



WB 19.02.24

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 subtract within 20 (concrete)	Activity: Counting stick warm up. Counting in 2s Introduce subtraction by taking away concrete objects Powerpoint Foxes: to carry out subtractions by taking away concrete objects – record number sentences on white boards. - Teacher Badgers – to carry out subtraction using concrete objects – within 10 – Mrs Gamble Squirrels & hedgehogs– Enhanced activities, addition game, number formation	ACL.6
2	WALT: to read with increasing fluency and accuracy	Guided group reading	ALC4
3	WALT: Create a Welsh themed flag	As part of Bedwas Workmans Hall regeneration project they have invited all schools in the BTM area to enter a competition to design and create Welsh themed flags or bunting to decorate their theatre. Discuss and look at pictures of the different emblems of Wales and things Wales is known for. The children will create designs using their ideas	

Tuesday

2	WALT: to design a coat of arms	TASC – Gather / organise The children will be designing a coat of arms – we will discuss the use of coats of arms and what they were used for and who they were used by. We will look at examples of coats of arms and discuss the meaning behind them. Generate – the children will begin to draw ideas of items they may include on their coat of arms	ACL4
2	WALT: to read & write words with long vowel sounds	Activity: Phonics Level 5 – week 9 - lesson 1 Shared reading and blending new words	ACL.4



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3	WALT: to subtract within 20 (concrete)	Activity: Counting stick warm up. Counting in 2s Introduce subtraction by taking away concrete objects Powerpoint hedgehogs: to carry out subtractions by taking away concrete objects – record number sentences on white boards. - Teacher squirrels – to carry out subtraction using concrete objects – record number sentences on whiteboards – Mrs Gamble foxes & badgers– Enhanced activities, addition game, number formation	ACL6
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Wednesday			
1	WALT: to choose their own method to solve subtractions	Demonstrate pictorial method for subtraction Children to use whiteboards to solve subtractions using pictorial method Children to complete orienteering hunt for numbers. Using the numbers found at each station they will create a subtraction sum. They will then choose the method they would prefer to use to find the answer (concrete or pictorial)	ACL6
2	WALT: to read & write words with long vowel sounds	Phonics Level 5 – week 9 lesson 2 Group reading activities	ACL4
3	WALT: to write about likes and dislikes in Welsh	Recap <i>dwi'n hoffi</i> and <i>dwi'n ddim yn hoffi</i> orally. The children will draw a pictures of themselves doing something they like and dislike. With support they will write a sentence under each picture.	ACL4
Thursday			
	WALT: to design a coat of arms	TASC- Decide – the children will complete their ideas and then decide on which 4 ideas they will include on their coats of arms.	
2		Music Session with visiting teacher	
3	WALT: To design a coat of arms	TASC – Implement The children will use their chosen ideas to create their final coat of arms design.	ACL6



Friday

1	<p>WALT: Perform a dance sequence as a class, focusing on linking movements and formation</p>	<p>Activity: Warm up: Recap the safari dance sequences created last week. Introduction Activity: Follow the leader, using animal inspired movements, making sure each leader moves to the beat. 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. Children perform the dance as a class. 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? 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>	<p>ACL4</p>
2	<p>WALT: to read & write words with long vowel sounds</p>	<p>Activity: Phonics Level 5 – week 9 - lesson 3 Shared reading and blending new words</p>	<p>ACL.4</p>
3	<p>WALT: Understand the difference between being healthy and unhealthy and know some ways to keep myself healthy</p>	<p>Jigsaw lesson –Healthy Me – Being Healthy Sing the song, ‘If you’re healthy and you know it’ (to the tune of ‘If you’re happy and you know it’). Use these phrases/mimes/sounds to add to the song: Eat some fruit (mime munching on an apple and say, “Crunch, crunch”) Get some sleep (mime sleeping and snore loudly) Walk to school (walk on the spot and make puffing noises) Wash your hands (mime washing your hands and say, “Scrub, scrub”) Drink some water (mime drinking and say, “Glug, glug”) Do all five (mime all of the above and make the noises at the appropriate times) Ask Me This: If you’re healthy, how do you feel? Explain to the children that there are lots of ways to keep ourselves healthy. Ask them to tell you some of the ways they know and emphasise that the ones in the song are very important. Start showing the picture slides and use the notes to highlight what each one is showing.</p>	<p>HC15</p>



		<p>Ask Me This: How could children keep themselves healthy? What sort of things would you do? Eating a balanced diet (a range of different whole foods): we all need to eat foods that are good for us. Concentrate on an easy-to-remember message: foods high in sugar are not good for our bodies and teeth.</p> <p>Sleep: for children aged 5-6 years old, most will need about 11 hours' sleep. Explain why we need sleep and how it helps our bodies rest and recover.</p> <p>Exercise: all children need to do at least 1 hour of physical activity every day. Explore with the children about how they could make up their hour (minimum).</p> <p>Ask Me This: Should everyone do lots of exercise, or is it only some people?</p> <p>Keeping clean: ensure children know that they should wash their hands after they have been to the toilet and before eating; cough into their elbow, sneeze into a tissue, etc.</p> <p>Ask Me This: Why should you wash your hands after using the toilet?</p> <p>Drinking water: our bodies love water and need to keep hydrated (not thirsty) so that they work properly. Look at the images again and ask the children to mime actions for each of the main healthy lifestyle messages shown.</p> <p>Then, using the instruction sheet, do the Healthy Balance Sum. Act this out with the children several times together, and then ask them to do it without instructions from the teacher.</p> <p>Ask them how they might feel if they were healthy and take feedback from as many children as possible</p>	
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Additional Tasks

Boost, Mindfulness daily phonics recap,