



WB 22.01.24

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: Addition within 20	Counting stick warm up. Counting in 10s Ensure understanding of the concept of addition as combining two or more groups to find the total: <ul style="list-style-type: none"> • using concrete materials • jumping on using a number line. Foxes –to pick a sum card write down the addition and choose the resource of their choice to solve it – mental, fingers, numberline, counters etc Hedgehogs –play addition boardgame in pairs Squirrels & badgers–enhanced activities – blockzilla activity, number formation	ACL.6
2	WALT: to learn the sound i_e saying igh	Phonics Level 5 – week 6 – lesson 1 i_e saying igh Children to build words from powerpoint using whiteboards.	ALC4
3	WALT: to recap phrases learnt last term	Introduce 'dwi'n hoffi' and dwi'n ddim yn hoffi – play beth sy'n yn y bag. Pull out an item and ask wyt ti'n hoffi....? Model using flic and flac. Then ask around the circle.	

Tuesday

1	WALT:	Class trip to Caerphilly castle	ACL.6
3	WALT: to use wow words to describe a castle	Look at a picture of Caerphilly castle and discuss some of the things we saw on our trip. In small mixed ability groups the children will be asked to record wow words about Caerphilly castle. They will be reminded of our Valued Voices guidelines. The children will then feed back their ideas and we will record them on the magpie board so we can use them in our writing this week	ACL.6

Wednesday

1	WALT: to understand the features of a simple recount	Using pictures from yesterday's trip model writing a retell of the trip. The class will help to order the events and build each sentence.	ACL.4
---	---	---	--------------



2	WALT: to write a simple recount of our school trip	<p>Foxes – to write a retell of the school trip using picture prompts, their vocabulary bank and wow words to assist them.(Mrs T)</p> <p>Badgers – to write simple words/sentences using the picture prompts – we went to the castle, we went on the battlements etc – using their vocabulary bank to help them. (Mrs G)</p> <p>Hedgehogs & Squirrels – enhanced activities</p>	ALC4
3	WALT: to write a simple recount of our school trip	<p>hedgehogs – to write a retell of the school trip using picture prompts, their vocabulary bank and wow words to assist them.(Mrs T)</p> <p>Squirrels – to write simple sentences using the picture prompts – we went to the castle, we went on the battlements etc – using their vocabulary bank to help them and wow words. (Mrs G)</p> <p>Foxes and badgers – enhanced activities</p>	ALC4

Thursday			
1	WALT: Create motifs to represent animals/creatures, using Safari as a stimulus.	<p>Warm up: DDMIX Kids warm up</p> <p>Introduction Activity: Follow the leader, using animal inspired movements,making sure each leader moves to the beat.</p> <p>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?</p> <p>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.</p> <p>Think about different birds/mammals/reptiles/amphibians etc and their different movement qualities.</p> <p>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.</p> <p>As a class create 3 more animal key movements/motifs. Perform each key movement/motif with the music.</p> <p>Split the class in half to watch each half perform a key movement until all key movements have been demonstrated.</p> <p>Plenary/cool down: Children feedback on w</p>	
2	WALT: Addition within 20	<p>Counting stick warm up. Counting in 10s</p> <p>Ensure understanding of the concept of addition as combining two or more groups to find the total:</p> <ul style="list-style-type: none"> • using concrete materials • jumping on using a number line. <p>Hedgehogs –to pick a sum card write down the addition and choose the resource of their choice to solve it – mental, fingers, numberline, counters etc</p> <p>Squirres –play addition boardgame in pairs</p>	ACL.6



		Foxes & badgers–enhanced activities – blockzilla activity, number formation	
3	WALT: to Use line to create new shapes	<p>Activity 1: Paul Klee's "Castle and Sun"</p> <p>Paul Klee presentation</p> <ul style="list-style-type: none"> • Look at and discuss the work of Swiss artist Pau Klee. What would you find in his work? What shapes and colours can you see? Pa siapau? Pa lliwiau? • Model on the board how to use lines to create new shapes, e.g draw a diagonal line in a square to create 2 triangles. • Pupils use the template, found in the presentation, to draw lines to create new shapes. • Use watercolours to paint each section a different colour. 	ACL.4

Friday			
1	WALT: Addition within 20	<p>Counting stick warm up. Counting in 10s</p> <p>Ensure understanding of the concept of addition as combining two or more groups to find the total:</p> <ul style="list-style-type: none"> • using concrete materials • jumping on using a number line. <p>squirrels–to pick a sum card write down the addition and choose the resource of their choice to solve it – mental, fingers, numberline, counters etc</p> <p>badgers –to solve additions within 10 using objects to count and ten frames</p> <p>foxes & hedgehogs–enhanced activities – blockzilla activity, number formation</p>	ACL.6
2	WALT: to learn the sound i_e saying igh	<p>Phonics Level 5 – week 6– lesson 4</p> <p>Group guided reading activities</p>	ALC4
3	WALT: understand how to work well with a partner	<p>Jigsaw lesson – Dreams and Goals lesson 3</p> <p>In 'Let me learn', the children will be asked in pairs to design a 'welly' showing one goal that they both want to achieve, e.g.to play kindly, to learn to skip, to improve our reading. This will highlight for them the need to work well with a partner.</p> <p>To start this, the teacher and a classroom assistant role-play the welly designing activity, designing a welly but illustrating how not to work together, i.e. arguing, not listening to each other, not sharing, etc.</p> <p>Ask the children how the teacher and a classroom assistant could have been better partners and how they could have worked better together, e.g. they could have taken turns, shared the equipment, etc.</p> <p>In partners, children are set the goal of designing a welly, illustrating their shared goal. The pair needs to agree how to design the welly and how they go about this task (e.g.</p>	



	<p>who does what, the materials they use, etc.). There is a welly template to use (see resources).</p> <p>These wellies are to form part of 'Our Garden of Dreams and Goals' and can be used as decoration and displayed as part of the overall garden.</p>	
--	---	--

Additional Tasks	
Boost, Mindfulness	daily phonics recap