



WB 05.02.24

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](mailto:tavnerl@hwbcymru.net)

Monday

1	<b>WALT:</b> To count in 2s	<p>Warm up: Recite forwards and backward in 2s with the counting stick</p> <p>Model 2 more/2 less on the counting stick. Identify missing numbers using the language of 2 more or 2 less.</p> <p>Activity:            Foxes – Create a number line using numicon 2 plates. How far can you get            Squirrels – organise the wellie box – can you put the wellies in pairs – count in twos – how many are there?            Hedgehogs &amp; Badgers – enhanced activities – number of the week, number formation etc</p>	<b>ACL.2</b>
2	<b>WALT:</b> to read & write words with the grapheme ou saying ow	<p>Phonics Level 5 – week 8 – lesson 1 ou saying ow            Children to build words from powerpoint using whiteboards.</p>	<b>ALC4</b>
3	<b>WALT:</b> Create a paint resist drawing using watercolours and oil pastels.	<p>Castles            Recap on castles – name some of the main features of a castle            – portcullis, battlements, drawbridge, arrow slit windows, moat etc. What is the purpose of each?  <a href="#">castles</a></p> <p>Recap on the work of Swiss artist Paul Klee – what would you find in his work? Pa siapau? Pa lliwiau?  <a href="#">Paul Klee Presentation</a></p> <p>Activity 1: Oil Pastel Castles</p> <ul style="list-style-type: none"> <li>• Use the oil pastels and draw an outline of a castle – what features would you find? Can you draw the features – battlements, keep, portcullis, drawbridge, moat, arrow slit windows etc?</li> <li>• Use watercolour paints and paint over the whole page – wax resist.</li> </ul> <p>Activity 2: Reflect and respond</p> <ul style="list-style-type: none"> <li>• Use a tick list to check what features have been drawn.</li> </ul>	



TY'N Y WERN

Tuesday			
2	<b>WALT:</b> To count in 2s	<p>Warm up: Recite forwards and backward in 2s with the counting stick</p> <p>Model 2 more/2 less on the counting stick. Identify missing numbers using the language of 2 more or 2 less.</p> <p>Activity: Squirrels – Create a number line using numicon 2 plates. How far can you get Hedgehogs – organise the wellie box – can you put the wellies in pairs – count in twos – how many are there? Badgers &amp; Foxes – enhanced activities – number of the week, number formation etc</p>	<b>ACL4</b>
2	<b>WALT:</b> to read & write words with the grapheme ou saying ow	<p><b>Activity:</b> Phonics Level 5 – week 8– lesson 2 Shared reading and blending new words</p>	<b>ACL.4</b>
3	<b>WALT:</b> to understand some of the dangers of the internet and how to stay safe	<p>Discuss with the class some of the problems/dangers associated with the internet and how we can stay safe online</p> <p><a href="#">Safer internet day</a></p>	<b>ACL.6</b>

Wednesday			
1	<b>WALT:</b> To count in 2s	<p>Warm up: Recite forwards and backward in 2s with the counting stick</p> <p>Model 2 more/2 less on the counting stick. Identify missing numbers using the language of 2 more or 2 less.</p> <p>Activity: Hedgehogs – Create a number line using numicon 2 plates. How far can you get Badgers – organise the wellie box – can you put the wellies in pairs – count in twos – how many are there? Badgers &amp; Foxes &amp; Squirrels – enhanced activities – number of the week, number formation etc</p>	<b>ACL4</b>
2	<b>WALT:</b> to read & write words	<p>Phonics Level 5 – week 8 lesson 3 Group reading activities</p>	<b>ACL4</b>



TY'N Y WERN

	with the grapheme ou saying ow		
3	<b>WALT:</b> to write about likes and dislikes in Welsh	Recap dwi'n hoffi and dwi'n ddim yn hoffi 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.	<b>ACL4</b>

Thursday

	WALT: In groups, create a beginning and end position to a dance sequence, using Safari as a stimulus	<p>Warm up: Recap the safari dance sequence created in the previous week.</p> <p>Introduction Activity: Play What shape can you make? using animal inspired shapes.</p> <p>Main Activity: Divide the children into groups. Children must pick one of the animal shapes that they created in What shape can you make? to use as the starting position for the safari sequence.</p> <p>Children practise the sequence. Do they need to change positions in order to perform the sequence with enough space? How many counts will they need to get into position? What movement can they use to get into position? Add accordingly. Add an ending animal shape for the ending position. Again, how many counts do the children need to get into their ending animal shapes in their groups? Children perform to each other. Were the animals shapes clear? How could they use their bodies to make the shapes clearer?</p> <p>Plenary: Discuss how the shapes and movements used within the sequence helped to show the different animals. Was it clear when the dances started and ended?</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>	
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2		Music Session with visiting teacher	
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3	<b>WALT:</b> To count in 2s	<p>Warm up: Recite forwards and backward in 2s with the counting stick</p> <p>Model 2 more/2 less on the counting stick. Identify missing numbers using the language of 2 more or 2 less.</p> <p>Activity:</p> <p>Badgers – Create a number line using numicon 2 plates. Focus on 2s to 20</p> <p>Foxes – organise the wellie box – can you put the wellies in pairs – count in twos – how many are there?</p> <p>Hedgehogs &amp; squirrels – enhanced activities – number of the week, number formation etc</p>	<b>ACL6</b>
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Friday			
1	<p><b>WALT:</b> to read &amp; write words with the grapheme ou saying ow</p>	<p><b>Activity:</b> Phonics Level 5 – week 3– lesson 5 Shared reading and blending new words</p> <p>Guided Group Reading</p>	ACL4
2	<p><b>WALT:</b> To celebrate Dydd Mwsig Cymru</p>	<p>Dydd Mwsig Cymru -Welsh music Day Listen and sing to <a href="#">Mr Hapus ydw i</a> Children to work in small groups to add music and actions to the song and perform to the class</p>	
3	<p><b>WALT:</b> Can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them Can explain how I feel when I face obstacles and how I feel when I overcome them</p>	<p>Jigsaw lesson –Dreams &amp; Goals – Lesson 5 –Overcoming obstacles Read the Jigsaw story: ‘Pauli’s Journey’ to the children and encourage them to join in at the key points. Using the stepping stones idea, like you used in Piece (lesson) 2, put blank pieces of paper across the circle that represent the steps of Pauli’s journey.</p> <p>Either the teacher, or a child volunteer can then ‘act out’ each of the steps of Pauli’s trip along the stepping stones, using the children’s ideas and suggestions for each step.</p> <p>Reinforce that Pauli’s challenge was difficult and that sometimes we all face obstacles when we are working towards a challenge. Perhaps we also get some of the feelings the penguins felt when things were hard? Invite the children to reflect in talk partners about something they have found difficult and how they kept going.</p> <p>Using Jigsaw Jack as the talking object each pair can share, if they wish, what they talked about with the class</p>	HCI5

Additional Tasks	
Boost, Mindfulness daily phonics recap,	