



TY'N Y WERN

Week Commencing 5th September

Good morning Dosbarth Draig Coch!

We are very excited to see your lovely children and welcome them to their new classroom. We look forward to hearing about what they have been up to on their Summer Holidays.

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>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: Handwriting, Lions: Oxford Reading Bears: Times-table; Rock Stars Foxes: Phonics Game DM- Reading 1:1</p> <p>Phonics Session: Level 3: Week 9 Lesson 1 ' oo, oo, ar, or'</p> <p>Group 1: To work 1:1 with my teacher to complete a phonics assessment. To complete phonics reading game: Flip over words and read (keep that 'oo' word they read it correctly).</p> <p>Group 2: Complete a Cold Write. Write a Letter to my teacher.</p> <p>Group 3: Practise spelling techniques in Doodle books. (Rainbow spellings and shape spellings)</p> <p>Group 4: Match 'oo' words and complete sheet on 'or' words. Campfire sheet, write the item on the sledge. Sort the correct and incorrect words.</p> <p>Ext: Phonics Snakes and Ladders</p> <p>Snack- Boost Book – Prediction Pip</p>	ACL.1
2	<p>WALT: Can I recognise numbers and words?</p>	<p>Activity: Intro- Warm up- Counting forward and backwards to 100. Counting in 2, 5, 10.</p> <p>PP- Number / word powerpoint (1) Number word mat</p>	ECC.3



		<p>Group 1: LH informal assessment of maths skills (following new scheme)</p> <p>Group 2: match the written number to numerals Number to word matching cards</p> <p>Group 3: Read and write numbers. Numeral and word activity</p> <p>Group 4: Roll dice: Children to read the number aloud and other children to write the number on the whiteboard. Or partner to write down a numeral, opposite partner to write the word</p> <p>Plenary: Write the word on the board, children to write the number on their WBs.</p>	
3	<p>WALT: Can I listen to music and recognise dynamics?</p> <p>WALT: Can I use my body at different levels and show the growth of a plant?</p>	<p>Activity: Warm up using Yolanda- 'Something about that sound'. To look at dynamics within a song.</p> <p>To show children the stages of planting a seed. Children to work in small groups to come up with different movements to represent.</p> <ol style="list-style-type: none"> 1. Digging a hole to plant the seed. 2. Watering/ sun 3. Roots growing 4. Stem and flowers growing. <p>To discuss levels used.</p>	HCI.5

Tuesday			
1	<p>WALT 1: Can I complete a phonic assessment?</p> <p>WALT 2: Can I write a letter to my teacher?</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: Level 3: Week 9 Lesson 2 'ur, ow, oi, ear'</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 (keep that 'oo' word they read it correctly).</p> <p>Group 3: Complete a Cold Write. Write a Letter to my teacher.</p>	EIC.2



TY'N Y WERN

	<p>WALT 3: Can I practise my spellings?</p>	<p>Group 4: Practise spelling techniques in Doodle books. (Rainbow spellings and shape spellings)</p> <p>Group 1: Match 'oo' words and complete sheet on 'or' words. Campfire sheet, write the item on the sledge. Sort the correct and incorrect words.</p> <p>Ext: Phonics Snakes and Ladders</p> <p>Snack- Boost Book – Vocab- Vocabulary Victor</p>	
2	<p>WALT: Can I read and write numbers?</p>	<p>Activity: Warm up- Counting forward backwards in 2,5,10. Top marks, 100 number grid one more, one less etc.</p> <p>PP- Read and Write numbers 2</p> <p>Group 2: Informal Assessment of Maths skills.</p> <p>Group 3: Match the written number to numerals Number to word matching cards</p> <p>Group 4: Read and write numbers. Numeral and word activity</p> <p>Group 1: Roll dice: Children to read the number aloud and other children to write the number on the whiteboard. Or partner to write down a numeral, opposite partner to write the word</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>Children to sing pwyt ti song (Seesaw). To use hoops, Makaton and clapping to help remember phrases.</p> <p>To play the revision game. Revision game- Welsh</p> <p>To complete baseline assessment mat.</p>	

Wednesday			
1	<p>WALT 1: Can I complete a phonic assessment?</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 9, lesson 3 'air, ure, er'</p> <p>Group 3: To work 1:1 with my teacher to complete a phonics assessment. To complete phonics reading game: Flip over words and read (keep that 'oo' word they read it correctly).</p>	



TY'N Y WERN

	<p>WALT 2: Can I write a letter to my teacher?</p> <p>WALT 3: Can I practise my spellings?</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: Match 'oo' words and complete sheet on 'or' words. Campfire sheet, write the item on the sledge. Sort the correct and incorrect words.</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.</p> <p>Place value pp. To use bead bar, abacus and give children 100 number squares.</p> <p>Group 3: Informal Assessment of Math skills.</p> <p>Group 4: Match the written number to numerals Number to word matching cards</p> <p>Group 1: Read and write numbers, Numeral and word activity</p> <p>Group 2: Roll dice: Children to read the number aloud and other children to write the number on the whiteboard. Or partner to write down a numeral, opposite partner to write the word. Extension: To work with ten frames and counters/ conquers. To test their partner</p>	
3	<p>WALT: I know what healthy and unhealthy foods are.</p>	<p>Activity: To ask what food they like to eat? What do they think is a healthy choice in food? Record class answers. To discuss any misconceptions.</p> <p>To work in small groups- sort healthy and unhealthy foods. To discuss why. Healthy and unhealthy food to sort</p> <p>Plenary- To watch video songs food helps you grow healthy food song</p> <p>Why is it important to make healthy food choices?</p>	



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 9 Lesson 4.</p> <p>Group 4: To work 1:1 with my teacher to complete a phonics assessment. To complete phonics reading game: Flip over words and read (keep that 'oo' word they read it correctly).</p> <p>Group 1: Complete a Cold Write. Write a Letter to my teacher.</p> <p>Group 2: Practise spelling techniques in Doodle books. (Rainbow spellings and shape spellings)</p> <p>Group 3: Match 'oo' words and complete sheet on 'or' words. Campfire sheet, write the item on the sledge. Sort the correct and incorrect words.</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</p> <p><u>Different representations of number</u></p> <p>To introduce ten frames and how to count a complete ten frame quickly. I.e. one full ten frame is 10. A full top row is 5.</p> <p>Group 4: Informal Maths assessment (following new scheme).</p> <p>Group 1 and 2: <u>Tens and ones</u> 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 3: <u>Tens and ones</u> 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	WALT: To know the difference between fruit and vegetables.	Activity: To look at variety of fruit and vegetable (maybe cut open/ taste some) Watch Difference between fruit and vegetables 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	
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Friday			
1	WALT 1: To complete a phonic assessment WALT 2: To write a letter to my teacher WALT 3: To practise my spellings	Morning Warm Up Activity: Weekly round up on WB: Test on all covered throughout the week. DM- Reading 1:1 Phonics Session: Level 3: Week 9, Lesson 5 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 'air, er, ure' techniques in Doodle books. (Rainbow spellings and shape spellings). To then write 2 sentences for each sound 'air', 'er' 'ure' Group 3: To use i-pads to practise logging into Oxford Reading. Group 3: Phonics Snakes and Ladders Ext: Complete any activities from this week. Snack- Boost Book – Summarise thoughts (likes, dislikes, puzzles, questions)	
2	WALT: To understand that number can be represented in different ways.	Activity: Intro- Warm up- Counting forward and backwards to 100. Counting in 2, 5, 10. Different representation of number (2) 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. 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.	
3	WALT: To practise foot work and different passes.	Activity: Warm Up: To play stuck in the mud using different methods of travel. To practise different footwork and throwing techniques. Cool down.	

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

Tuff spot- Match the word to the number

Maths number puzzle.




Literacy/ Writing

HF word threading.

Let's Explore

Draw their perfect school (decide as a class what is needed in a perfect school).

<p>Fine motor and numeracy. Children to use tweezers to pick up 3 different sized objects. Large= 1point, medium= 2 points, small= 5 points.</p>		
<p><u>Creative</u></p>  <p>Paint on the outdoor easel.</p> <p>Outdoor easel- Trace around a face. Paint and draw yourself.</p>	<p><u>Construction</u></p>	<p><u>Water/ Sand</u></p>