



WB 11.03.24

Hello! This term we will be learning about Caerphilly castle.

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](#).

Any problems, feel free to comment on Seesaw or email me on tavnerl@hwbcymru.net

Monday

1	WALT: to choose their own method to solve subtractions	Moshoeshoe day Tell the children the story of King Moshoeshoe information . and show them picture of Thaba Bosui Children to create Lesotho flags.	ACL6
2	WALT: to read with increasing fluency and accuracy	Phonics Level 5 – week 10 - lesson 1 Guided group reading	ALC4
3	WALT: what is of value to me?	Cynefin – Talk to the children about the meaning of cynefin – ask them about what is important to them? Show examples of the children from Lesotho work on cynefin. Foxes & squirrels- to complete a cynefin mindmap illustrating and labelling what is important to them. Hedgehogs & badgers – enhanced activities	

Tuesday

2	WALT: to carry out addition and subtractions with growing independence	Warm up: Recite forwards and backward in 10s with the counting stick (labelled 0 – 100) emphasising the number words – twenty, thirty, forty, fifty etc. Foxes - maths assessment Hedgehogs – addition and subtraction games Badgers & squirrels – enhanced activities	ACL6
2	WALT: to read & write words with long vowel sounds	Activity: Phonics Level 5 – week 10 – lesson 2 Shared reading and blending new words	ACL.4
3	WALT: what is of value to me?	Cynefin –recap the meaning of cynefin – ask them about what is important to them? Show examples of the children from Lesotho work on cynefin. Hedgehogs & badgers - to complete a cynefin mindmap illustrating and labelling what is important to them. Foxes & Squirrels – enhanced activities	

Wednesday			
1	WALT: I can produce designs in response to a context	The children will begin to create their coat of arms using fabric. They will use draw their symbols on fabric and then cut them and sew them onto their shield. Groups will rotate throughout the day working with teachers for support.	ECC1
2	WALT: to read & write words with long vowel sounds	Phonics Level 5 – week 10 lesson 3 Group reading activities	ACL4
Thursday			
	WALT: Perform a dance sequence as a class, focusing on linking movements and formation	<p>Activity: Warm up: Recap the safari dance sequences created last week.</p> <p>Introduction Activity: Follow the leader, using animal inspired movements, making sure each leader moves to the beat.</p> <p>Main Activity: Ask the children to get into the starting animal shapes in their groups from the previous week. This will become the class dance starting position. Now the dance will be performed as a class therefore the class will now need to pick a formation to perform the dance. Children must select a linking movement to get them from their animal shapes into the starting group formation using 16 counts. Children practise the sequence. Add on the ending animal shapes using the same format as above.</p> <p>Children perform the dance as a class.</p> <p>Plenary: Discuss how the movements helped to link the shapes to the group sequence. Did all children have enough room to dance? Did they get to their positions in 16 counts?</p> <p>Cool down: Ask the children to lie down on the floor and close their eyes. Ask them to tense each part of their body and then relax. Go through the entire body so that they can recognise moving each body part in isolation.</p>	
2		Music Session with visiting teacher	
3	WALT: to carry out addition and subtractions with growing independence	<p>Warm up: Recite forwards and backward in 10s with the counting stick (labelled 0 – 100) emphasising the number words – twenty, thirty, forty, fifty etc.</p> <p>Hedgehogs -maths assessment</p> <p>squirrels – addition and subtraction games</p> <p>Badgers & foxes – enhanced activities</p>	ACL6



--	--	--	--

Friday			
--------	--	--	--

1	WALT: to carry out addition and subtractions with growing independence	Warm up: Recite forwards and backward in 10s with the counting stick (labelled 0 – 100) emphasising the number words – twenty, thirty, forty, fifty etc. Squirrels - maths assessment badgers – addition and subtraction games foxes & heedgehogs – enhanced activities	ACL6
2	WALT: to read & write words with long vowel sounds	Phonics Level 5 – week 10 lesson 4 Mini book shared reading activity	
3	WALT: Understand that medicines can help me if I feel poorly, and I know how to use them safely Know some ways to help myself when I feel poorly	<p>Jigsaw _ Healthy Me – Lesson 4 – Healthy and Medicine safety Make sure the children understand the key vocabulary from these during the lesson so they can reflect on them at the end.</p> <p>Ask the children to role-play what happens when they feel poorly. What do they look like? Who else is there? What do they do to help themselves feel better? Include how eating healthy food, drinking lots of fluids and taking some medicines can help us feel better. Each group performs to the rest of the class.</p> <p>Ask Me This: What do your face and body look like when you are feeling poorly? How can you help yourself feel better?</p> <p>Show the children some empty medicine packaging. Try to include at least one with the instruction leaflet inside.</p> <p>Ask the children why medicines have instructions. Discuss with the children the dangers of taking too much medicine, and who should give medicine to them.</p> <p>Use Jigsaw Jack as the questioner so that the children are in the role of helpers. Ask Me This: Why should we not have too much medicine? Is anything always healthy or safe?</p> <p>Explain to the children that they are going to play a game to decide whether things are healthy, unhealthy or OK sometimes.</p>	



		<p>Working in groups of 3 or 4, children look at the picture cards of things we put into our bodies and decide whether they go into the 'always healthy/safe' pile, the 'never healthy/ safe' pile or the 'OK sometimes' pile. Children feed back their responses and ask whether everyone in the group agreed on where to put each picture.</p>	
--	--	--	--

Additional Tasks	
Boost, Mindfulness daily phonics recap,	