



WB 13.3.23

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 count in 10s	<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>Model 10 more/10 less on the counting stick. Identify missing numbers using the language of 10 more or 10 less.</p> <p>Activity: foxes: Game - Write multiples of 10 – 80 on a piece of paper several times. Take turns to roll a dice labelled 20, 30, 40, 50, 60 and 70 together with a +10 / -10 dice. Cover your answer with a counter (each player has a different colour). The winner is the person with the most counters on the board. Hedgehogs: Estimate and count the number of gems in the jar etc by grouping them in 10s. Badgers & Squirrels: enhanced activities order multiples of tens, write multiples of ten.</p>	ACL.6
2	WALT: to learn u_e saying oo/yoo	Phonics Level 5 – week 7 – lesson 1 Children to build words from powerpoint using whiteboards.	ALC4
3	WALT: To recognise the features of a factfile	Children will look at examples of factfiles about castles. The children will decide on the key features they notice that makes a good factfile (these will be scribed on post-its by the teacher) The children will then order these in the order they think is most important to create their own steps to success.	ACL.2

Tuesday

2	WALT: To count in 10s	<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>Model 10 more/10 less on the counting stick. Identify missing numbers using the language of 10 more or 10 less.</p> <p>Activity:</p>	ACL.6
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TY'N Y WERN

		<p>Hedgehogs: Game - Write multiples of 10 – 80 on a piece of paper several times. Take turns to roll a dice labelled 20, 30, 40, 50, 60 and 70 together with a +10 / -10 dice. Cover your answer with a counter (each player has a different colour). The winner is the person with the most counters on the board.</p> <p>Squirrels: Estimate and count the number of gems in the jar etc by grouping them in 10s.</p> <p>Badgers – As squirrels but counting in ones</p> <p>Foxes: enhanced activities order multiples of tens, write multiples of ten.</p>	
2	<p>WALT: to learn u_e saying oo/yoo</p>	<p>Phonics Level 5 – week 7 – lesson 2</p> <p>Children to build words from powerpoint using whiteboards.</p>	<p>ALC4</p>
3	<p>WALT: to create a non-fiction text</p>	<p>Activity: Castles hot write</p> <p>Over a few sessions the children will create a factfile about castles.</p> <p>Foxes – to write factfile -Mrs T</p> <p>Hedgehogs – phonic assessment –(Mrs G)</p> <p>Squirrels & Badgers -Enhanced area – phonic activities, word building activities</p>	<p>ACL4</p>

Wednesday			
1	<p>WALT: To count in 10s</p>	<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>Model 10 more/10 less on the counting stick. Identify missing numbers using the language of 10 more or 10 less.</p> <p>Activity:</p> <p>Badgers: Write all the teens numbers on a sheet of paper. Take turns to throw and add the dice, drawing a circle round the number if it is on your sheet. Who has the most circled at the end of the game?</p> <p>Foxes: Estimate and count the number of gems in the jar etc by grouping them in 10s.</p> <p>Hedgehogs & Squirrels: enhanced activities order multiples of tens, write multiples of ten.</p>	<p>ACL.6</p>
2	<p>WALT: to learn e_e saying ee</p>	<p>Phonics Level 5 – week 4– lesson 3</p> <p>Group reading activities</p>	<p>ACL4</p>



TY'N Y WERN

3	<p>WALT: to create a non-fiction text</p>	<p>Activity: Castles hot write Over a few sessions the children will create a factfile about castles. Hedgehogs – to write factfile -Mrs T Squirrels & Badgers – phonic assessment –(Mrs G)</p> <p>Foxes -Enhanced area – phonic activities, word building activities</p>	<p>ACL4</p>
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Thursday

1	<p>WALT: Create motifs to represent animals/creatures, using Safari as a stimulus.</p>	<p>Warm up: DDMIX Kids warm up Introduction Activity: Follow the leader, using animal inspired movements, making sure each leader moves to the beat. Recap and practise the African animal movements from the previous week. Thinking about each key movement, how many counts does each movement last?(8 counts). Is it easy to repeat? Main Activity: As a class, ask the children to create 1 key movement/motif using another animal/creature that lasts 8 counts which can be easily repeated. Think about different birds/mammals/reptiles/amphibians etc and their different movement qualities. Are the movements easy to repeat? Ask children to give feedback to the class to help their movements to be clear and easy to repeat. As a class create 3 more animal key movements/motifs. Perform each key movement/motif with the music. Split the class in half to watch each half perform a key movement until all key movements have been demonstrated. Plenary/cool down: Children feedback on w</p>	<p>HCI5</p>
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2		<p>Music session with visiting teacher</p>	
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3	<p>WALT: to create a non-fiction text</p>	<p>Activity: Castles hot write Over a few sessions the children will create a factfile about castles. Squirrels – to write factfile -Mrs T Badgers – to write factfile using simple sentences and pictures– it has battlements, It has a porticullis -Mrs G</p> <p>Foxes & Hedgehogs-Enhanced area – phonic activities, word building activities</p>	<p>ACL4</p>
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Friday



1	<p>WALT: To count in 10s</p>	<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>Model 10 more/10 less on the counting stick. Identify missing numbers using the language of 10 more or 10 less.</p> <p>Activity:</p> <p>Squirrels: Game - Write multiples of 10 – 80 on a piece of paper several times. Take turns to roll a dice labelled 20, 30, 40, 50, 60 and 70 together with a +10 / -10 dice. Cover your answer with a counter (each player has a different colour). The winner is the person with the most counters on the board.</p> <p>foxes: Measure the length of items in the classroom and outdoors using 10cm number rods. Use language such as 'nearly 50cm long' or between 30cm and 40cm or just over 60cm.</p> <p>Hedgehogs & badgers: enhanced activities order multiples of tens, write multiples of ten.</p>	<p>ACL.6</p>
2	<p>WALT: to learn e_e saying ee</p>	<p>Phonics Level 5 – week 4– lesson 3</p> <p>Group reading activities</p>	<p>ACL4</p>
3	<p>WALT: Can tackle a new challenge and understand this might stretch my learning Can tell you how I feel when I am faced with a new challenge</p>	<p>Jigsaw – Dreams & Goals lesson 4 – stretchy learning</p> <p>Ask the children to stand up in the circle and to stretch as high as they can. Then, ask them to stand on tiptoes and stretch even higher.</p> <p>Repeat this activity stretching in different directions and emphasising the word 'stretching'. Conclude that our bodies are very stretchy.</p> <p>Can the children think of anything that is stretchier? E.g. caterpillar, elastic band etc.</p> <p>Briefly explain to the children that when we learn new things, we have to stretch our thinking or our skills. This usually means trying over again and again, stretching a bit more and a bit more, e.g. when you learn to play the recorder, you started off learning one or two notes, then you stretched your learning to learn four or five notes, then seven or eight notes, etc.</p> <p>Ask Me This: How does it feel when we start to learn something new? (Scary, nervous, exciting.)</p> <p>Explain to the children that today they will have a new challenge which might stretch their learning. How does that make them feel? Have the children make clenched fists and then stretch out their fingers as far as they can, clench, stretch. Show the children how to make 'stretchy' flowers. Use the 'steps/stepping stones to a goal' (language introduced in Piece 2) and refer to these on slide – children are going to try to remember the steps.</p>	



	<p>Step 1 - Make a hand print or draw around your hand. Step 2 - Cut out your hand print/flower. Step 3 - Decorate it to make it look like a flower. Step 4 - Fix the hand print to one end of a pipe cleaner, threading the pipe cleaner through the hand so it sits on the top like a flower. Step 5 - Attach the other end of the pipe cleaner to the end of a green garden stick by winding it around the top.</p> <p>Set the children the new challenge of making their own stretchy flower. Explain that this is a new challenge and will stretch their learning. They might need to keep trying in order to achieve the goal. Ensure they understand the stepped process and encourage them to be as imaginative as possible when they make their flowers. They may like to add leaves to the stick or more than one hand print overlapping to the flower. The children bring their flowers back to the circle and express (using Jigsaw Jack as the talking object) how they feel now they have succeeded in making their stretchy flowers</p>	
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Additional Tasks

Boost, Mindfulness daily phonics recap,