:1 with my teacher to complete a phonics assessment.</p> <p>Group 4: Complete a Cold Write. Write a Letter to my teacher.</p> <p>Group 1: Practise spelling techniques in Doodle books. (Rainbow spellings and shape spellings)</p> <p>Group 2:</p> <p>Ext: Phonics snakes and ladders.</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</p> <p>Building on children's learning about partitioning two-digit numbers into tens and ones we will recap how we partition two-digit numbers (e.g. into a multiple of ten and ones). Teacher to model different ways you can partition two-digit numbers. This includes: into a multiple of ten and a two-digit number; into a two-digit number and ones; into three numbers and into four numbers. All number sentences are shown alongside a range of representations including base ten, money and bar models. Children will apply their learning by finding different ways to partition given numbers and then partitioning these on a number line or bar model</p> <p>Group 3: Informal Assessment of Math skills.</p> <p>Group 4: Finding different ways to partition given numbers and then partitioning these on a number line or bar model</p> <p>Group 1: Partitioning in different ways with T.</p> <p>Group 2: Questions to support partitioning 2-digit numbers up to 99 using the addition symbol. Numbers are mainly shown using pictorial representations. 2 digit partitioning questions</p> <p>Extension: To work with ten frames and counters/ conquers. To test their partner</p>	
3	<p>WALT: I recognise healthy foods.</p> <p>WALT: I know the benefits of a healthy diet</p>	<p>Children are taught how to recognise healthy food as well as the benefits of a healthy diet. Children will start to recognise that some foods are high in fat, salt and sugar and that these can harm our teeth, our bodies and our minds. Healthy and Unhealthy PP</p> <p>Activity: Recap, guess the healthy foods. Picture mat</p> <p>Activity: Children to be given 'Sort the Snacks Cards'. Sort the Snacks Cards</p> <p>The children to discuss and sort the snacks into healthy, unhealthy and 'not sure' categories. Remind children that talking about it together is more important than everyone agreeing. Ask the children to give their reasons for their choices.</p> <p>Plenary- To watch video songs food helps you grow healthy food song</p>	



	Why is it important to make healthy food choices?	
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Thursday		
1	<p>WALT 1: Can I complete a phonic assessment?</p> <p>WALT 2: Can I write a letter to my teacher?</p> <p>WALT 3: Can I practise my spellings?</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 10 Lesson 3. Children to consolidate their ability to read, write and spell Level 3 consonant digraphs. Review and revisit, teach, practise and apply. Children will recap the Level 3 consonant digraphs 'ch', 'th', 'ng' and 'sh' and practise using them to read CVC words and sentences. Children will to practice blending, segmenting, decoding and spelling in order to read and write phonetically decodable words. Digraph PP</p> <p>Group 4: To work 1:1 with my teacher to complete a phonics assessment. Read with my teacher fish and chips in the sand cards. Fish and Chip Cards</p> <p>Group 1: Complete a Cold Write. Write a Letter to my teacher. Group 2: Practise spelling techniques in Doodle books. (Rainbow spellings and shape spellings) Group 3: Consonant Digraphs Word and Picture Match - 'ing, ar, ck, th, ll and ch'. Picture Match</p> <p>Ext: Phonics snakes and ladders.</p> <p>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 Children to represent numbers in different ways, which builds on children's understanding that that 10 ones are equivalent to 1 ten and that multiples of 10 are made up from a number of tens. Children will be challenged to use their knowledge of identifying numbers through different representations to solve problems. Children will apply their learning by matching up or drawing representations to match a given number.</p> <p>Group 4: Informal Maths assessment (following new scheme). Different representations</p> <p>Group 1 and 2: Different representations * - Children match different representations to the correct numbers, including base ten and number lines. For the representations that don't match, children could find different ways to represent them either drawing them or using equipment. Different representations</p> <p>Group 3: Different representations ** - Children represent</p>



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		two numbers in different ways. Afterwards, they could choose their own numbers and find as many ways to represent them as they can.	
3	WALT: To know the difference between fruit and vegetables.	<p>Activity: To look at variety of fruit and vegetable (maybe cut open/ taste some) Watch Difference between fruit and vegetables</p> <p>Sort fruit and vegetables. Draw fruit and vegetables into table. To write a sentence underneath explaining the difference between fruit and vegetables (i.e. fruit has seeds inside etc). fruit and veg to cut out if needed</p>	


Friday			
1	<p>WALT 1: To complete a phonic assessment</p> <p>WALT 2: To write a letter to my teacher</p> <p>WALT 3: To practise my spellings</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 10, Lesson 4. Children will recap the Level 3 consonant digraphs 'ch', 'th', 'ng' and 'sh' and practise using them to read CVC words and sentences. Children will to practice blending, segmenting, decoding and spelling in order to read and write phonetically decodable words. CE: To work 1:1 with any children left to complete phonics assessments. DM to supervise sessions below. Groups to swap when activity completed. Group 2: Practise spellings consonant digraphs 'ch', 'th', 'ng' and 'sh' (Rainbow spellings and shape spellings). To then write 2 sentences for each sound consonant digraphs 'ch', 'th', 'ng' and 'sh' Group 3: To use i-pads to practise logging into Oxford Reading/Playground picture search. Picture search Group 4: At Beechwood Park picture labelling. Pictures</p> <p>Ext: Complete any activities from this week.</p> <p>Snack- Boost Book – Summarise thoughts (likes, dislikes, puzzles, questions)</p>	
2	WALT: To understand that number can be represented in different ways.	<p>Activity: Intro- Warm up- Counting forward and backwards to 100. Counting in 2, 5, 10.</p> <p>Different representation of number (2)</p> <p>Group 4: Tens and ones To work in partners to use frames and counters. Person 1 to shut their eyes. Person 2 fill the frames.</p>	



		<p>Person 1 opens their eyes and fills in how many counters using tens and ones.</p> <p>Group 1, 2 and 3 Different representation task</p> <p>Extra activity: To work in partners, chn to use WB and deines. Partner 1 to write a number. Partner 2 to show this in deines. Swap roles.</p>	
3	<p>WALT: To participate in team games, developing simple tactics for attacking and defending.</p>	<p>Activity: Warm Up: Treasure Chest – 6 cones in a line with hoops at either end. Children to weave in and out of the cones, pick up some treasure (a bean bag) and weave bag to their teams placing the bean bag in the Chest (hoop). Which team can get all of their team members and treasure (bean bags) back first?</p> <p>Key questions: What is happening to our hearts? Why?</p> <p>Main session: Play a game of tag (sinking ship). Choose 1 child to be the crocodile the rest of the class have to run to the other end of the hall while avoiding the croc (encourage them to think of the best way to do this – should they run straight away/ should they wait?). If a child gets tagged they become a croc as well.</p> <p>End of activity – what tactics worked best to not get caught? How could we improve? Who did the taggers find hard to catch and why? (Not just because they are fast)</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.</p> <p>9.10am- Register</p> <p>9:20am: Phonics</p> <p>9:30am: Literacy</p> <p>10:15am: Boost book and snack.</p> <p>10.30am: Break</p> <p>11:00am: Maths</p> <p>12:00pm: Lunch</p> <p>1:00pm: Registration</p> <p>1:10pm: Mindfulness</p> <p>1:20pm: Group guided reading</p> <p>1:50pm: Topic / PE</p> <p>3:15pm: Home time</p>

Enhanced Provision		
<p><u>Numeracy</u></p> <p>Tuff spot- Match the word to the number</p> <p>Maths number puzzle.</p>	<p><u>Literacy/ Writing</u></p> <p>Twinkl Phonics activities.</p> <p>King Speech Bubbles- Children to draw a</p>	<p><u>Let's Explore</u></p> <p>Order the pictures of the Queen. about the Queen</p> <p>(https://www.bbc.co.uk/news/in-pictures-61645231)</p>

	<p>speech bubble and write what the New King might say. Picture of Prince Charles</p>	<p>Queen's life in pictures</p>
<p>Coin rubbing 'Queen's Coins'</p>		
<p><u>Creative</u></p> <p>Observational Drawings of Conquer life cycle</p> <p>Outdoor easel- Draw a portrait of the Queen. Picture of Queen</p>	<p><u>Construction</u></p> <p>Build Buckingham Palace/ a castle for the new King Buckingham Palace</p>	<p><u>Water/ Sand</u></p> <p>In sand (Conquers with High Frequency words written on them). Children to search in sand and say the word to get a point.</p>