



WB 14.01.24

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](mailto:tavnerl@hwbcymru.net)

Monday

1	<b>WALT:</b> 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"> <li>using concrete materials</li> <li>jumping on using a number line.</li> </ul> Foxes – addition game Shuffle a pack of playing cards (picture cards removed) and place face down in the middle of the table. Take turns to turn over the top two cards and add the numbers together. The player with the highest number wins all the cards. Keep going until all the cards have been taken. Hedgehogs –play addition boardgame in pairs Squirrels & badgers–enhanced activities – blockzilla activity, number formation	<b>ACL.6</b>
2	<b>WALT:</b> 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.	<b>ALC4</b>
3	<b>WALT:</b> to recap phrases learnt last term	Using a variety of games we will recap last terms vocabulary – Pwy wyt ti? Sut wyt ti? Sut mae tywydd? Ble wyt ti'n byw?	

Tuesday

1	<b>WALT:</b> 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"> <li>using concrete materials</li> <li>jumping on using a number line.</li> </ul> hedgehogs – addition game Shuffle a pack of playing cards (picture cards removed) and place face down in the middle of the table. Take turns to turn over the top two cards and add the numbers together. The player with the highest number wins all the cards. Keep going until all the cards have been taken. Squirrels–play addition boardgame in pairs badgers & foxes–enhanced activities – blockzilla activity, number formation	<b>ACL.6</b>
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2	<b>WALT:</b> to blend sounds for reading	Guided group reading	<b>ALC4</b>
3	<b>WALT:</b> to compare numbers to 20 To follow orienteering instructions	The children will use the orienteering markers to find the given grapheme. When they find the marker with the grapheme on the record the two numbers on the marker and use <=> symbols to record comparisons between numbers.	<b>ACL.6</b> <b>HCI5</b>

### Wednesday

1	<b>WALT:</b> 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"> <li>• using concrete materials</li> <li>• jumping on using a number line.</li> </ul> Squirrels – addition game Shuffle a pack of playing cards (picture cards removed) and place face down in the middle of the table. Take turns to turn over the top two cards and add the numbers together. The player with the highest number wins all the cards. Keep going until all the cards have been taken. Badgers –play addition boardgame in pairs Foxes & hedgehogs–enhanced activities – blockzilla activity, number formation	<b>ACL.6</b>
2	<b>WALT:</b> to learn the sound i_e saying igh	Phonics Level 5 – week 6 – lesson 2 Group reading activities	<b>ALC4</b>
3	<b>WALT:</b> To collect topic specific vocabulary	<b>Castles</b> Look at and discuss castles (presentation above) – why were castles built? How did a castle protect the people who lived in them? Discuss each feature – walls, battlements, arrow slits, portcullis, moat, drawbridge. Look at picture of castles and discuss the different parts of the castles and what each part of the castle is for. Children will use pictures and create a vocabulary bank of words.	<b>ACL6</b>

### Thursday

1	<b>WALT:</b>	Visitor - Multiply project – whole class introduction activities	
2	<b>WALT:</b> to learn the sound i_e saying igh	Phonics Level 5 – week 6– lesson 3 Group write the ccvc word to match the pictures.	<b>ALC4</b>
3	<b>WALT:</b> to	<b>Activity:</b> <b>Colour mixing</b>	<b>ACL.4</b>



	<p>Mix black and white paints to create different shades of grey</p>	<ul style="list-style-type: none"> <li>• Discuss painting skills – paint around the edge carefully, fill in all the white bits and spread the paint evenly.</li> <li>• Use black and white paint to create a selection of different greys.</li> <li>• Paint each square on the template of a castle in a different grey.</li> </ul> <p><a href="#">Castle Template</a></p>	
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Friday			
1	<p><b>WALT:</b> Addition within 20</p>	<p>Counting stick warm up. Counting in 10s Ensure understanding of the concept of addition as combining two or more groups to find the total:</p> <ul style="list-style-type: none"> <li>• using concrete materials</li> <li>• jumping on using a number line.</li> </ul> <p>Badgers – addition game Shuffle a pack of playing cards (picture cards removed) and place face down in the middle of the table. Take turns to turn over the top two cards and add the numbers together. The player with the highest number wins all the cards. Keep going until all the cards have been taken.</p> <p>foxes –play addition boardgame in pairs Squirrels &amp; hedgehogs–enhanced activities – blockzilla activity, number formation</p>	<p>ACL.6</p>
2	<p><b>WALT:</b> to learn the sound i_e saying igh</p>	<p>Phonics Level 5 – week 6– lesson 4 Group write the ccvc word to match the pictures.</p>	<p>ALC4</p>
3	<p><b>WALT:</b> Can set a goal and work out how to achieve it Can tell you how I learn best</p>	<p>Jigsaw lesson – Dreams and Goals lesson 2 Slide 13 Set out four pieces of paper like stepping stones across the centre of the circle and a tray with all the items needed to make a jam sandwich at the end of the line of stepping stones.</p> <p>Explain that the goal today is to make a jam sandwich, and the pieces of paper on the floor are like stepping stones.</p> <p>Each one is a step towards the goal.</p> <p>Explain that a sandwich doesn't suddenly appear, it has to be made, and making it is a step by step process. Make this a visual explanation by stepping from one piece of paper to the next but without giving the actual instructions. In pairs/talking partners ask the children what they think the four steps are for making a jam sandwich.</p> <p>After some thinking time, invite one pair to say the four steps.</p>	



	<p>Model each step by following the children's instructions exactly and stepping on the 'stones' in turn. Make the sandwich according to their instructions.</p> <p>Note: Follow the children's instructions even if they are in the wrong order to illustrate the importance of thinking carefully about the steps needed and their order.</p> <p>If the children get it wrong invite another pair to have a try, emphasising that it can be helpful to make mistakes because that's how we learn.</p> <p>After a couple of goes if the children are still struggling to get the steps, the teacher can model the correct ones.</p> <p>Invite the children in their pairs/talk partners to think about how they have just learnt to make a jam sandwich.</p> <p>Share some of their suggestions. Draw out from their ideas that we often learn by listening/watching/doing and maybe a mix of all three</p>	
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#### Additional Tasks

Boost, Mindfulness daily phonics recap